

Oklahoma School Testing Program

Oklahoma Modified Alternate Assessment Program (OMAAP)

Grade 3 Mathematics and Reading

PARENT, STUDENT, AND TEACHER GUIDE



2012–2013

Oklahoma State Department of Education

2704593-W

**Spring Testing Dates
2013 School Year**

**Multiple-Choice Tests
Grades 3–8 Paper/Pencil
April 10–24, 2013**



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**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the Oklahoma Modified Alternate Assessment Program. These tests are designed to measure knowledge in Mathematics and Reading.

Parents/guardians will receive a report on their child's performance on the tests. This report will indicate your child's areas of strength as well as areas needing improvement.

This guide provides practice questions, objectives covered in the tests, and a list of test-taking tips. Parents/guardians are encouraged to discuss these materials with their child to help prepare them for the tests. During the test week, it is very important for students to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the Oklahoma Modified Alternate Assessment Program, please contact your local school or the State Department of Education.

Sincerely,

Your State Superintendent of Public Instruction

**OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205
<http://sde.state.ok.us>**

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About This Guide

This guide is designed to help Grade 3 students prepare for the tests in Mathematics and Reading that they will take this year as part of the Oklahoma Modified Alternate Assessment Program (OMAAP). It provides an opportunity for parents, students, and teachers to become familiar with OMAAP and to understand how Mathematics and Reading skills will be assessed.

This guide presents general test-taking tips, lists the standards and objectives that are eligible for assessment in a statewide testing program, presents the blueprint for each test, and provides sample test directions and a sample test for each subject.

The Oklahoma Modified Alternate Assessment Program

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, *Oklahoma C³ Standards* provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program (OSTP) to measure students' progress in mastering the *Oklahoma C³ Standards*. Tests have been developed by national test publishers that specifically measure the *Oklahoma C³ Standards*. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

The OMAAP is a criterion-referenced testing program that compares a student's performance with performance standards established by the State Board of Education. The performance standards are based upon recommendations from groups of Oklahoma educators who evaluated the test and recommended the performance standards for the different levels of performance for each test. The Oklahoma Performance Index, or OPI, is a scaled score earned by a student that places the student into one of the four performance levels (Advanced, Satisfactory, Limited Knowledge, Unsatisfactory).

The Modified assessments have been developed for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students, even after receiving the best-designed instructional interventions from highly qualified teachers. The Modified assessments are intended for those students for whom both the Oklahoma Alternate Assessment Program (OAAP) or portfolio, and the Oklahoma Core Curriculum Tests (OCCT) general assessments are inappropriate.

The Modified assessments provide information about subject-level student academic performance in Mathematics, Reading, and Science in relation to *Oklahoma C³ Standards* based on modified achievement standards.

- Grades 3–8 Mathematics and Reading
- Grades 5 & 8 Science

These assessments provide informative data that educators can use to make instructional decisions, based on student performance in relation to *Oklahoma C³ Standards*. District and school reports included detailed diagnostic information.

Items from the OCCT were modified and reviewed by committees of educators to be used on the OMAAP. The following table illustrates the modification rules that were used for each subject area.

Subject Area	Modification Rules
Universal	<ul style="list-style-type: none"> • Minimize the number of questions on the page (limit to 2 or 3). • Provide only three answer options instead of four. • Highlight the main points in the question or passage by underlining and using bold font. • Avoid questions that require students to select the better/best answer. • Be consistent in wording of directions across grades and subjects. • Minimize the use of pronouns and prepositional phrases. • Avoid the use of multiple-meaning words and words that can function as more than one part of speech. • Enlarge art when possible. • Simplify art when possible, (i.e., removing unnecessary labels, use less gray scale, use thicker lines when outlining, etc.). • Box informational text in an item. • Bullet information when possible (e.g., bullet detailed information or processes). • Reduce reading load of stem, stimuli, and answer options when possible. • Revise answer options to address parallelism and minimize outliers.

Subject Area	Modification Rules
Math	<ul style="list-style-type: none"> • For lower grades, display numbers on all sides of figures for questions about perimeter. • Unless required by standard, avoid items with negative and positive answer choices that use the same number. • Place any items with coordinate grids on one page. • For lower grades, use grids for questions. • Be consistent with qualifiers in the stem and answer choices. • Avoid questions that use best or closest. • Avoid complicated art. • List coordinate grids in answer options vertically with plenty of space between the answer options to make the grid more accessible to the visually impaired (however, avoid spanning item over two pages). • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete one part of a compound answer choice when possible. • Delete griddable items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating math vocabulary. • Change passive voice to active voice when appropriate. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in item when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item. • Provide explicit directions to explain a process such as measuring (as long as it does not impact reading load).

Subject Area	Modification Rules
Reading	<ul style="list-style-type: none"> • Break passages into smaller portions. • Place the questions that pertain to the smaller portion underneath or on a page facing that section. • Add a word bank as needed for grades 3–5. • Use footnotes for grades 6–8. • Put items in order of appearance in the passage. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. (e.g. remove “most likely”). • Delete one part of a compound answer choice when possible. • Change passive voice to active voice when appropriate. • Eliminate answer choices that give students the option of making no changes to the item. • Direct student attention to graphics. • Simplify visual complexity of graphics.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Modified Alternate Assessment. Test-taking skills cannot replace studying based on the *Oklahoma C³* standards and objectives, which serve as the foundation for the tests.

General Test-Taking Tips:

- DO...** read this guide carefully and review the sample items.
- DO...** make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.
- DON'T...** wait until the last minute to study for the test. These tests cover a lot of material, and you cannot learn it all in a short amount of time.
- DON'T...** worry about the tests. Students who are calm and sure of themselves do better on tests.

Tips for the Multiple-Choice Tests:

- DO...** read each question and every answer choice carefully. Choose the best answer for each question.
- DO...** check your work if you finish your test early. Use the extra time to answer any questions that you skipped.
- DO...** read the selections on the Reading Test carefully.
- DO...** remember that if you cannot finish the test within the time allotted, you will be given additional time to complete the test.
- DO...** mark all your answers in the test book.
- DON'T...** allow any stray pencil marks to go inside of the question boxes from working problems or making notes in your test book.
- DON'T...** spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

The Multiple-Choice Tests

Each year, students in Grade 3 take Multiple-Choice tests in Mathematics and Reading.

Each subject-area test is given in a separate session. Each test takes about 60–90 minutes to complete. However, the tests are not strictly timed. Additional time is available to every student as an immediate extension of the testing session; it is not available as a separate session at another time.

Students who finish early should make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Students will not be allowed to reopen their test books once they have been closed for a given test session.

For each Grade 3 subject that is tested as part of OMAAP, this guide provides the following:

- the *Oklahoma C³* standards and objectives eligible for testing
- a test blueprint that describes the distribution of *Oklahoma C³* standards and objectives
- an original OCCT sample test item
- the modified OMAAP sample test item
- a sample test with directions
- an answer key showing the correct answer choices and the assessed *Oklahoma C³* standards and objectives

Oklahoma C³ Standards

The *Oklahoma C³ Standards* that are eligible for testing in the Grade 3 Multiple-Choice tests for each subject area are presented below. They represent the portion of the Oklahoma core curriculum in these subject areas that is assessed on the Oklahoma Core Curriculum Tests. The skills are grouped into standards with specific objectives listed under each one. For the OMAAP assessment, student performance on the Multiple-Choice tests is reported at the standard level in all subject areas. In Mathematics, student performance is reported by the content standards.

Please note that not all *Oklahoma C³* standards and objectives are appropriate for the statewide assessment. This guide includes only the *Oklahoma C³* standards and objectives that are assessed and are based on the 2009 revision for Mathematics and the 2010 revision for Reading.

Mathematics (Content)—Grade 3

Standard 1: Algebraic Reasoning: Patterns and Relationships—The student will use a variety of problem-solving approaches to extend and create patterns.

1. Describe (orally or in written form), create, extend, and predict patterns using numbers (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart), determine a rule and generate additional pairs with the same relationship.
2. Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.
3. Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$; $7 \cdot 1 = 7$).

Standard 2: Number Sense and Operation—The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.

1. Number Sense
 - a. Place Value
 - i. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).
 - ii. Read, model, and write whole numbers up to 4 digits (e.g., expanded form, standard form).

- b. Whole Numbers and Fractions
 - i. Compare and Order whole numbers up to 4 digits.
 - ii. Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fractions strips, number lines).

2. Number Operations

- a. Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.
- b. Multiplication Concepts and Fact Families
 - i. Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.
 - ii. Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).
 - iii. Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.

Standard 3: Geometry—The student will use geometric properties and relationships to recognize and describe shapes.

- 1. Identify and compare attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube; the radius is half of a diameter, lines of symmetry).
- 2. Analyze the effects of combining and subdividing two- and three-dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).
- 3. Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.

Standard 4: Measurement—The student will use appropriate units of measure to solve problems.

- 1. Measurement
 - a. Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.
 - c. Develop and use the concept of perimeter of different shapes to solve problems.

2. Time and Temperature
 - a. Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).
 - b. Tell time on a digital and analog clock to the nearest 5 minute.
 - c. Read a thermometer and solve for temperature change.
3. Money: Determine the correct amount of change when a purchase is made with a five-dollar bill.

Standard 5: Data Analysis—The student will demonstrate an understanding of collection, display, and interpretation of data and probability.

1. Data Analysis
 - b. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).
 - c. Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.
2. Probability: Describe the probability (more, less, or equally likely) of chance events.

**Oklahoma School Testing Program
Oklahoma Modified Alternative Assessment Program
Grade 3 Mathematics
Test Blueprint
School Year 2012–2013**

The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>Oklahoma C³</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Algebraic Reasoning: Patterns and Relationships	6–7	14%–16%
Algebra Patterns (1.1)	1–3	
Equations (1.2)	1–3	
Number Properties (1.3)	1–3	
Number Sense and Operation	15–16	35%–37%
Number Sense (2.1)	7–8	
Number Operations (2.2)	7–8	
Geometry	6–7	14%–16%
Properties of Shapes (3.1)	1–3	
Spatial Reasoning (3.2)	1–3	
Coordinate Geometry (3.3)	1–3	
Measurement	7–8	16%–19%
Measurement (4.1)	2–4	
Time and Temperature (4.2)	1–3	
Money (4.3)	1–3	
Data Analysis	6–7	14%–16%
Data Analysis (5.1)	2–4	
Probability (5.2)	2–4	
Total Test	40–43²	100%

¹ Percentages are approximations and may result in a sum other than 100 due to rounding.

² The actual number of items scored for a student may be slightly lower pending a review of item statistics.

- Student performance on the Multiple-Choice test will be reported at the standard level. A minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.
- The *Oklahoma C³ Standards* correspond to the *PASS* standards. In 2014–2015 the Common Core State Standards will be assessed.

Reading—Grade 3

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
2. Affixes—Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
3. Synonyms, Antonyms, and Homonyms/Homophones—Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.
4. Using Resource Materials—Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the third grade.
 - b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
 - c. Recall major points in a text and revise predictions about what is read.
 - d. Show understanding by asking questions and supporting answers with literal information from the text.
2. Inferences and Interpretation
 - a. Make inferences by connecting prior knowledge and experience with information from the text.
 - b. Interpret text, including lessons or morals depicted in fairy tales, fables, etc., and draw conclusions from evidence presented in the text.

3. Summary and Generalization
 - a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
 - b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
 - c. Produce summaries of fiction and nonfiction text, highlighting major points.
4. Analysis and Evaluation
 - a. Analyze characters including their traits, relationships, feelings, and changes in text.
 - b. Distinguish between fact and opinion in nonfiction text.
 - c. Analyze the causes, motivations, sequences, and results of events from a text.

Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
 - b. Recognize themes that occur across literary works.
Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of “everyone is unique” that occurs in both stories.
3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

Standard 6: Research and Information—The student will conduct research and organize information.

1. Accessing Information—The student will select the best source for a given purpose.
 - a. Alphabetize to the third letter.
 - b. Use guide words to locate words in dictionaries and topics in encyclopedias.

- c. Access information from charts, maps, graphs, schedules, directions, and diagrams.
- d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
- e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

**Oklahoma School Testing Program
Oklahoma Modified Alternate Assessment Program
Grade 3 Reading
Test Blueprint
School Year 2012–2013**

The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>Oklahoma C³</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (2.0)	9–11	21–26%
Words in Context (2.1)	2–4	
Affixes (2.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (2.3)	2–4	
Using Resource Materials (2.4)	1–3	
Comprehension/Critical Literacy (4.0)	18–20	42–47%
Literal Understanding (4.1)	4–6	
Inferences and Interpretation (4.2)	4–6	
Summary and Generalization (4.3)	4–6	
Analysis and Evaluation (4.4)	2–4	
Literature (5.0)	6–7	14–16%
Literary Elements (5.2) & Figurative Language/Sound Devices (5.3)	6–7	
Research and Information (6.0)	6–7	14–16%
Accessing Information (6.1)	6–7	
Total Test	40–43²	100%

¹ Percentages are approximations and may result in a sum other than 100 due to rounding.

² The actual number of items scored for a student may be slightly lower pending a review of item statistics.

- Student performance on the Multiple-Choice test will be reported at the standard level. A minimum of six items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.
- The *Oklahoma C³ Standards* correspond to the *PASS* standards. In 2014–2015 the Common Core State Standards will be assessed.

Sample Items & Tests—Mathematics

The following pages provide an example of a modified test item and a sample test with directions. The answer key at the end of this guide shows the alignment of each sample test item with an *Oklahoma C³* standard or objective.

Sample Item

To see how original OCCT test items are modified by the rules described in the table on pages 2–4 to serve as OMAAP test items, look at the following example.

Original Sample Item

Here is the original OCCT test item and the *Oklahoma C³* standard to which it aligns.

Oklahoma C³ Standard Alignment:

Standard 2. Number Sense and Operation—The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.

Objective 2.1 Number Sense; b. Whole Numbers and Fractions; i. Compare and order whole numbers up to 4-digits.

SAMPLE

Which list shows three numbers in order from least to greatest?

- (A) 1,739, 1,985, 2,808
- (B) 1,739, 2,808, 1,985
- (C) 2,808, 1,985, 1,739
- (D) 2,808, 1,739, 1,985

Modified Sample Item

Here is the sample test item modified to comply with OMAAP guidelines.

SAMPLE

Which list shows the numbers in order from least to greatest?

- Ⓐ 739, 985, 808
- Ⓑ 739, 808, 985
- Ⓒ 808, 985, 739

The original OCCT item was modified in these ways:

- The digit in the thousand's place was removed.
- One answer choice was removed.

Mathematics Sample Test Directions

The sample test is a condensed version of a test, similar to the test you will be taking in this content area.

Sample Test Directions

1. Read each question to yourself.
2. Think of the best answer.
3. Answers will be marked directly in the test booklet.
4. Mark the circle for the answer you have chosen directly on the corresponding letter (as shown in the example below).

Example:

SAMPLE

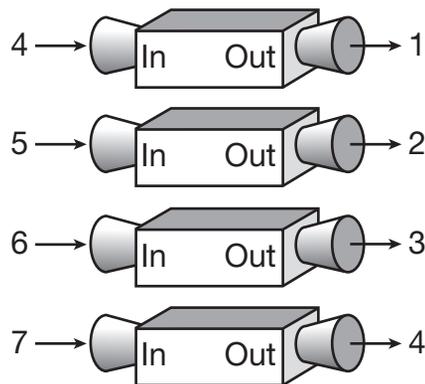
Which list shows the numbers in order from least to greatest?

- Ⓐ 739, 985, 808
- Ⓑ 739, 808, 985
- Ⓒ 808, 985, 739

Mathematics Sample Test

1

The picture shows how a rule changes a number going into a number machine.



What is the rule for this number?

- (A) subtract 3
- (B) subtract 1
- (C) add 3

2

Bobby used his place-value mat to show a number.

Hundreds	Tens	Ones
● ● ●	● ● ● ● ●	● ● ● ●

Which is another way to show Bobby's number?

- (A) 304
- (B) 350
- (C) 354

3

The diagram shows how fraction strips were used to model three fractions.

$$\frac{1}{4} \quad \boxed{\frac{1}{4}}$$

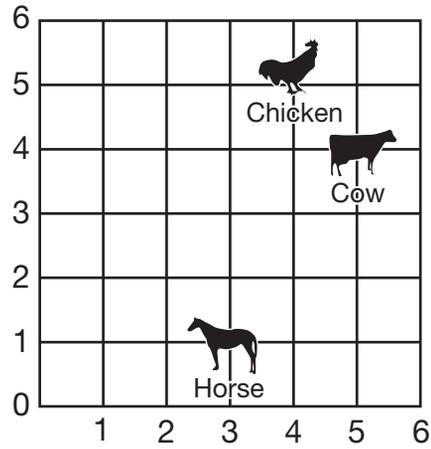
$$\frac{2}{4} \quad \boxed{\frac{1}{4}} \quad \boxed{\frac{1}{4}}$$

$$\frac{3}{4} \quad \boxed{\frac{1}{4}} \quad \boxed{\frac{1}{4}} \quad \boxed{\frac{1}{4}}$$

Which fraction has the greatest value?

- Ⓐ $\frac{1}{4}$
- Ⓑ $\frac{2}{4}$
- Ⓒ $\frac{3}{4}$

4

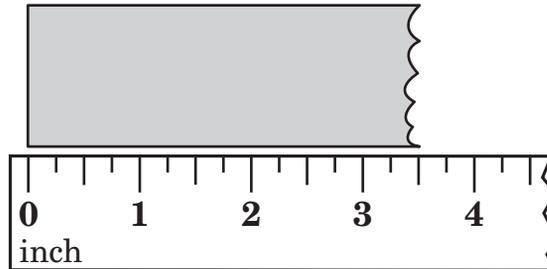


Which ordered pair shows the location of the chicken?

- Ⓐ (3, 1)
- Ⓑ (4, 5)
- Ⓒ (5, 5)

5

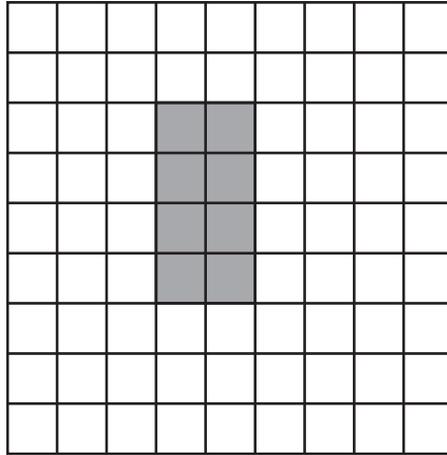
Gail ate part of a candy bar. The picture shows how much is left.



Which is closest to the length of the candy bar that is left?

- Ⓐ 3 inches
- Ⓑ $3\frac{1}{2}$ inches
- Ⓒ 4 inches

6

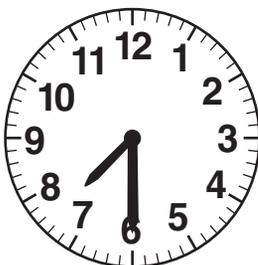


Key: $\text{---} = 1 \text{ Unit}$

What is the perimeter of the shaded figure on the grid?

- Ⓐ 6 units
- Ⓑ 8 units
- Ⓒ 12 units

7



What time does the clock show?

- A** 7:30
- B** 8:00
- C** 8:30

8

Anton bought a comic book.

- The total price of the comic book was \$2.15.
- Anton paid with a \$5.00 bill.

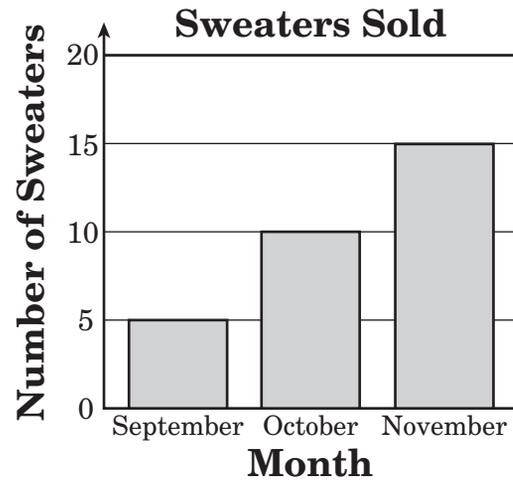


How much change should Anton have received?

- Ⓐ \$2.10
- Ⓑ \$2.15
- Ⓒ \$2.85

9

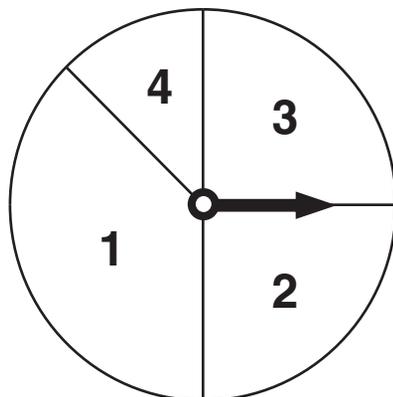
The graph shows the number of sweaters Lisa sold.



In which month did Lisa sell 10 sweaters?

- Ⓐ September
- Ⓑ October
- Ⓒ November

10



If Kim spins the arrow once, on which numbered space is it least likely to land?

- Ⓐ 1
- Ⓑ 2
- Ⓒ 4



Sample Items & Tests—Reading

The following pages provide an example of a modified test item and a sample test with directions. The answer key at the end of this guide shows the alignment of each sample test item with an *Oklahoma C³* standard or objective.

Sample Item

To see how original OCCT test items are modified by the rules described in the table on pages 2–4 to serve as OMAAP test items, look at the following example.

Original Sample Item

Here is the original OCCT test item and the *Oklahoma C³* standard to which it aligns.

Oklahoma C³ Standard Alignment:

Standard 4. Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Objective 4.3. Summary and Generalization; a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.

Best Friends

For as long as Chad could remember, he wanted a dog. Pets were not allowed in their apartment building. When summer came, his family moved to a big house. Chad's parents gave him a small dog named Shag.

All summer and fall they played together. They took long walks. They rolled on the grass and jumped into piles of leaves. In the winter they made tracks in the snow. After school Shag would meet him at the door. Shag was his best friend!

Sample

What is the story mostly about?

- Ⓐ A boy and a dog become friends.
- Ⓑ Moving into a new house is fun.
- Ⓒ Playing outside is better than inside.
- Ⓓ Chad learns to share with his parents.

Modified Sample Item

Here is the sample test item modified to comply with OMAAP guidelines.

Sample Selection

Best Friends

For as long as Chad could remember, he wanted a dog. Pets were not allowed in their apartment building. When summer came, his family moved to a big house. Chad’s parents gave him a small dog named Shag.

All summer and fall they played together. They took long walks. They rolled on the grass and jumped into piles of leaves. In the winter they made tracks in the snow. After school Shag would meet him at the door. Shag was his best friend!

SAMPLE

What is the story about?

- Ⓐ A boy and a dog become friends.
- Ⓑ Moving into a new apartment is fun.
- Ⓒ Chad learns to share with his parents.

Please note: Reading passages on the OMAAP will be the same length as the passages presented on the OCCT. However, instead of reading the entire passage and then answering all questions, students who take the OMAAP will find that the passages have been divided into smaller sections with questions between each section.

The original item was modified in these ways:

- The word “mostly” was deleted.
- In answer choice B the word “house” was changed to “apartment.”
- Answer choice C was deleted.

Reading Sample Test Directions

The sample test is a condensed version of a test, similar to the test you will be taking in this content area.

Sample Test Directions

1. Read each question to yourself.
2. Think of the best answer.
3. Answers will be marked directly in the test booklet.
4. Mark the circle for the answer you have chosen directly on the corresponding letter (as shown in the example below).

Example:

SAMPLE

What is the story about?

- A boy and a dog become friends.
- B Moving into a new apartment is fun.
- C Chad learns to share with his parents.



Reading Sample Test

Read the selection. Read each question and choose the best answer. Then mark the circle for the answer you have chosen.

Joshua's Circus Rabbit

1 Joshua's teacher, Mr. Santos, was helping the class plan for Visitors' Night. "Let's make our room look like a circus. We can hang up pictures of clowns and tents. We can put other circus items around the room. Your visitors will feel like they are at a circus!"

1

Joshua's class is getting ready for

- A** Visitors' Night.
- B** Summer Vacation.
- C** Open House.

**Continue reading “Joshua’s Circus Rabbit.”**

- 2 Mandy raised her hand and asked, “Can we make a circus train? I have a book that shows one filled with wild animals. We could make one from wagons and stuffed animals.”
- 3 Everyone liked Mandy’s idea. Joshua and two other children offered to bring their wagons to school. Mr. Santos asked others to bring in stuffed animals.
- 4 On the way home from school, Joshua thought and thought. He used to have stuffed elephants, monkeys, rabbits, bears, and tigers when he was younger. Last year, though, he had given them away. Now he had only one stuffed animal—a rabbit named “Pinky.” It was special to Joshua because his grandmother had given it to him when he was a baby. But who had ever heard of a pink circus rabbit?

2**In paragraph 4, an antonym for special is**

- Ⓐ different.
- Ⓑ unusual.
- Ⓒ common.

**Continue reading “Joshua’s Circus Rabbit.”**

5 Joshua went straight to his room when he got home. He picked up Pinky. He touched her button nose, furry ears, and cute tail. How could he make a pink rabbit look like a circus animal?

6 First, Joshua tried tying Pinky’s ears back. She still looked like a rabbit. Then, he covered her with strips of black tape. She looked like a silly pink tiger. Next, Joshua made lion hair from yellow string. When he put it on Pinky, she looked like a rabbit with a mop on her head! Joshua gave up.

7 In the morning, he had to decide what to do. Should he take Pinky to school in his wagon? Finally, he put her in his wagon and pulled it to school. He found a surprise there! Mandy had brought her stuffed cat. One boy had brought a toy chicken and baby chicks. Another student had brought a stuffed dog. Of course, there were lots of tigers, lions, elephants, and monkeys, too.

8 “Let’s make a circus pet wagon!” Joshua said.

9 Mr. Santos helped the class make a sign for the last wagon in the circus train. It said, “Circus Pets.” Joshua placed the cat, chicken, chicks, and dog in their special wagon, right behind Pinky the rabbit.

3**This story is about how**

- Ⓐ stuffed animals come to life.
- Ⓑ a class plans a fun event for visitors.
- Ⓒ circus wagons drive around the circus.



Read the selection. Read each question and choose the best answer. Then mark the circle for the answer you have chosen.

Tasty Treats in Ten Words or Less

- 1 “Whoa! Look out!” Mr. Corcoran called as Benny charged in the bakery door. “It’s lucky I saw you coming, young man. If I hadn’t, you would have knocked me down and this tray full of cookies would have gone with me!”

4

After reading the title, what can a reader predict this passage is about?

- Ⓐ children
- Ⓑ prizes
- Ⓒ food



Continue reading “Tasty Treats in Ten Words or Less.”

motto—a short saying about an idea

decision—act of making up your mind

advertisement—a notice that calls attention

2 “Sorry, Mr. Corcoran,” Benny gasped. “I was excited because I heard about your contest. I guess I hurried too much. You’ll still let me enter, won’t you?”

3 “I couldn’t leave you out, Ben,” Mr. Corcoran said kindly. “You’re one of my best customers. You know every goody this bakery sells. And I believe the chocolate-chip peanut-butter muffin is your favorite.” Mr. Corcoran sighed. “That big, new grocery store has its own bakery. We need a motto that helps people think about our bakery. Your nice words about us may be among the best. And we need them!”

4 “I’ll do my best, Mr. Corcoran,” said Benny. “The \$100 prize would buy the guitar I’ve been wanting. I wouldn’t be unhappy to win second prize either. Imagine a free muffin every week for a whole year!”

5 “Better not count your muffins or money just yet,” Mr. Corcoran laughed. “Remember, the decision won’t be up to me. The judges are leaders of the company. You know I will root for you, though. So, take this information sheet and get started!”

6 Benny took the sheet and bought one of his favorite muffins. As he sat at a table eating, he read the advertisement.



5

root (rōōt) *v.*

1. To dig with a snout or nose.
2. To look for something.
3. To cheer for someone.

Which meaning fits the way root is used in paragraph 5?

- Ⓐ 1
- Ⓑ 2
- Ⓒ 3

6

Which list of words is written in alphabetical order?

- Ⓐ favorite, free, full
- Ⓑ motto, muffin, may
- Ⓒ win, wanting, would



Read the selection. Read each question and choose the best answer. Then mark the circle for the answer you have chosen.

Elephants and Their Trunks

- 1 Elephants are interesting animals with large ears, a long trunk, and short legs. They use their legs to stand and walk. Unlike lions and tigers, an elephant cannot use its legs to jump or run fast. But elephants do have something that most animals do not have—a trunk!
- 2 It is difficult for an elephant to bend down to reach food on the ground because of its short, fat legs. That is why an elephant has a trunk. It uses its trunk to reach food it needs. Without its trunk, an elephant would be helpless.

7

In paragraph 2, helpless means

- Ⓐ without help.
- Ⓑ trying to help.
- Ⓒ full of help.

8

In an encyclopedia, Elephant is found between which two subjects?

- Ⓐ Emu and Engine
- Ⓑ Engine and Eye
- Ⓒ Eagle and Emu



Continue reading “Elephants and Their Trunks.”

3 An elephant uses its trunk as a monkey might use its arms and hands. The elephant can scratch an itch, pick up a tiny peanut or piece of popcorn, and touch objects with its trunk. An elephant’s trunk can even wrap around a tree and pull it out of the ground.

4 An elephant’s trunk also helps it drink water. An elephant can drink as much as 50 gallons of water each day. It does this by sucking the water into its trunk. Then the elephant squirts the water into its mouth and down its throat. An elephant’s trunk is very useful!

9

What does squirts mean in paragraph 4?

- Ⓐ swallows
- Ⓑ sprays
- Ⓒ rinses

10

To find the pages in a science book with information about elephants, a reader would use the

- Ⓐ glossary.
- Ⓑ cover.
- Ⓒ index.



Answer Key

Mathematics		
Number	Answer	<i>OK C³</i> Objective
Sample	B	2.1b.i
1	A	1.1
2	C	2.1a.i
3	C	2.1b.ii
4	B	3.3
5	B	4.1a
6	C	4.1c
7	A	4.2b
8	C	4.3
9	B	5.1b
10	C	5.2

Reading		
Number	Answer	<i>OK C³</i> Objective
Sample	A	4.3a
1	A	4.1a
2	C	2.3
3	B	4.3a
4	C	4.1b
5	C	2.4
6	A	6.1a
7	A	2.2
8	C	6.1b
9	B	2.1
10	C	6.1d

