

Oklahoma School Testing Program

Oklahoma Modified Alternate Assessment Program (OMAAP)

Grade 4 Mathematics and Reading

PARENT, STUDENT, AND TEACHER GUIDE



2012–2013

Oklahoma State Department of Education

2704594-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 4 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 OMAAP. 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 4 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 4 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 4 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 4

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

1. Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the rule from a table or “function machine,” extend visual and number patterns).
2. Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.
3. Recognize and apply the associative property of multiplication (e.g., $6 \cdot (2 \cdot 3) = (6 \cdot 2) \cdot 3$).

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 and fractions.

1. Number Sense
 - a. Place Value
 - i. Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).
 - ii. Model, read, write, and rename decimal numbers to the hundredths (e.g., money, numerals to words).

b. Whole Number, Fraction, and Decimal

- i. Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use $>$, $<$, $=$ symbols).
- ii. Use 0, $\frac{1}{2}$, and 1, or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., $\frac{1}{3}$, $\frac{3}{4}$, 0.7, 0.4, 62%, 12%).
- iii. Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).

2. Number Operation

- a. Estimate and find the product up to three-digit by three-digit using a variety of strategies to solve application problems.
- b. Division Concepts and Fact Families
 - i. Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts (e.g., $144 \div 12 = 12$ and $12 \times 12 = 144$).
 - ii. Estimate the quotient with 1- and 2-digit divisors and a 2- or 3-digit dividend to solve application problems.
 - iii. Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.

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

1. Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.
2. Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).
3. Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.
4. Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).

Standard 4: Measurement—The student will solve problems using appropriate units of measure in a variety of situations.

1. Measurement
 - a. Estimate the measures of a variety of objects using customary units.
 - b. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).
 - c. Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, area, and volume.
 - d. Develop and use the concept of area of different shapes using grids to solve problems.
2. Time and Temperature
 - a. Solved elapsed time problems.
 - b. Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.
3. Money: Determine the correct amount of change when a purchase is made with a twenty-dollar bill.

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

1. Data Analysis
 - a. Read and interpret data displays, such as tallies, tables, charts, and graphs, and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).
 - b. Collect, organize, and record data in tables and graphs (e.g., bar, pictograph, line plots).
2. Probability: Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).
3. Central Tendency: Determine the median (middle) and the mode (most often) of a set of data.

Oklahoma School Testing Program
Oklahoma Modified Alternative Assessment Program
Grade 4 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	14–15	33%–35%
Number Sense (2.1)	6–7	
Number Operations (2.2)	7–8	
Geometry	7–8	16%–19%
Lines (3.1)	1–2	
Angles (3.2)	1–2	
Polygons (3.3)	1–2	
Transformations (3.4)	1–2	
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)	1–3	
Probability (5.2)	1–3	
Central Tendency (5.3)	1–3	
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 4

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 1: 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 a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
2. Affixes, Roots, and Derivatives
 - a. Interpret new words by analyzing the meaning of prefixes and suffixes.
 - b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
3. Synonyms, Antonyms, and Homonyms/Homophones—Apply knowledge of fourth-grade level synonyms, antonyms, homonyms/homophones, multiple-meaning words, and idioms to determine the meanings of words and phrases.

Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
 - b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
 - c. Identify and explain the differences in fiction and nonfiction text.
2. Inferences and Interpretation
 - a. Use prior knowledge and experience to make inferences and support them with information presented in text.

- b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
 - c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
3. Summary and Generalization
- a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
 - b. Support ideas, arguments, and generalizations by reference to evidence in the text.
 - c. Represent text information in different ways such as in outline, timeline, or graphic organizer.
4. Analysis and Evaluation
- a. Evaluate new information and hypotheses by testing them against known information and ideas.
 - b. Compare and contrast information on the same topic after reading several passages or articles.
 - c. Identify fact/opinion and cause and effect in various texts.
 - d. Analyze and explain the causes, motivations, sequences, and results of events from a text.

Standard 4: 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. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
 - b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
 - c. Identify themes that occur across literary works.
 - d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.

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.
 - a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.

Simile: a comparison that uses *like* or *as*

Metaphor: an implied comparison

Hyperbole: an exaggeration for effect

Personification: a description that represents a thing as a person

Standard 5: Research and Information—The student will conduct research and organize information.

1. **Accessing Information**—Select the best source for a given purpose.
 - a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
 - b. Identify key words to be used in searching for resources and information.
 - c. Cite information sources appropriately.
 - d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
 - e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
 - f. Continue to use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.

**Oklahoma School Testing Program
Oklahoma Modified Alternate Assessment Program
Grade 4 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 (1.0)	9–11	21%–26%
Words in Context (1.1)	2–4	
Affixes, Roots, and Derivatives (1.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	2–4	
Comprehension/Critical Literacy (3.0)	17–19	40%–44%
Literal Understanding (3.1)	3–5	
Inferences and Interpretation (3.2)	3–5	
Summary and Generalization (3.3)	3–5	
Analysis and Evaluation (3.4)	3–5	
Literature (4.0)	6–8	14%–19%
Literary Elements (4.2)	2–4	
Figurative Language and Sound Devices (4.3)	2–4	
Research and Information (5.0)	6–7	14%–16%
Accessing Information (5.1)	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 Operations—The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.

Objective 2.1 Number Sense; b Whole Number, Fraction, and Decimal; i. Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use $>$, $<$, $=$ symbols).

SAMPLE

The chart below shows the number of miles some cars were driven.

Miles Driven

Car Color	Blue	Green	Red	Yellow
Number of Miles Driven	9,632.5	17,639	24,011	19,632.8

Which car was driven the greatest number of miles?

- A** the blue car **C** the red car
B the green car **D** the yellow car

Modified Sample Item

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

SAMPLE

The chart below shows the number of miles some cars were driven.

Miles Driven

Car Color	Green	Red	Yellow
Number of Miles Driven	7,639	4,011	9,632

Which car was driven the greatest number of miles?

- Ⓐ** the green car
- Ⓑ** the red car
- Ⓒ** the yellow car

The original OCCT item was modified in these ways:

- Blue car column and answer choice were removed.
- Numbers were changed to bring into content limits.

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

The chart below shows the number of miles some cars were driven.

Miles Driven

Car Color	Green	Red	Yellow
Number of Miles Driven	7,639	4,011	9,632

Which car was driven the greatest number of miles?

- A** the green car
- B** the red car
- the yellow car



Mathematics Sample Test

1

Travis used a rule to make this number pattern.

2, 7, 12, 17

Which rule could Travis have used for the pattern?

- Ⓐ add 5
- Ⓑ add 3
- Ⓒ multiply by 3

2

Sam used the same subtraction rule to find each number after the first in the pattern shown in the box.

- Sam plans to continue the pattern.

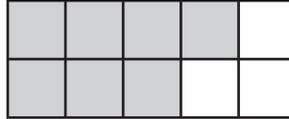
31 29 27 25 23 ?

What should Sam write for the missing number in the box?

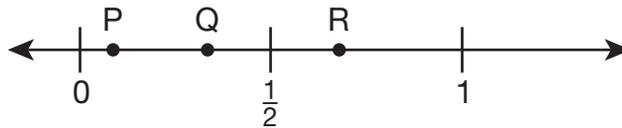
- Ⓐ 22
- Ⓑ 21
- Ⓒ 20

3

The shaded part of the large rectangle represents a fraction.



Which point on the number line best shows the location of the fraction that represents the shaded part of the rectangle?



- (A) P
- (B) Q
- (C) R

4

Debbie rode her bicycle 12 miles every day for one month. There were 31 days in the month.

How many miles did she ride?

- (A) 43 miles
- (B) 362 miles
- (C) 372 miles

5

The fact family below is missing a fact.

$$3 \times 8 = 24$$

$$8 \times 3 = 24$$

$$24 \div 8 = 3$$

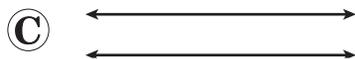
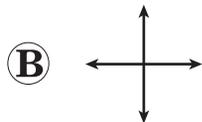
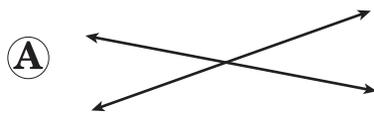
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Which is the missing fact?

- Ⓐ $24 \div 3 = 8$
- Ⓑ $24 \div 4 = 6$
- Ⓒ $24 + 3 = 27$

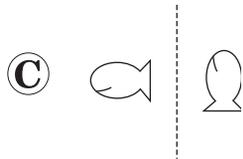
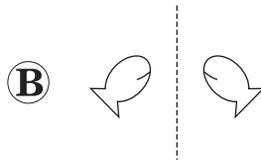
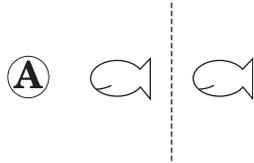
6

Which pair of lines appears to be parallel?



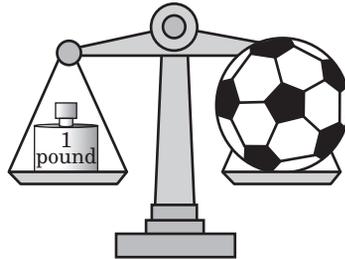
7

Which best represents a reflection of the figure across the line segment?



8

A soccer ball weighs about 1 pound.



Which of these also weighs about 1 pound?

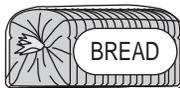
A



B

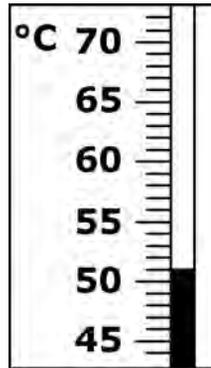


C



9

The thermometer shows the temperature at 9:00 P.M.



By 11 P.M., the temperature dropped 4°C.

What was the temperature at 11 P.M.?

- (A) 11°C
- (B) 47°C
- (C) 51°C

10

Four friends recorded the number of glasses of milk each drank in a week.

- They recorded their results in a chart.

Name	Number of Glasses of Milk
Jan	
Mark	
Christa	
Todd	

Which person drank three fewer glasses of milk than Jan?

- Ⓐ Mark
- Ⓑ Christa
- Ⓒ Todd



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

Objective 3.4 Analysis and Evaluation; d. Analyze and explain the causes, motivations, sequences, and results of events from a text.

Sample Selection

Sally's Surprise

Sally looked at the toy horse in the store window. It would look nice on her desk. The horse was small but it looked real. It even came with a saddle. She had shown the horse to her mother hoping she would buy it.

A week later Sally's mother gave her a small box. "It is a surprise, Sally!" her mother said. "I think you will like it." As Sally slowly opened the box, her face lit up.

Sample

What happened first?

- A Sally opened the box.
- B Sally saw a toy horse in the store.
- C Sally's mother bought the horse.
- D Sally received a gift from her mother.

Modified Sample Item

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

Sample Selection

Sally's Surprise

Sally looked at the toy horse in the store window. It would look nice on her desk. The horse was small, but it looked real. It even came with a saddle. She had shown the horse to her mother hoping she would buy it.

A week later Sally's mother gave her a small box. "It is a surprise, Sally!" her mother said. "I think you will like it." As Sally slowly opened the box, her face lit up.

SAMPLE

What happened first in the story?

- Ⓐ Sally opened the box.
- Ⓑ Sally saw a toy horse in the store.
- Ⓒ Sally received a gift from her mother.

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 words "in the story" were inserted in the question.
- 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 happened first in the story?

- Ⓐ Sally opened the box.
- Ⓑ Sally saw a toy horse in the store.
- Ⓒ Sally received a gift from her mother.



Reading Sample Test

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

Seashell Secrets

delicate—easy to break or hurt

- 1 When you walk along the beach, you almost always find seashells. There are thousands of shells in the sea and on land. The waves from the ocean toss the shells up onto the shore. Some shells look pretty and are very delicate. Other seashells are beautiful and strong.

Shells Are Important

- 2 Shells protect the animals living inside them. *Mollusks* (möl uhks), soft-bodied animals like clams and snails, form shells. The animal's body makes a liquid. The liquid leaks from the animal's body. When the liquid becomes hard, it forms a shell. As the animal gets bigger, it creates more shell-making liquid. The shell grows as the animal grows.
- 3 The shells scattered on the beach were once the homes of mollusks. They provide safety and shelter. Both sea and land mollusks pull their bodies into their rugged shells when danger approaches.
- 4 The strong shells also keep mollusks moist when there is no water. Twice a day there is a low tide in the ocean. When the tide is low there is less water on the beach. Without water, the animal in the shell may die. However, the shell holds water that allows the mollusk to stay moist until high tide comes along to wash it back into the sea.



1

In paragraph 3, what does provide mean?

- Ⓐ supply
- Ⓑ accept
- Ⓒ help

2

Why are the headings in bold print?

- Ⓐ They let the reader skip over paragraphs.
- Ⓑ They tell what the next paragraphs are about.
- Ⓒ They describe the main idea of the entire passage.

Continue reading “Seashell Secrets.”**Types of Shells**

- 5 Some mollusks have one-piece shells. A snail is an example of an animal living in a single shell. Other mollusks, like clams, mussels, and oysters, have two-part shells. Each half of the shell is exactly the same, and they fit together perfectly. The two parts are connected together at one point. The mollusk uses strong muscles to snap the pieces of its shell together. Sometimes the animals close the shell for protection, and sometimes the animals move by opening and closing the shell.
- 6 Shells come in many colors. Some shells have stripes and spots, and others have fancy designs. The designs allow the animal to look like the area around it. If the animals are not seen, then they are protected.
- 7 Shells can be many different sizes and shapes. Some are no bigger than a grain of rice, and others are as big as a television set. Seashells are very useful homes for mollusks.

3**In paragraph 5, what kind of shell does a snail have?**

- Ⓐ double
- Ⓑ single
- Ⓒ half

4**What does a clam do when it senses danger?**

- Ⓐ It changes its shell color.
- Ⓑ It swims away quickly.
- Ⓒ It closes its shell tightly.



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

State Fair

- 1 Mr. and Mrs. Peck surprised their children with a trip to the Oklahoma State Fair. The twins, Rich and Bernie, were so excited. They jumped up and down in celebration with their younger sister, Ashley.
- 2 After a two-hour drive, Mr. Peck pulled into the parking lot. The boys excitedly turned to look at the tall whirling objects in the carnival. “Wow, look at them spin! I want to go there first,” exclaimed Rich, and Bernie agreed. When they entered the fairgrounds, a man in a red shirt gave them flyers. The flyers had a list of events on one side and a map of the carnival on the other.

5

Why do the boys want to go to the carnival before doing anything else?

- (A) They are tired and want to relax.
- (B) They see the rides from the parking lot.
- (C) They are hungry and want to buy food.

6

In paragraph 2, what does fairgrounds mean?

- (A) a place where fairs are held
- (B) grounds that are on a map
- (C) the parking lot at an event

**Continue reading “State Fair.”**

- 3 The family stood still for a few minutes taking in all the sights, sounds, and smells. There were crowds everywhere. Some children were riding horses to prepare for their races. Others were brushing pigs, cows, and sheep to be entered in contests. Some ladies were taking homemade food into a building for a contest. Judges would be picking the best-tasting recipe. The winners would receive purple, blue, and red ribbons. The smell of hot, buttery popcorn and the soft, sweet smell of cotton candy made the family’s mouths water.

7

This passage is an example of

- Ⓐ poetry.
- Ⓑ fiction.
- Ⓒ nonfiction.

8

Which would help the Peck family plan their trip to the fair?

- Ⓐ a dictionary
- Ⓑ an almanac
- Ⓒ an atlas

**Continue reading “State Fair.”**

- 4 Ashley and her mother decided to watch the animals in the contests. Then they would look at the delicious pies and cakes. Ashley and her mom were afraid they would get lost, so they took a map. The boys wanted to go to the carnival, so Mr. Peck took them to the ticket booth. He gave them money to buy tickets for the rides. They decided to ride on the Tower Wheel first.
- 5 The family agreed to meet at the carnival ticket booth in one hour. There was so much to see and do! Yes, the state fair was a great place!

9

Which is a summary of the entire story?

- (A)** The Peck family has a great day at the state fair.
- (B)** Mr. Peck, Rich, and Bernie buy tickets for the carnival rides.
- (C)** After an hour at the fair, the Peck family agrees to meet at the ticket booth.

10

The author wrote this story

- (A)** to inform.
- (B)** to explain.
- (C)** to entertain.



Answer Key

Mathematics		
Number	Answer	<i>OK C³</i> Objective
Sample	C	2.1b.i
1	A	1.1
2	B	1.1
3	C	2.1b.ii
4	C	2.2a
5	A	2.2b.i
6	C	3.1
7	B	3.4
8	C	4.1a
9	B	4.2b
10	B	5.1a

Reading		
Number	Answer	<i>OK C³</i> Objective
Sample	B	3.4d
1	A	1.1
2	B	5.1d
3	B	3.1b
4	C	3.2b
5	B	4.2a
6	A	1.2b
7	B	3.1c
8	C	5.1a
9	A	3.3a
10	C	4.2b

