

# OKLAHOMA

## SCHOOL TESTING PROGRAM



### Oklahoma Core Curriculum Tests End-of-Instruction

## 2009–2010 Test Interpretation Manual

End-of-Instruction

- ACE Algebra I
- ACE Algebra II
- ACE Biology I
- ACE English II
- ACE English III
- ACE Geometry
- ACE U.S. History



The Pearson logo consists of the word "PEARSON" in a white, sans-serif, all-caps font, centered within a solid black rectangular background. A thin white curved line is positioned below the text, arching slightly under the letters.

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# The Purpose of This Manual

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This *Test Interpretation Manual* contains information about interpreting the results from the Oklahoma School Testing Program (OSTP). Its primary purpose is to help Oklahoma teachers and administrators better understand and use the information contained on the score reports associated with the End-of-Instruction (EOI) Oklahoma Core Curriculum Tests (OCCT). This manual provides

- an overview of the End-of-Instruction OCCT;
- definitions of terms and concepts appearing on the score reports;
- descriptions of the content covered in the End-of-Instruction OCCT;
- descriptions of the Oklahoma Performance Index (OPI), number-correct scoring, and the performance levels associated with the End-of-Instruction OCCT;
- suggestions for using the OCCT results at the student, class, school, district, and state levels; and
- samples of the major score reports (using simulated data).

## Overview of the End-of-Instruction OCCT

Almost two decades ago, State Superintendent Sandy Garrett, the Oklahoma State Department of Education, educators, and many Oklahomans from across the state talked about public education in Oklahoma, set a vision, and developed exemplary state curriculum standards and a testing program to measure student achievement relative to those standards. During the 1993–94 school year, committees of Oklahoma educators established *Priority Academic Student Skills (PASS)* as the set of academic skills and knowledge public school students are expected to master at each grade level. As mandated by statute, *PASS* was revised in 1996, in 1999, and again in 2002. The 2009–2010 End-of-Instruction tests are aligned with the 2002 *PASS* standards (with minor revisions implemented for the various content areas in 2006, 2007, and 2009).

The OSTP, as mandated in Title 70.O.S. §1210.508, requires that students who have completed instruction for specified secondary-level competencies complete End-of-Instruction tests for those competencies in order to graduate from high school. Students can retake the tests once, prior to graduation. The highest-achieved performance level is entered on a permanent record included in the student's high school transcript. Beginning with the freshman class of 2008–2009, Oklahoma students will be required to pass ACE English II, ACE Algebra I, and two of the other five End-of-Instruction tests in order to graduate from high school. Students will be allowed multiple retakes of the End-of-Instruction tests or allowed to substitute approved alternate tests in order to meet this requirement.

Oklahoma stakeholders are active participants in the development of test items. Each year, test items are reviewed and approved by committees of teachers from across the state and by State Department of Education (SDE) representatives. Pearson Educational Measurement (PEM) and SDE representatives then review the performance of the test items and make final recommendations for placement in the item pool for future use on tests.

OCCT scores are intended for criterion-referenced interpretations that involve comparing an individual's performance in an achievement domain to the expected competencies. The focus is on measuring a student's achievement with respect to *PASS*.

## **Terms and Concepts**

**Item Response Theory and the OPI Scale Score:** Item Response Theory (IRT) is a modern approach to test scoring that is based on the idea that a correct answer to a test item is a function of both the item and the ability of the student. One advantage of using IRT is that it can provide information about guessing, the difficulty of the item and how well the item discriminates among students with different abilities.

Since test forms vary in difficulty from one administration to another, raw scores cannot be compared directly. Gains or reductions in raw score may simply be due to differences in item difficulty and may not represent a change in student performance. IRT is used in the Oklahoma State Testing Program to provide a scale—the Oklahoma Performance Index (OPI)—that is common to all test forms. This allows meaningful comparisons of student performance across test administrations. In other words, changes in test scores can be attributed to student performance rather than changes in form difficulty.

**Course Grades and Test Scores—A Caution:** The use of percent correct based on a student's performance on a standardized test in the assignment of course grades is an incorrect use of test scores. Large-scale, standardized tests are designed to assess a range of student ability and do not map over to the typical means of computing course grades. For instance, course grades of A are usually associated with a percentage range of 91% to 100%, B with a range of 81% to 90%, and so on. Tests and the cut scores on the tests that divide students into performance levels are not established from this frame of reference.

The OSTP ACE assessments are designed to assess the *PASS* frameworks for a wide range of abilities and cut scores are established through a content-based judgment process where committees are asked to make judgments mapping expectations of student performance to performance on a range of items. When making these judgments, committee members do not consider percent correct; they only match expectations of student performance to the knowledge, skills, and ability assessed by the items. As a result, scoring in the Advanced performance level does not necessarily mean they scored a percent correct of 91% or higher; it means they have mastered the content expected of an Advanced student.

**Criterion-Referenced Test:** This is an assessment which allows its users to describe an individual student's performance without referring to the performance of other students. In other words, a student's performance can be described in terms of absolute levels of proficiency. For example, the specific learning tasks a student is able to perform can be described, the percentage of tasks a student is able to perform can be indicated, or a student's task performance can be compared to a set of performance standards.

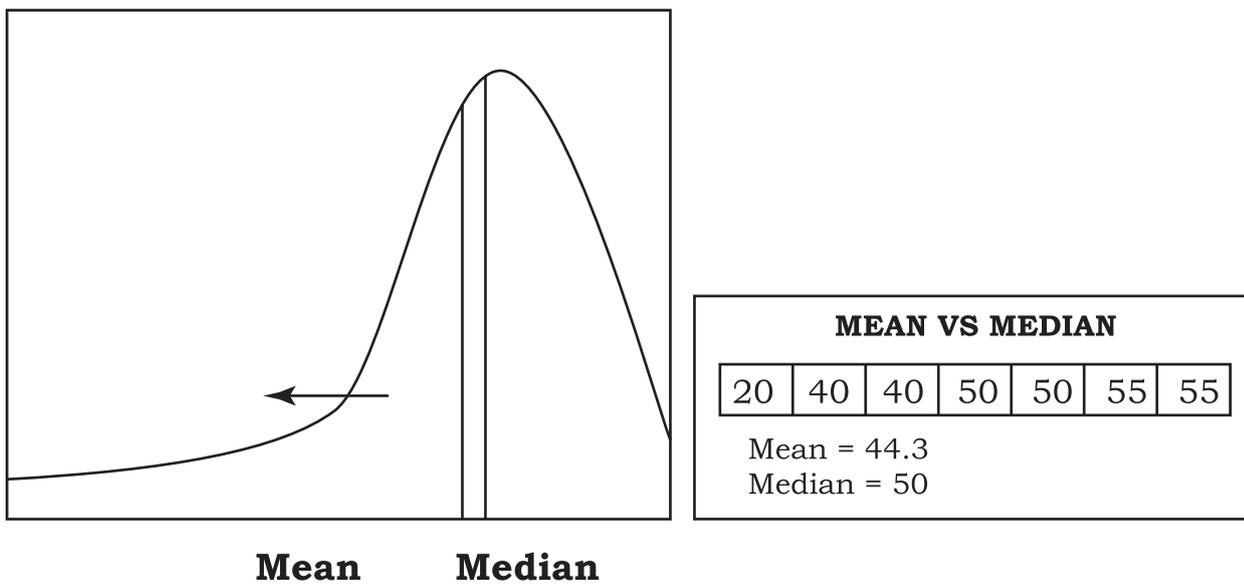
In practice, a test is built as either a criterion-referenced test (CRT) or a norm-referenced test (NRT), and the method of construction maximizes either a norm-referenced interpretation or criterion-referenced interpretation. There are basically four differences between these two methods of building a test\*:

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\*Robert L. Linn and Norman E. Gronlund, *Measurement and Assessment in Teaching*, 8th ed., Prentice Hall, Upper Saddle River, 1999

Criterion-Referenced Test	Norm-Referenced Test
<ul style="list-style-type: none"> <li>Covers a delimited domain of learning tasks with a relatively large number of items measuring each specific task.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on a large domain of learning tasks with a few items measuring each specific task.</li> </ul>
<ul style="list-style-type: none"> <li>Focuses on describing learning tasks students can perform.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on discriminating among students in relation to relative level of learning.</li> </ul>
<ul style="list-style-type: none"> <li>Test constructors typically try to match the difficulty of an item to learning tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Test constructors prefer items of average difficulty and typically omit very easy and very hard items.</li> </ul>
<ul style="list-style-type: none"> <li>Interpretation of a CRT requires a clearly defined group.</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of an NRT requires a clearly defined achievement domain.</li> </ul>

**Median:** The median is the middle score in a set of ordered scores. It is the most accurate measurement of central tendency in a distribution of scores that are skewed toward a criterion rather than distributed according to a normal curve. As the median resists the effect of skewness in a criterion-referenced test (CRT), the median is a better measure of central tendency than the mean because it is not affected by extreme scores.



**Percentage:** The percentage of students scoring at each level is frequently reported for the performance levels. This is calculated by dividing the number of students scoring in a given performance level by the total number of students tested.

**Standard/Objective Obtained Score and Percentage:** Reports include the obtained score and the corresponding percentage for each standard/objective with four or more items. Reporting of the obtained standard/objective score provides diagnostic information to teachers, parents, and students regarding the strengths and weaknesses of the student in a given content area. In obtained score reporting, if a student answered three out of four items in one standard correctly, three would be reported as the obtained score and 75 percent as the corresponding percentage. Note: Because the number of items at the standard/objective level and their characteristics vary from year to year, obtained scores across different test

## *Terms and Concepts*

forms are not directly comparable. Similarly, obtained scores aggregated at the school or district level should not be compared across years.

**OPI Score:** The Oklahoma Performance Index (OPI) is a scaled score resulting from the mathematical transformation of the number-correct scoring. There is a one-to-one relationship between the raw-score and the OPI score; for each raw-score there is a corresponding OPI score. These scaled scores are used to report an objective measure of achievement within a given subject area and to place students in one of the four performance levels. The OPI scores are unique to each subject area and cannot be used to make comparisons between subject areas, such as comparing a student's OPI score across different subject areas in terms of strengths and weaknesses. Instead, it is the student's performance-level placement that can be used to make these kinds of comparisons.

**Performance Level:** A specific level of performance is defined by a range of OPI scores. There are four performance levels—Advanced, Proficient, Limited Knowledge, and Unsatisfactory. The performance level indicates that the student can perform some or most of what is described for that level and all that is described in the level below. Students who can perform the majority of what is described for a level may also be able to perform some of what is described in the next level but not enough to have reached the level.

**Performance-Level Descriptors:** These are written statements (short or long descriptors) describing performance levels in terms of what students have learned and can do. (Performance-level descriptors for the OCCT are documented elsewhere in this manual.) These statements give meaning to the score by linking the skills being measured to expected outcomes.

**Analytic Writing Score:** A writing analysis score with a range from 1 through 4 is assigned to each of five analytic traits: 1) Ideas and Development; 2) Organization, Unity, and Coherence; 3) Word Choice; 4) Sentences and Paragraphs; and 5) Grammar, Usage, and Mechanics.

**Composite Writing Score:** This is a score derived, in part, by assigning various weights to five analytic traits. The weights are assigned as percentages based upon the importance of each trait as supported by empirical evidence.

# Test Content Descriptions

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## End-of-Instruction ACE Algebra I

The End-of-Instruction OCCT in ACE Algebra I asks students to respond to items representing the *PASS* standards of Number Sense and Algebraic Operations, Relations and Functions, and Data Analysis, Probability, and Statistics. The Number Sense and Algebraic Operations standard requires students to use expressions and equations to model number relationships. The Relations and Functions standard requires students to use relations and functions to model number relationships. The Data Analysis, Probability, and Statistics standard requires students to use data analysis, probability, and statistics to formulate and justify predictions from a set of data. Student performance is reported at the standard and objective levels.

The blueprints on the following pages show the number of items measuring each *PASS* standard and objective on the Winter/Trimester 2009–2010 and Spring 2010 ACE Algebra I tests and the emphasis of what is being assessed.

## Oklahoma End-of-Instruction ACE Algebra I Alignment Blueprint 2009–2010

The Test Blueprint reflects the degree to which each *PASS* 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>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>Number Sense and Algebraic Operations (1.0)</b>		<b>15</b>	<b>27%</b>	<b>15</b>	<b>15</b>	<b>15</b>
1.1	Equations and Formulas	6		6	6	6
1.2	Expressions	9		9	9	9
<b>Relations and Functions (2.0)</b>		<b>31</b>	<b>56%</b>	<b>31</b>	<b>31</b>	<b>31</b>
2.1	Relations/Functions	6		6	6	6
2.2	Linear Equations and Graphs	15		15	15	15
2.3	Linear Inequalities and Graphs	6		6	6	6
2.4	Systems of Equations	4		4	4	4
<b>Data Analysis, Probability, and Statistics (3.0)</b>		<b>9</b>	<b>17%</b>	<b>9</b>	<b>9</b>	<b>9</b>
3.1	Data Analysis	5		5	5	5
3.2	Line of Best Fit	4		4	4	4
<b>Total Test</b>		<b>55</b>	<b>100%</b>	<b>55</b>	<b>55</b>	<b>55</b>

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

## **End-of-Instruction ACE Algebra II**

The End-of-Instruction OCCT in ACE Algebra II asks students to respond to items representing the *PASS* standards of Number Systems and Algebraic Operations, Relations and Functions, and Data Analysis, Probability, and Statistics. The Number Systems and Algebraic Operations standard requires students to perform operations with rational, radical, and polynomial expressions, as well as expressions involving complex numbers. The Relations and Functions standard requires students to use relationships among the solution of an equation, zero of a function, x-intercepts of a graph, and factors of a polynomial expression to solve problems involving relations and functions. The Data Analysis, Probability, and Statistics standard requires students to use data analysis and statistics to formulate and justify predictions from a set of data. Student performance is reported at the standard and objective levels.

The blueprints on the following pages show the number of items measuring each *PASS* standard and objective on the Winter/Trimester 2009–2010 and Spring 2010 ACE Algebra II tests and the emphasis of what is being assessed.

# Oklahoma End-of-Instruction ACE Algebra II Alignment Blueprint 2009–2010

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

PASS Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>Number Systems and Algebraic Operations (1.0)</b>		<b>15</b>	<b>27%</b>	<b>15</b>	<b>15</b>	<b>15</b>
1.1	Rational Exponents	5–6		6	6	6
1.2	Polynomial and Rational Expressions	5–6		5	5	5
1.3	Complex Numbers	4		4	4	4
<b>Relations and Functions (2.0)</b>		<b>31</b>	<b>56%</b>	<b>31</b>	<b>31</b>	<b>31</b>
2.1	Functions and Function Notation	5		5	5	5
2.2	System of Equations	5		5	5	5
2.3	Quadratic Equations and Functions	5		5	5	5
2.4	Conic Sections	4		4	4	4
2.5	Exponential and Logarithmic Functions	4		4	4	4
2.6	Polynomial Equations and Functions	4		4	4	4
2.7	Rational Equations and Functions	4		4	4	4
<b>Data Analysis, Probability, and Statistics (3.0)</b>		<b>9</b>	<b>17%</b>	<b>9</b>	<b>9</b>	<b>9</b>
3.1	Analysis of Collected Data	5		5	5	5
3.3	Arithmetic and Geometric Sequences	4		4	4	4
<b>Total Test</b>		<b>55</b>	<b>100%</b>	<b>55</b>	<b>55</b>	<b>55</b>

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

## **End-of-Instruction ACE Biology I**

The End-of-Instruction OCCT in ACE Biology I asks students to respond to a variety of items representing *PASS* Process/Inquiry standards and Content standards. The Process/Inquiry standards require students to Observe and Measure, Classify, Experiment, Interpret and Communicate, and Model. The Content standards require students to respond to items about The Cell, The Molecular Basis of Heredity, Biological Diversity, The Interdependence of Organisms, Matter/Energy/Organization in Living Systems, and The Behavior of Organisms. Student performance is reported at the standard and objective levels.

The blueprints on the following pages show the number of items measuring each *PASS* standard and objective on the Winter/Trimester 2009–2010 and Spring 2010 ACE Biology I tests and the emphasis of what is being assessed.

## Oklahoma End-of-Instruction ACE Biology I Alignment Blueprint 2009–2010

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

PASS Process/Inquiry Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>Observe and Measure (P1.0)</b>		<b>8</b>	<b>13%</b>	<b>8</b>	<b>8</b>	<b>8</b>
P1.1	Qualitative/quantitative observations and changes	4		4	4	4
P1.2 P1.3	Use appropriate System International (SI) units and tools	4		4	4	4
<b>Classify (P2.0)</b>		<b>8</b>	<b>13%</b>	<b>8</b>	<b>8</b>	<b>8</b>
P2.1	Use observable properties to classify	4		4	4	4
P2.2	Identify properties of a classification system	4		4	4	4
<b>Experiment (P3.0)</b>		<b>16</b>	<b>27%</b>	<b>16</b>	<b>16</b>	<b>16</b>
P3.1	Evaluate the design of investigations	4		4	4	4
P3.2 P3.4	Identify a testable hypothesis, variables, and control in an experiment	4		4	4	4
P3.3	Use mathematics to show relationships	4		4	4	4
P3.5	Identify potential hazards and practice safety procedures in all science activities	4		4	4	4
<b>Interpret and Communicate (P4.0)</b>		<b>20</b>	<b>34%</b>	<b>20</b>	<b>20</b>	<b>20</b>
P4.1	Select predictions based on observed patterns of evidence	4		4	4	4
P4.3	Interpret line, bar, trend, and circle graphs	4		4	4	4
P4.4	Accept or reject a hypothesis	4		4	4	4
P4.5	Make logical conclusions based on experimental data	4		4	4	4
P4.8	Identify an appropriate graph or chart	4		4	4	4
<b>Model (P5.0)</b>		<b>8</b>	<b>13%</b>	<b>8</b>	<b>8</b>	<b>8</b>
P5.1	Interpret a model which explains a given set of observations	4		4	4	4
P5.2	Select predictions based on models	4		4	4	4
<b>Total Test</b>		<b>60</b>	<b>100%</b>	<b>60</b>	<b>60</b>	<b>60</b>

# Oklahoma End-of-Instruction ACE Biology I Alignment Blueprint (continued) 2009–2010

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

PASS Content Standards		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>The Cell (1.0)</b>		<b>8–12</b>	<b>16%</b>	<b>9</b>	<b>9</b>	<b>9</b>
1.1	Cell structures and functions	4–6		5	5	5
1.2	Differentiation of cells	4–6		4	4	4
<b>The Molecular Basis of Heredity (2.0)</b>		<b>8–12</b>	<b>16%</b>	<b>9</b>	<b>9</b>	<b>9</b>
2.1	DNA structure and function in heredity	4–6		4	4	4
2.2	Sorting and recombination of genes	4–6		5	5	5
<b>Biological Diversity (3.0)</b>		<b>8–12</b>	<b>16%</b>	<b>9</b>	<b>9</b>	<b>9</b>
3.1	Variation among organisms	4–6		4	4	4
3.2	Natural selection and biological adaptations	4–6		5	5	5
<b>The Interdependence of Organisms (4.0)</b>		<b>12–15</b>	<b>22%</b>	<b>12</b>	<b>12</b>	<b>12</b>
4.1	Earth cycles including abiotic and biotic factors	4–5		4	4	4
4.2	Organisms both cooperate and compete	4–5		4	4	4
4.3	Population dynamics	4–5		4	4	4
<b>Matter/Energy/Organization in Living Systems (5.0)</b>		<b>8–12</b>	<b>16%</b>	<b>9</b>	<b>9</b>	<b>9</b>
5.1	Complexity and organization used for survival	4–6		4	4	4
5.2	Matter and energy flow in living and nonliving systems	4–6		5	5	5
<b>The Behavior of Organisms (6.0)</b>		<b>8–10</b>	<b>14%</b>	<b>8</b>	<b>8</b>	<b>8</b>
6.1	Specialized cells	4–5		4	4	4
6.2	Behavior patterns can be used to ensure reproductive success	4–5		4	4	4
<b>Total Test</b>		<b>56<sup>1</sup></b>	<b>100%</b>	<b>56<sup>1</sup></b>	<b>56<sup>1</sup></b>	<b>56<sup>1</sup></b>

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

<sup>1</sup> Four out of the 60 total items assess the “Safety” process standard for which there is no corresponding content standard.

## **End-of-Instruction ACE English II**

The End-of-Instruction OCCT in ACE English II asks students to respond to items representing the *PASS* standards of Vocabulary, Comprehension, Literature, and Research and Information under the **Reading/Literature Strand**. This test also asks students to respond to a writing prompt representing the *PASS* standard of Writing and to items representing the *PASS* standards of Grammar/Usage and Mechanics under the **Writing/Grammar/Usage and Mechanics Strand**. Student performance is reported at the standard and objective levels.

The blueprint on the following page shows the number of items measuring each *PASS* standard and objective on the Winter/Trimester 2009–2010 and Spring 2010 ACE English II tests and the emphasis of what is being assessed.

# Oklahoma End-of-Instruction ACE English II Alignment Blueprint 2009–2010

The Test Blueprint reflects the degree to which each *PASS* 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>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>Reading/Literature</b>						
<b>Vocabulary (1.0)</b>		<b>6–8</b>	<b>9%</b>	<b>7</b>	<b>8</b>	<b>6</b>
<b>Comprehension (2.0)</b>		<b>16–20</b>	<b>24%</b>	<b>17</b>	<b>17</b>	<b>18</b>
2.1	Literal Understanding	4–5		4	4	4
2.2	Inferences and Interpretation	4–5		4	4	5
2.3	Summary and Generalization	4–5		5	5	5
2.4	Analysis and Evaluation	4–5		4	4	4
<b>Literature (3.0)</b>		<b>17–20</b>	<b>31%</b>	<b>18</b>	<b>17</b>	<b>18</b>
3.1	Literary Genres	4–5		5	4	4
3.2	Literary Elements	5–6		5	5	6
3.3	Figurative Language	4–5		4	4	4
3.4	Literary Works	4–5		4	4	4
<b>Research and Information (4.0)</b>		<b>6</b>	<b>9%</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Writing/Grammar/Usage and Mechanics</b>						
<b>Writing (1.0/2.0)</b>		<b>1</b>	<b>9%</b>	<b>1</b>	<b>1</b>	<b>1</b>
	Writing Prompt	1 (6 pts)		1 (6 pts)	1 (6 pts)	1 (6 pts)
<b>Grammar/Usage and Mechanics (3.0)</b>		<b>12</b>	<b>18%</b>	<b>12</b>	<b>12</b>	<b>12</b>
3.1	Standard Usage	4		4	4	4
3.2	Mechanics and Spelling	4		4	4	4
3.3	Sentence Structure	4		4	4	4
<b>Total Test</b>		<b>61 (66 pts)</b>	<b>100%</b>	<b>61 (66 pts)</b>	<b>61 (66 pts)</b>	<b>61 (66 pts)</b>

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

## End-of-Instruction ACE English II Writing

Student performance on the Writing portion of the ACE English II test receives two types of scores:

1. A series of analytic scores that focus on specific aspects of writing; these scores are intended to reflect the student’s strengths and weaknesses across specific writing skills; and
2. A composite score that reflects how well the student can integrate writing techniques to produce a good overall piece of writing.

Responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:

- No response or refusal to answer (shows as condition code “N” on the reports)
- Response in a language other than English (shows as condition code “L” on the reports)
- Response that is illegible or incomprehensible (shows as condition code “I” on the reports)
- Response that is off the topic of the writing task (shows as condition code “O” on the reports)

Each analytic trait is assigned a weight based on the importance of the trait as determined by the content experts/policymakers from SDE. The weights are rounded to whole percentages that are easy to manipulate when calculating composite scores.

### Final Scoring Weights for Analytic Traits

Analytic Traits	Weights
Ideas and Development	30%
Organization, Unity, and Coherence	25%
Word Choice	15%
Sentences and Paragraphs	15%
Grammar, Usage, and Mechanics	15%

### Steps to Calculate ACE English II Writing Scores

The steps outlined below show how ACE English II Writing scores are calculated based on the trait scores in one writing prompt. The table gives an example of how ACE English II Writing scores will be calculated.

- STEP 1: Average the trait scores from the two raters to obtain each of the five analytic trait scores. Average the scores in Column C and Column D, and write the results in Column E.
- STEP 2: Apply the weights to the trait scores. Multiply the numbers in Column B and Column E, and write the results in Column F.
- STEP 3: Sum all the weighted trait scores in Column F (lower right corner).
- STEP 4: Transform the sum of the weighted trait scores. Multiply the weighted sum of trait scores by 1.7 and subtract 1.025.
- STEP 5: Round this transformed Writing score to the nearest whole number to obtain the final English II Writing score. After calculation, the final ACE English II Writing score value will range from 1 to 6.

#### Calculating Composite Scores for 2009–2010 ACE English II Test

A	B	C	D	E	F
<b>Analytic Traits</b>	<b>Weights</b>	<b>Trait Scores from Rater 1</b>	<b>Trait Scores from Rater 2</b>	<b>Average Trait Score (C+D)/2</b>	<b>Weighted Trait Scores (B × E)</b>
Ideas and Development	.30	3	2	$(3+2)/2=2.5$	$.30 \times 2.5 = 0.75$
Organization, Unity, and Coherence	.25	3	3	$(3+3)/2=3.0$	$.25 \times 3.0 = 0.75$
Word Choice	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
Sentences and Paragraphs	.15	2	3	$(2+3)/2=2.5$	$.15 \times 2.5 = 0.375$
Grammar, Usage, and Mechanics	.15	3	2	$(3+2)/2=2.5$	$.15 \times 2.5 = 0.375$
					<b>Sum Above = 2.625</b>

Transformed ACE English II Writing Score =  $2.625 \times 1.7 - 1.025 = 3.4375$

Final ACE English II Writing Score = 3

**Analytic Scores**

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of a student’s writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	<ul style="list-style-type: none"> <li>• The content is well suited for the audience, purpose, and mode</li> <li>• The main idea or thesis is clear</li> <li>• Ideas are fully developed and elaborated using details, examples, reasons, or evidence</li> <li>• The writer expresses an insightful perspective towards the topic</li> </ul>
3	<ul style="list-style-type: none"> <li>• The content is adequate for the audience, purpose, and mode</li> <li>• The main idea is evident but may lack clarity</li> <li>• Ideas are developed using some details, examples, reasons, and/or evidence</li> <li>• The writer sustains his/her perspective toward the topic throughout most of the composition</li> </ul>
2	<ul style="list-style-type: none"> <li>• The content is inconsistent with the audience, purpose, and mode</li> <li>• The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea</li> <li>• Ideas are minimally developed with few details</li> <li>• May simply be a list of ideas</li> <li>• The writer has difficulty expressing his/her perspective toward the topic</li> </ul>
1	<ul style="list-style-type: none"> <li>• The content is irrelevant to the audience, purpose, and mode</li> <li>• The composition lacks a central idea</li> <li>• Ideas lack development or may be repetitive</li> <li>• The writer has little or no perspective on the topic</li> </ul>

Score	Organization, Unity, and Coherence
4	<ul style="list-style-type: none"> <li>• Introduction engages the reader</li> <li>• Sustained or consistent focus on the topic</li> <li>• Logical and appropriate sequencing and balanced with smooth, effective transitions</li> <li>• Order and structure are strong and move the reader through the text</li> <li>• Conclusion is satisfying</li> </ul>
3	<ul style="list-style-type: none"> <li>• Evident introduction to the topic</li> <li>• Adequate focus</li> <li>• Adequate sequencing</li> <li>• Stays on topic with little digression</li> <li>• Uses limited but effective transitions</li> <li>• Order and structure are present</li> <li>• Conclusion is appropriate</li> </ul>
2	<ul style="list-style-type: none"> <li>• May lack a clear organizational structure</li> <li>• Weak evidence of unity</li> <li>• Little or limited sequencing and/or transitions</li> <li>• Details may be randomly placed</li> </ul>
1	<ul style="list-style-type: none"> <li>• Lacks logical direction</li> <li>• No evidence of organizational structure</li> </ul>

**Analytic Scores (continued)**

<b>Score</b>	<b>Word Choice</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way</li> <li>• The writing may be characterized by, but not limited to <ul style="list-style-type: none"> <li>• Lively verbs</li> <li>• Vivid nouns</li> <li>• Imaginative adjectives</li> <li>• Figurative language</li> <li>• Dialogue</li> </ul> </li> <li>• No vague, overused, repetitive language is used (a lot, great, very, really)</li> <li>• Words that evoke strong images such as sensory language</li> <li>• Ordinary words used in an unusual way</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Words generally convey the intended message</li> <li>• The writer uses a variety of words that are appropriate but do not necessarily energize the writing</li> <li>• The writing may be characterized by <ul style="list-style-type: none"> <li>• Attempts at figurative language and dialogue</li> <li>• Some use of lively verbs, vivid nouns, and imaginative adjectives</li> <li>• Few vague, overused, and repetitive words are used</li> </ul> </li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Word choice lacks precision and variety or may be inappropriate to the audience and purpose</li> <li>• May be simplistic and/or vague</li> <li>• Relies on overused or vague language (a lot, great, very, really)</li> <li>• Few attempts at figurative language and dialogue</li> <li>• Word choice is unimaginative and colorless with images that are unclear or absent</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Word choice indicates an extremely limited or inaccurate vocabulary</li> <li>• No attempts at figurative language</li> <li>• General, vague words that fail to communicate meaning</li> <li>• Text may be too short to demonstrate variety</li> </ul>

<b>Score</b>	<b>Sentences and Paragraphs</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Writing clearly demonstrates appropriate sentence structure</li> <li>• Writing has few or no run-on or fragment errors</li> <li>• Writing has a rich variety of sentence structure, types, and lengths</li> <li>• Ideas are organized into paragraphs that blend into larger text</li> <li>• Evidence of appropriate paragraphing</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Writing adequately demonstrates appropriate sentence structure</li> <li>• Writing may contain a small number of run-on or fragment errors that do not interfere with fluency</li> <li>• Writing has adequate variety of sentence structure</li> <li>• Ideas are organized into paragraphs</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Writing demonstrates lack of control in sentence structure</li> <li>• Writing contains errors such as run-ons and fragments that interfere with fluency</li> <li>• Writing has limited variety of sentence structure</li> <li>• Writing may show little or no attempt at paragraphing</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Inappropriate sentence structure</li> <li>• Many errors in structure (run-ons, fragments)</li> <li>• No variety in structure</li> <li>• No attempt at paragraphing</li> </ul>

**Analytic Scores (continued)**

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none"><li>• The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage</li><li>• Errors are minor and do not affect readability</li></ul>
3	<ul style="list-style-type: none"><li>• The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage</li><li>• Errors may be more noticeable but do not significantly affect readability</li></ul>
2	<ul style="list-style-type: none"><li>• The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage</li><li>• Errors may be distracting and interfere with readability</li></ul>
1	<ul style="list-style-type: none"><li>• The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage</li><li>• Errors are numerous and severely impede readability</li></ul>

**Composite Score**

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 6-point scale.

## **End-of-Instruction ACE English III**

The End-of-Instruction OCCT in ACE English III asks students to respond to items representing the *PASS* standards of Vocabulary, Comprehension, Literature, and Research and Information under the **Reading/Literature Strand**. This test also asks students to respond to a writing prompt representing the *PASS* standard of Writing and to items representing the *PASS* standards of Grammar/Usage and Mechanics under the **Writing/Grammar/Usage and Mechanics Strand**. Student performance is reported at the standard and objective levels.

The blueprint on the following page shows the number of items measuring each *PASS* standard and objective on the Winter/Trimester 2009–2010 and Spring 2010 ACE English III tests and the emphasis of what is being assessed.

## Oklahoma End-of-Instruction ACE English III Alignment Blueprint 2009–2010

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

PASS Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>Reading/Literature</b>						
<b>Vocabulary (1.0)</b>		<b>6–8</b>	<b>8%</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Comprehension (2.0)</b>		<b>16–20</b>	<b>22%</b>	<b>19</b>	<b>19</b>	<b>18</b>
2.1	Literal Understanding	4–5		5	5	4
2.2	Inferences and Interpretation	4–5		4	4	4
2.3	Summary and Generalization	4–5		5	5	5
2.4	Analysis and Evaluation	4–5		5	5	5
<b>Literature (3.0)</b>		<b>17–20</b>	<b>28%</b>	<b>17</b>	<b>17</b>	<b>18</b>
3.1	Literary Genres	4–5		4	4	4
3.2	Literary Elements	5–6		5	5	6
3.3	Figurative Language	4–5		4	4	4
3.4	Literary Works	4–5		4	4	4
<b>Research and Information (4.0)</b>		<b>6–7</b>	<b>8%</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Writing/Grammar/Usage and Mechanics</b>						
<b>Writing (1.0/2.0)</b>		<b>1</b>	<b>14%</b>	<b>1</b>	<b>1</b>	<b>1</b>
	Writing Prompt	1 (10 pts)		1 (10 pts)	1 (10 pts)	1 (10 pts)
<b>Grammar/Usage and Mechanics (3.0)</b>		<b>14</b>	<b>20%</b>	<b>14</b>	<b>14</b>	<b>14</b>
3.1	Standard English Usage	4–5		4	4	4
3.2	Mechanics and Spelling	0–2		2	2	2
3.3	Sentence Structure	4–5		4	4	4
3.4	Manuscript Conventions	4–5		4	4	4
<b>Total Test</b>		<b>63 (72 pts)</b>	<b>100%</b>	<b>63 (72 pts)</b>	<b>63 (72 pts)</b>	<b>63 (72 pts)</b>

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

## End-of-Instruction ACE English III Writing

Student performance on the Writing portion of the ACE English III test receives two types of scores:

1. A series of analytic scores that focus on specific aspects of writing: these scores are intended to reflect the student’s strengths and weaknesses across specific writing skills; and
2. A composite score that reflects how well the student can integrate writing techniques to produce a good overall piece of writing.

Responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:

- No response or refusal to answer (shows as condition code “N” on the reports)
- Response in a language other than English (shows as condition code “L” on the reports)
- Response that is illegible or incomprehensible (shows as condition code “I” on the reports)
- Response that is off the topic of the writing task (shows as condition code “O” on the reports)

Each analytic trait is assigned a weight based on the importance of the trait as determined by the content experts/policymakers from SDE. The weights are rounded to whole percentages that are easy to manipulate when calculating composite scores.

### Final Scoring Weights for Analytic Traits

Analytic Traits	Weights
Ideas and Development	30%
Organization, Unity, and Coherence	25%
Word Choice	15%
Sentences and Paragraphs	15%
Grammar, Usage, and Mechanics	15%

**Steps to Calculate ACE English III Writing Scores**

The steps outlined below show how ACE English III Writing scores are calculated based on the trait scores in one writing prompt. The table gives an example of how ACE English III Writing scores will be calculated.

STEP 1: Average the trait scores from the two raters to obtain each of the five analytic trait scores. Average the scores in Column C and Column D, and write the results in Column E.

STEP 2: Multiply weights by 5 to give new weight. Multiply the numbers in Column B by 5, and write the results in Column F.

STEP 3: Multiply each trait score by new weight to give the weighted score. Multiply Column E by Column F, and write the results in Column G.

STEP 4: Sum all the weighted scores in Column G (lower right corner).

STEP 5: Transform the sum of the weighted trait scores. Multiply the weighted sum of the trait scores by .58 and subtract 1.67843.

STEP 6: Round this transformed score to the nearest whole number to obtain the final English III Writing score. After calculation, the final ACE English III Writing score value will range from 1 to 10.

**Calculating Composite Scores for 2009–2010 ACE English III Test**

A	B	C	D	E	F	G
Analytic Traits	Weights	Trait Scores from Rater 1	Trait Scores from Rater 2	Average Trait Score (C+D)/2	New Weight (B × 5)	Weighted Trait Scores (E × F)
Ideas and Development	.30	2	2	2	(.30 × 5) = 1.5	(2 × 1.5) = 3
Organization, Unity, and Coherence	.25	1	2	1.5	(.25 × 5) = 1.25	(1.5 × 1.25) = 1.875
Word Choice	.15	2	3	2.5	(.15 × 5) = 0.75	(2.5 × .75) = 1.875
Sentences and Paragraphs	.15	3	3	3	(.15 × 5) = 0.75	(3 × .75) = 2.25
Grammar, Usage, and Mechanics	.15	4	3	3.5	(.15 × 5) = 0.75	(3.5 × .75) = 2.625
						<b>Sum Above = 11.625</b>

Transformed ACE English III Writing Score =  $11.625 \times .58 - 1.67843 = 5.06407$

**Final ACE English III Writing Score = 5**

## Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of a student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	<ul style="list-style-type: none"> <li>The content is well suited for the audience, purpose, and mode</li> <li>The main idea or thesis is clear</li> <li>Ideas are fully developed and elaborated using details, examples, reasons, or evidence</li> <li>The writer expresses an insightful perspective towards the topic</li> </ul>
3	<ul style="list-style-type: none"> <li>The content is adequate for the audience, purpose, and mode</li> <li>The main idea is evident but may lack clarity</li> <li>Ideas are developed using some details, examples, reasons, and/or evidence</li> <li>The writer sustains his/her perspective toward the topic throughout most of the composition</li> </ul>
2	<ul style="list-style-type: none"> <li>The content is inconsistent with the audience, purpose, and mode</li> <li>The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea</li> <li>Ideas are minimally developed with few details</li> <li>May simply be a list of ideas</li> <li>The writer has difficulty expressing his/her perspective toward the topic</li> </ul>
1	<ul style="list-style-type: none"> <li>The content is irrelevant to the audience, purpose, and mode</li> <li>The composition lacks a central idea</li> <li>Ideas lack development or may be repetitive</li> <li>The writer has little or no perspective on the topic</li> </ul>

Score	Organization, Unity, and Coherence
4	<ul style="list-style-type: none"> <li>Introduction engages the reader</li> <li>Sustained or consistent focus on the topic</li> <li>Logical and appropriate sequencing and balanced with smooth, effective transitions</li> <li>Order and structure are strong and move the reader through the text</li> <li>Conclusion is satisfying</li> </ul>
3	<ul style="list-style-type: none"> <li>Evident introduction to the topic</li> <li>Adequate focus</li> <li>Adequate sequencing</li> <li>Stays on topic with little digression</li> <li>Uses limited but effective transitions</li> <li>Order and structure are present</li> <li>Conclusion is appropriate</li> </ul>
2	<ul style="list-style-type: none"> <li>May lack a clear organizational structure</li> <li>Weak evidence of unity</li> <li>Little or limited sequencing and/or transitions</li> <li>Details may be randomly placed</li> </ul>
1	<ul style="list-style-type: none"> <li>Lacks logical direction</li> <li>No evidence of organizational structure</li> </ul>

**Analytic Scores (continued)**

Score	Word Choice
4	<ul style="list-style-type: none"> <li>• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way</li> <li>• The writing may be characterized by, but not limited to               <ul style="list-style-type: none"> <li>Lively verbs</li> <li>Vivid nouns</li> <li>Imaginative adjectives</li> <li>Figurative language</li> <li>Dialogue</li> </ul> </li> <li>• No vague, overused, repetitive language is used (a lot, great, very, really)</li> <li>• Words that evoke strong images such as sensory language</li> <li>• Ordinary words used in an unusual way</li> </ul>
3	<ul style="list-style-type: none"> <li>• Words generally convey the intended message</li> <li>• The writer uses a variety of words that are appropriate but do not necessarily energize the writing</li> <li>• The writing may be characterized by               <ul style="list-style-type: none"> <li>Attempts at figurative language and dialogue</li> <li>Some use of lively verbs, vivid nouns, and imaginative adjectives</li> <li>Few vague, overused, and repetitive words are used</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Word choice lacks precision and variety or may be inappropriate to the audience and purpose</li> <li>• May be simplistic and/or vague</li> <li>• Relies on overused or vague language (a lot, great, very, really)</li> <li>• Few attempts at figurative language and dialogue</li> <li>• Word choice is unimaginative and colorless with images that are unclear or absent</li> </ul>
1	<ul style="list-style-type: none"> <li>• Word choice indicates an extremely limited or inaccurate vocabulary</li> <li>• No attempts at figurative language</li> <li>• General, vague words that fail to communicate meaning</li> <li>• Text may be too short to demonstrate variety</li> </ul>

Score	Sentences and Paragraphs
4	<ul style="list-style-type: none"> <li>• Writing clearly demonstrates appropriate sentence structure</li> <li>• Writing has few or no run-on or fragment errors</li> <li>• Writing has a rich variety of sentence structure, types, and lengths</li> <li>• Ideas are organized into paragraphs that blend into larger text</li> <li>• Evidence of appropriate paragraphing</li> </ul>
3	<ul style="list-style-type: none"> <li>• Writing adequately demonstrates appropriate sentence structure</li> <li>• Writing may contain a small number of run-on or fragment errors that do not interfere with fluency</li> <li>• Writing has adequate variety of sentence structure</li> <li>• Ideas are organized into paragraphs</li> </ul>
2	<ul style="list-style-type: none"> <li>• Writing demonstrates lack of control in sentence structure</li> <li>• Writing contains errors such as run-ons and fragments that interfere with fluency</li> <li>• Writing has limited variety of sentence structure</li> <li>• Writing may show little or no attempt at paragraphing</li> </ul>
1	<ul style="list-style-type: none"> <li>• Inappropriate sentence structure</li> <li>• Many errors in structure (run-ons, fragments)</li> <li>• No variety in structure</li> <li>• No attempt at paragraphing</li> </ul>

**Analytic Scores (continued)**

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none"> <li>• The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage</li> <li>• Errors are minor and do not affect readability</li> </ul>
3	<ul style="list-style-type: none"> <li>• The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage</li> <li>• Errors may be more noticeable but do not significantly affect readability</li> </ul>
2	<ul style="list-style-type: none"> <li>• The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage</li> <li>• Errors may be distracting and interfere with readability</li> </ul>
1	<ul style="list-style-type: none"> <li>• The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage</li> <li>• Errors are numerous and severely impede readability</li> </ul>

**Composite Score**

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 10-point scale.

## **End-of-Instruction ACE Geometry**

The End-of-Instruction OCCT in ACE Geometry asks students to respond to items representing the *PASS* Content standards of Logical Reasoning, Properties of 2-Dimensional Figures, Triangles and Trigonometric Ratios, Properties of 3-Dimensional Figures, and Coordinate Geometry. The Logical Reasoning standard requires students to use deductive and inductive reasoning to solve problems. The Properties of 2-Dimensional Figures standard requires students to use the properties and formulas of geometric figures to solve problems. The Triangles and Trigonometric Ratios standard requires students to use the properties of right triangles and trigonometric ratios to solve problems. The Properties of 3-Dimensional Figures standard requires students to use the properties and formulas of geometric figures to solve problems. The Coordinate Geometry standard requires students to solve problems with geometric figures in the coordinate plane.

The blueprint on the following page shows the number of items measuring each *PASS* standard and objective on the Winter/Trimester 2009–2010 and Spring 2010 ACE Geometry tests and the emphasis of what is being assessed.

# Oklahoma End-of-Instruction ACE Geometry Alignment Blueprint 2009–2010

The Test Blueprint reflects the degree to which each *PASS* 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>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>Logical Reasoning (1.0)</b>		<b>6</b>	<b>11%</b>	<b>6</b>	<b>6</b>	<b>6</b>
1.1	Inductive and Deductive Reasoning	4		4	4	4
1.2	Conditional Statements	2		2	2	2
<b>Properties of 2-Dimensional Figures (2.0)</b>		<b>20</b>	<b>36%</b>	<b>20</b>	<b>20</b>	<b>20</b>
2.2	Line and Angle Relationships	4		4	4	4
2.3	Polygons and Other Plane Figures	4		4	4	4
2.4	Similarity	4		4	4	4
2.5	Congruence	4		4	4	4
2.6	Circles	4		4	4	4
<b>Triangles and Trigonometric Ratios (3.0)</b>		<b>12</b>	<b>22%</b>	<b>12</b>	<b>12</b>	<b>12</b>
3.1	Pythagorean Theorem	4		4	4	4
3.2	Right Triangle Relationships	4		4	4	4
3.3	Trigonometric Functions	4		4	4	4
<b>Properties of 3-Dimensional Figures (4.0)</b>		<b>10</b>	<b>18%</b>	<b>10</b>	<b>10</b>	<b>10</b>
4.1	Polyhedra and Other Solids	4		4	4	4
4.2	Similarity and Congruence	4		4	4	4
4.3	Models and Perspective	2		2	2	2
<b>Coordinate Geometry (5.0)</b>		<b>7</b>	<b>13%</b>	<b>7</b>	<b>7</b>	<b>7</b>
5.1	Properties of Points, Segments, and Lines	4		4	4	4
5.2	Properties of Figures	3		3	3	3
<b>Total Test</b>		<b>55</b>	<b>100%</b>	<b>55</b>	<b>55</b>	<b>55</b>

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.

## **End-of-Instruction ACE U.S. History**

The End-of-Instruction OCCT in ACE U.S. History asks students to respond to items representing the *PASS* standards of Civil War/Reconstruction Era, Impact of Immigration and Industrialization, Imperialism, World War I, and Isolationism, United States During the 1920s and 1930s, World War II, and United States Since World War II. Student performance is reported at the standard level.

The blueprint on the following page shows the number of items measuring each *PASS* standard on the Winter/Trimester 2009–2010 and Spring 2010 ACE U.S. History tests and the emphasis of what is being assessed.

*ACE U.S. History Blueprint*

# Oklahoma End-of-Instruction ACE U.S. History Alignment Blueprint 2009–2010

The Test Blueprint reflects the degree to which each *PASS* standard is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>PASS</i> Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2009	Spring 2010 A	Spring 2010 B
<b>Civil War/Reconstruction Era (1.0)</b>		<b>6</b>	<b>10%</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Impact of Immigration and Industrialization (2.0)</b>		<b>8-9</b>	<b>15%</b>	<b>9</b>	<b>9</b>	<b>9</b>
2.1	Immigration and Impact on Native Americans	4-5		5	5	5
2.2	Industrialization	4-5		4	4	4
<b>Imperialism, World War I, and Isolationism (3.0)</b>		<b>8-9</b>	<b>15%</b>	<b>9</b>	<b>9</b>	<b>9</b>
3.1	American Imperialism	4-5		5	5	5
3.2	World War I and Isolationism	4-5		4	4	4
<b>United States During the 1920s and 1930s (4.0)</b>		<b>12</b>	<b>20%</b>	<b>12</b>	<b>12</b>	<b>12</b>
4.1	Cultural Life Between the Wars	4		4	4	4
4.2	Economic Destabilization	4		4	4	4
4.3	The Great Depression, the Dust Bowl, and the New Deal	4		4	4	4
<b>World War II (5.0)</b>		<b>8-9</b>	<b>15%</b>	<b>9</b>	<b>9</b>	<b>9</b>
5.1	Preparing for War	4-5		5	5	4
5.2	World War II	4-5		4	4	5
<b>United States Since World War II (6.0)</b>		<b>15</b>	<b>25%</b>	<b>15</b>	<b>15</b>	<b>15</b>
6.1	Post War Foreign Policies and Events	4-6		5	4	4
6.2	Events Changing Domestic and Foreign Policies and Events	4-6		5	5	5
6.3	Post War Domestic Policies and Events	4-6		5	6	6
<b>Total Test</b>		<b>60</b>	<b>100%</b>	<b>60</b>	<b>60</b>	<b>60</b>

- A minimum of four items is required to report results for an objective, and six items are required to report for a student.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- First column represents the standards and objectives in *PASS* assessed on the Oklahoma Core Curriculum Test (OCCT).
- Second column represents the goal for aligning the OCCT to the *PASS* standards and objectives.
- Process skills will be content-based and reported under each of the Content Standards.

## Performance-Level Descriptors

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There are short and long descriptors that identify the student performance level according to what the student has learned or can do.

Short descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient, Limited Knowledge, Unsatisfactory. These descriptors appear on several of the reports: Student Report, Student Roster by OPI Score, and Class Summary Report.

Long descriptors give detailed listings of the knowledge and skills typically possessed by students in the applicable category (Advanced, Proficient, Limited Knowledge) for each standard and/or objective within the category. These descriptors appear on the Oklahoma State Department of Education Web site at <http://sde.state.ok.us/AcctAssess/core.html>.

Only the short descriptors are shown here.

### End-of-Instruction ACE Algebra I—Short Descriptors

**Advanced:** Students demonstrate a superior performance of the challenging subject matter knowledge and skills of the measured objectives included in the Algebra I *PASS* framework. Students performing at the Advanced performance level can thoroughly demonstrate understanding of number sense and algebraic operations; relations and functions; and data analysis, probability, and statistics. Students use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations.

**Proficient:** Students demonstrate a mastery of Algebra I concepts expected of all measured objectives included in the Algebra I *PASS* framework, and the ability to demonstrate mathematics knowledge, skills, and processes. Students at the Proficient level can translate word phrases and sentences into expressions and equations; use formulas and mathematics concepts to solve multi-step problems; simplify and factor polynomials; calculate slope; use and interpret slope and intercepts; distinguish between parallel, perpendicular, horizontal, or vertical lines; develop the equation of a line and graph linear relationships; match simple equations or inequalities to a graph, table, or situation; make valid predictions and/or arguments based on collected data; use a line-of-best-fit model to represent collected data; use mathematics to solve problems encountered in daily life; use a variety of mathematical representations to model real world situations.

**Limited Knowledge:** Students demonstrate partial mastery of the essential knowledge and skills expected of all measured objectives included in the Algebra I *PASS* framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically. These students may need interventions as part of a comprehensive mathematics instructional program.

**Unsatisfactory:** Students who do not perform at least at the Limited Knowledge level and who will likely require remediation.

## End-of-Instruction ACE Algebra II—Short Descriptors

**Advanced:** Students demonstrate a superior performance on challenging subject matter of all measured standards and objectives included in the Algebra II *PASS* framework. In addition to having this advanced level of Algebra II skills and the ability to independently apply these skills, students at the Advanced level consistently use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations. Students at this level are clearly prepared to excel in higher level mathematics classes and in job functions that require application of Algebra II knowledge and skills.

**Proficient:** Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the Algebra II *PASS* framework. Proficient students are ready for the next course or level of education, as applicable. The knowledge and skills expected of all students at the End-of-Instruction in Algebra II are as follows: simplify expressions involving rational exponents, polynomials, rational expressions, and complex numbers; perform operations with and combine functions; use various types of notations to specify domain and range; find and graph inverses; model and solve systems of equations; model, solve, and graph quadratic equations; identify, graph, and write equations of conic sections; model and graph exponential and logarithmic functions; apply inverse relationship between exponential and logarithmic functions; model, solve, and sketch the graph of polynomial equations; identify intercepts, maximums, and minimums of graphs of rational equations; display data on a scatter plot, intercept results using an equation, and identify whether the equation is a curve of best fit; identify and use arithmetic and geometric sequences and series to solve problems. Students at the Proficient level consistently and independently apply these skills to routine problems. Students at this level are prepared to succeed in higher level mathematics classes and in job functions that require application of Algebra II knowledge and skills.

**Limited Knowledge:** Students demonstrate a partial mastery of the essential mathematics knowledge, skills, and processes expected of all measured standards and objectives included in the Algebra II *PASS* framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and to reason mathematically. These students may need interventions as a part of a comprehensive mathematics instructional program.

**Unsatisfactory:** Students have not performed at least at the Limited Knowledge level of the skills expected of all students at the End-of-Instruction in Algebra II. These students should be given intensive interventions as a part of a comprehensive mathematics instructional program.

## **End of Instruction ACE Biology I—Short Descriptors**

**Advanced:** Students demonstrate a superior performance and understanding of the subject matter knowledge and skills of the science concepts expected of the measured standards and objectives included in the Biology I *PASS* framework, and they have the ability to apply their understanding to challenging situations. Students performing at the Advanced performance level can thoroughly demonstrate the ability to recognize and use scientific processes as defined in *PASS*. They analyze research questions and evaluate the design of investigations for a scientific problem; solve nonroutine problems that demand multi-step reasoning, integrating Biology I content knowledge and mathematical skills; and form conclusions from experimental data, justifying the reasoning for the conclusions.

**Proficient:** Students demonstrate a mastery of Biology I concepts expected of all measured standards and objectives included in the Biology I *PASS* framework, and the ability to apply science process skills to biological situations. Proficient students are ready for the next course, or level of education, as applicable. Proficient students can identify qualitative and quantitative changes; use observable properties to make biological classifications; identify experimental variables, identify possible hypotheses and recognize hazards; make predictions, interpret data, draw conclusions and identify a graph or chart from data; use mathematical skills when appropriate; describe biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand organism and species interaction in an ecosystem, and population dynamics; and identify the basic processes within photosynthesis and respiration.

**Limited Knowledge:** Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the Biology I *PASS* framework. Student performing at Limited Knowledge are inconsistent in applying the general Biology I concepts and science process skills necessary to perform investigations and reason scientifically. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

**Unsatisfactory:** Students have not performed at least at the Limited Knowledge level and will require remediation.

## End-of-Instruction ACE English II—Short Descriptors

**Advanced:** Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English II *PASS* framework. Students performing at the Advanced performance level consistently demonstrate an ability to analyze, evaluate, and interpret abstract text. They demonstrate an in-depth understanding of a broad variety of literary forms and a thorough understanding of correct Standard English usage. Students consistently display a sophisticated comprehension of literary elements and techniques and recognize their effects on the development of the various literary forms. Students apply a wide variety of research strategies for organizing and interpreting factual information. Written responses demonstrate superior levels of focused topic support, advanced organization and planning, varied word choice and sentence structure, and few grammar, usage, or mechanical errors. Students demonstrate adept understanding of strategies and skills for reading and comprehending literature and for writing. Students use strategic thinking to analyze literature, generate ideas, make inferences and predictions, and restructure information. Students use extended thinking to synthesize elements, integrate ideas, establish criteria, and judge outcomes.

**Proficient:** Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English II *PASS* framework. Proficient students are ready for the next course or level of education, as applicable. Students scoring Proficient use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) through literal understanding, inferences, interpretation, generalization, analysis, and evaluation. Students demonstrate an understanding of various literary forms and regularly apply basic research strategies to organize and interpret factual information. They demonstrate a general understanding of how literary elements and techniques affect the development of various literary forms. Students at this level demonstrate an adequate understanding of correct Standard English usage. Written responses demonstrate focused support of the topic, adequate organization and planning, appropriate word choice, varied sentence structures, and limited grammar, usage, or mechanical errors. Students demonstrate competent strategies and skills for reading and comprehending literature and for writing.

**Limited Knowledge:** Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English II *PASS* framework. Students scoring Limited Knowledge demonstrate inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (both fiction and nonfiction) and demonstrate some understanding of the various literary forms. They demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms. Students at this level demonstrate only a partial understanding of correct use of Standard English, and they inconsistently apply simple research strategies when organizing and interpreting factual information. Written responses indicate minimal focus, limited support of the topic, little or no organization and/or planning, vague and/or inappropriate word choice, and frequent errors in basic sentence structure and grammar, usage, and mechanics that limit readability.

**Unsatisfactory:** Students have not performed at least at the Limited Knowledge level and will need comprehensive remedial instruction in English II.

## End-of-Instruction ACE English III—Short Descriptors

**Advanced:** Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English III *PASS* framework. In addition to having this advanced level of English III skills and the ability to independently apply these skills, students at the Advanced level are consistently effective in conducting analysis of organizational patterns and authors' positions in complex literature. Students at this level demonstrate the ability to utilize MLA document or similar parenthetical style for organization of research and demonstrate the ability to synthesize information from a variety of sources. Students write responses that demonstrate thorough support, successfully address the prompt in the mode requested, use appropriate word choice, use variety in sentence structure, and have few errors in grammar and mechanics. Students at this level are clearly prepared to excel in higher level English classes and in job functions that require application of English III knowledge and skills.

**Proficient:** Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English III *PASS* framework. Proficient students are ready for the next course or level of education, as applicable. The knowledge, skills, and processes expected of all students at the End-of-Instruction in English III are as follows: students typically demonstrate adequate ability in applying knowledge of word origins for determining meanings of new words encountered and correct usage of those words; use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) including analysis of organizational patterns and authors' positions; demonstrate a general understanding of a wide variety of literary forms and elements; demonstrate a general understanding of how literary elements and techniques affect the development of, and the connections between, a variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English. Students write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics. Students at this level regularly and independently apply a wide variety of research strategies for organizing and interpreting factual information and research. Students demonstrate a thorough understanding of correct Standard English usage and apply correct Standard English to writing. Students at this level are prepared to succeed in higher level English classes and in job functions that require application of English III knowledge and skills.

**Limited Knowledge:** Students demonstrate a partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English III *PASS* framework. Students are inconsistent in demonstrating the Proficient level competencies. They typically use a limited number of strategies to comprehend, interpret, and evaluate secondary-level reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

**Unsatisfactory:** Students have not performed at least at the Limited Knowledge level of the skills expected of all students at the end of English III. Students scoring at the Unsatisfactory level need comprehensive remedial instruction in English III.

## End-of-Instruction ACE Geometry—Short Descriptors

**Advanced:** Students demonstrate a superior performance on challenging subject matter of all measured standards and objectives included in the Geometry *PASS* framework. In addition to having this advanced level of Geometry skills and the ability to independently apply these skills, students at the Advanced level consistently use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations. Students at this level are clearly prepared to excel in higher level mathematics classes and in job functions that require application of Geometry knowledge and skills.

**Proficient:** Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the Geometry *PASS* framework. Proficient students are ready for the next course or level of education, as applicable. The knowledge and skills expected of all students at the End-of-Instruction in Geometry are as follows: use deductive and inductive reasoning skills to solve problems; use angle and line relationships to solve problems involving parallel lines; apply properties of two-dimensional figures to determine unknown values and solve problems; verify and use relationships of similar triangles and other two-dimensional figures; verify and use relationships of congruent triangles and other two-dimensional figures; use relationships related to circles to find angle measures, arc measures, and segment lengths; use properties of right triangles and trigonometric ratios to solve problems; use properties of three-dimensional figures, including similarity and congruency to identify figures and unknown values; create two-dimensional representations of three-dimensional objects and visa versa; use coordinate geometry to find distance, midpoint, and slopes of lines; use a set of points and properties to identify types of figures; use transformations on geometric figures to solve problems. Students at the Proficient level consistently and independently apply these skills to routine problems. Students at this level are prepared to succeed in higher level mathematics classes and in job functions that require application of Geometry knowledge and skills.

**Limited Knowledge:** Students demonstrate a partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the Geometry *PASS* framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and to reason mathematically. These students may need interventions as a part of a comprehensive mathematics instructional program.

**Unsatisfactory:** Students have not performed at least at the Limited Knowledge level of the skills expected of all students at the End-of-Instruction in Geometry. These students should be given intensive interventions as a part of a comprehensive mathematics instructional program.

## **End-of-Instruction ACE U.S. History—Short Descriptors**

**Advanced:** Students consistently demonstrate superior performance of challenging subject matter of all the measured standards and objectives in the U.S. History *PASS* framework, including the most challenging kinds of analysis, synthesis, evaluation, and prediction. Students scoring at the Advanced performance level consistently use social studies terminology correctly and are able to apply key concepts and process skills\*. They make logical and sophisticated interpretations of evidence, clearly explain cause and effect, and demonstrate a thorough understanding of the chronology of historical events and the complex interrelationships among them. They can recognize even the most subtle bias. They are able to compare and contrast and can distinguish between fact and opinion.

**Proficient:** Students demonstrate mastery over appropriate subject matter of all measured standards and objectives in the U.S. History *PASS* framework, including analysis, synthesis, evaluation, and prediction. Proficient students are ready for the next course or level of education, as applicable. Students scoring at the Proficient performance level demonstrate a general ability to apply the key concepts and process skills\*. They typically make clear and logical interpretations of evidence, explain cause and effect, and show general knowledge of the chronology of historical events and the interrelationships among them. They can recognize bias, compare and contrast, and distinguish between fact and opinion.

**Limited Knowledge:** Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the in the U.S. History *PASS* framework, including analysis, synthesis, evaluation, or prediction. Students scoring at the Limited Knowledge performance level demonstrate an inconsistent ability to apply the key concepts and process skills\*. They often make unclear, illogical, or simple interpretations of evidence, seldom recognize cause and effect, and show limited knowledge of the chronology of historical events and the interrelationships among them. They seldom recognize bias, have difficulty comparing and contrasting, or have difficulty distinguishing between fact and opinion. Students scoring at this level would benefit from remediation in U.S. History.

**Unsatisfactory:** Students have not performed at least at the Limited Knowledge level and will likely require remediation.

\*(e.g., analysis, synthesis, evaluation, prediction, assessment, explaining cause and effect, recognizing bias, comparing/contrasting, distinguishing between fact and opinion)

# Using Test Results at the Student, Class, School, District, and State Levels

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## Building Understanding

Understanding is the key to using the test results constructively at any level. Prior sections of this manual discuss the history and purpose of the OSTP, general terms and concepts, the content of the End-of-Instruction OCCT, and the score reports. As understanding of these issues grows, so does the usefulness of the test scores for improving curriculum and instruction.

Two levels of understanding increase the usefulness of test results. The first is a textbook understanding of what each of the test scores means and how each score should or should not be used. The second is a more basic understanding that develops from viewing test scores in the larger picture of student and school performance.

## Understanding the Test Content

The End-of-Instruction OCCT is a sampling of the skills and content specified in the *PASS* standards and objectives. Informed use of the OCCT results for individual students, classes, schools, or districts begins with a comprehensive understanding of both the *PASS* standards and objectives and the test content descriptions contained in this manual. By comparing the *PASS* standards and objectives and the test content descriptions with local curriculum and instructional practices, teachers and school administrators are in a better position to anticipate, explain, and act upon OCCT results.

## Understanding the Performance-Level Descriptors

Student performance on the OCCT is classified into one of four performance levels: Advanced, Proficient, Limited Knowledge, or Unsatisfactory. The names of the performance levels clearly convey a message about the level of student performance. However, it is also important to become familiar with the performance-level descriptors to completely understand each performance level and the specific knowledge and skills that a student must be able to demonstrate at each level. A level of knowledge that one district has regarded as Proficient may only meet the state's definition of Limited Knowledge. School personnel who understand the distinctions between the performance levels are in a much stronger position to make full use of the OCCT results.

## Understanding the Writing Score

The Writing portion of the ACE English II and ACE English III End-of-Instruction OCCT is different from the other content-area tests in that student performance is measured through one direct writing sample. To make the best use of the results of the writing portion, there are several factors that must be understood: the conditions under which students produced their writing, how students' writing samples are scored, and how the results are reported. These factors are discussed in other sections of this manual.

## Using Test Results

The Writing assessment sample differs from in-class writing in two ways. First, the Writing assessment sample is used to provide a general indication of a student's writing performance from one specific topic. In the classroom and other settings, students engage in several types of writing (e.g., narrative, descriptive, expository, persuasive) in several different formats (e.g., letters, essays, reports). Specific knowledge and skills are required to produce each type of writing. Secondly, the Writing assessment sample is an example of on-demand writing in a paper-and-pencil format. In other settings, students may be required to produce writing samples that have been extensively researched, reviewed, and edited using all available resources. Each type of writing (assessment and in-class writing) is important and should be considered to obtain a complete picture of a student's writing performance. A student's score on a writing prompt is reported based on the composite score.

The obtained Writing score is included in the ACE English II and ACE English III reports.

## Understanding the OPI, Scoring, and Performance Levels

It is important to understand the relationship between the OPI, scoring, and performance levels to be able to correctly interpret and use the information from the test. There is a direct one-to-one relationship between the number-correct score and the OPI: the students with higher number-correct scores get higher OPIs.

The OPI score for an individual student is translated into a given performance level. The relationship between the OPI score and the performance levels (Advanced, Proficient, Limited Knowledge, and Unsatisfactory) allows for criterion-referenced interpretations. Each performance level represents a range of OPI scores. For example, on the End-of-Instruction ACE U.S. History test, the performance of a student earning an OPI score of 690 and the performance of a student earning an OPI score of 740 are both classified at the Proficient level. The performance of the student with a score of 690 is more similar to the performance of a student scoring 680 (Limited Knowledge) than it is to the student scoring 740. Understanding where within the performance level a student has scored and what it would take to move him or her to the next performance level enables the teacher to more effectively use the test results for instructional purposes.

The EOI cut points and corresponding performance levels are shown below. The cut points mark the division between performance levels. Each cut point shown represents the minimum score needed to achieve the respective performance level.

	<b>Limited Knowledge Minimum Score</b>	<b>Proficient Minimum Score</b>	<b>Advanced Minimum Score</b>
ACE Algebra I	662	700	762
ACE Algebra II	651	696	774
ACE Biology I	627	691	775
ACE English II	588	693	797
ACE English III	649	695	795
ACE Geometry	635	695	774
ACE U.S. History	603	689	747

## **Interpreting and Using Test Results**

### **Student Level**

Individual student results from a statewide test serve to indicate the extent to which a student is meeting the state curriculum standards, allowing teachers to monitor student progress, improve instruction, and promote student achievement. Results from the EOI tests can be used to identify a student's relative strengths and weaknesses within the given subject area. The teacher can then adjust instruction and help improve the academic skills of individual students.

It is important to remember that a test score represents a single snapshot of a student's performance. If the student had a bad day, the test score may underestimate his or her true level of achievement. Under other circumstances, a test score may overestimate a student's level of achievement. For example, a student's test score may be inflated if he or she was able to demonstrate certain knowledge recently read in a book or seen in a movie.

Student test results are returned to the school site in July–August of each year to be shared with students, parents, and teachers. These results should confirm results of the year-long classroom assessment activities.

### **Class Level**

Moving beyond individual student results involves aggregating the test scores for students in particular groups of interest. The class is the first level of aggregation for results from the OCCT. Class results are useful to the teacher in reviewing how well the classroom curriculum aligns with the state curriculum standards.

The teacher can then look for patterns of performance that will help shape instruction. The Class Summary Report, for example, allows a teacher to examine both the distribution of the class performance across performance levels and the pattern of the class performance across the standards and objectives assessed. By adjusting the curriculum to address patterns of academic need, the teacher can help promote student achievement.

### **Distribution of Students' Performance Across Performance Levels by Subject Area**

In any given subject area, the distribution of students' performance across performance levels provides an overview of the achievement level of the class in that subject. The Class Summary Report provides an overview of class achievement on each standard and objective, as well as the number and percentage of students who scored at each performance level.

### **Pattern of Students' Performance Across Standards and Objectives Within Subject Area**

There are two steps that teachers can follow to gather useful information from the results at the standards and objectives level:

1. Identify any glaring differences in class performance across standards and objectives; and
2. Determine whether there are any major differences between the pattern of class performance across standards and objectives and the patterns found at the school, district, and state levels.

## *Using Test Results*

If any differences are found in Steps 1 and 2, the teacher can then begin to evaluate:

- ❑ those differences in the larger context of student performance throughout the year;
- ❑ the topics the class covered prior to testing; and
- ❑ the content and skills emphasized in the school curriculum compared to the content and skills measured on the test.

The teacher can then adjust the curriculum or the emphasis placed on certain skills to improve instruction and promote student achievement.

### **School and District Levels**

Test results at the school and district levels are discussed together because the similarities in the types of analyses conducted and interpretations made with these results outweigh the distinctions. In practice, reviewing a large district's test results may be comparable to reviewing state-level results. Likewise, reviewing a small school may be more like reviewing a class than a school, and reviewing a large school may be more like reviewing a district.

When test results are aggregated beyond the class level, the focus of their use and interpretation shifts. To this point, the focus has been on the results of individual students. The teacher or teachers analyzing students' test scores would have worked directly with those students. Although the same types of analyses described for class results can be performed at the school or district level, the focus is on groups of students rather than on individuals.

At the school and district levels, OCCT results can be used as part of the ongoing evaluation of curriculum and instructional programs. Using the analyses described previously, strengths and weaknesses across the curriculum and within content areas can be identified and monitored over time with a thorough review of test scores.

When examining test results at the school or district level, it is also possible to begin to disaggregate, or reaggregate, the test scores. Differences in performance among various subgroups of students may be hidden within results for the entire school or district. The school and district reports provide OCCT results for All Students, Special Education Students, English Language Learners, Non-English Language Learners, Full/Non-Full Academic Year Students, and Regular Education Students. The All Students category is further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch. The Regular Education Students category is further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch. These reporting categories include areas where differences in test scores or classroom performance have been found historically.

A school or district may identify other groups of students whose test results should also be examined. For example, a school with a new tutoring program in reading may want to compare the test results of students who participate in the program with those who do not. A high school that receives students from three middle schools may wish to compare EOI test results for students from the three schools. A school district or site with a high mobility rate may find it useful to compare the test results of Full Academic Year students with Non-Full Academic Year students.

It is important, however, to proceed cautiously when using test results for small groups of students (less than 10). Test results based on small numbers of students can be unstable, fluctuating markedly from year to year. To help alleviate this problem, smaller schools might pool results from two or more years of testing.

Examining OCCT results at the school and district levels offers the opportunity for all teachers to become involved in the evaluation of curriculum and instruction. Too often when tests are administered at the secondary level, undue focus and pressure are placed on secondary-level teachers. There is no question that the process that results in students achieving the *PASS* standards at the secondary level begins well before students reach this level. An entire faculty or content-area team that examines school and district test results can help in developing a coordinated curriculum that will relieve pressure on secondary-level teachers.

### **State Level**

Test results describe the achievement of the students in the state in the subjects tested. Because state scores are based on the population of students statewide, they are more stable. Unlike class, school, or even district results described previously, state results are less likely to fluctuate from year to year due simply to chance differences in the cohort of students tested.

However, the state is not a class, school, or district. The connection between state and individual student test results is weaker than the connection between state and class, school, or district test results. It is not until state test results are disaggregated that they can be most useful for improving instruction and student achievement.

Similar to school and district results, state test results are disaggregated to examine the performance of particular groups of students. The next level of reaggregation would be to use the test results as part of the evaluation of programs implemented and funded by the state. Additionally, the results of the state tests can be used to identify best practices or programs that appear to be successful in one or more districts across the state.

## **Score Reports (Samples)**

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Several reports are generated by the OCCT results. Samples of these reports are shown on the following pages and are listed below.

- Student Report
- Student Labels
- Student Roster by Student Name
- Student Roster by OPI Score
- Class Summary Report
- Summary Report (School, District, and State)

# Student Report

The Student Report communicates to students, parents, and schools the test results of an individual student and shows the extent of mastery of the Oklahoma *Priority Academic Student Skills* of a particular subject.

The top of the Student Report contains a letter from State Superintendent Sandy Garrett that explains the nature and purpose of the End-of-Instruction OCCT and aspects of the report.

- 1 Shows the performance level of the student. Each performance level has a range of scaled scores that actually places the student in a specific level. This is called the Oklahoma Performance Index (OPI).
- 2 The bar graph indicates the student's performance level.
- 3 Then, look at the checked performance-level descriptor for a definition of the student's performance.



**Oklahoma Core Curriculum Tests**  
End-of-Instruction – Spring 2010

For the family of:  
**STUDENT\_NAME**  
 State Student ID: 1234567890  
 Birth Date: 06/23/1991

SCHOOL\_NAME  
 DISTRICT\_NAME  
 Code: 99-A999-999

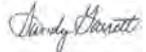
**FIRSTNAME'S performance on the ACE English II (Writing Included) End-of-Instruction test**



**Oklahoma Department of Education**

Dear Family,

This report provides specific information about your student's performance on the Oklahoma End-of-Instruction test. Students are tested throughout our state to ensure that they meet high standards. These tests provide information for you to make informed decisions about your student's education. To learn more about your student's performance in school, talk to your student's teacher. Your student's success in school depends on your ongoing involvement.

Sincerely,  
  
 Sandy Garrett  
 State Superintendent of Public Instruction

**ACE English II** 1

Proficient

Meets State Goal	ADVANCED	999			
		747			
	PROFICIENT	746	730		
		700			
Below State Goal	LIMITED KNOWLEDGE	699			
		658			
	UNSATISFACTORY	657			
		440			

FIRSTNAME

FIRSTNAME'S overall performance on the ACE English II End-of-Instruction assessment is shown to the left. Your student's performance level is based on the Oklahoma Performance Index.

Students are expected to perform at or above the PROFICIENT performance level. The performance level attained by your student indicates that she can perform the majority of the skills described for that level and even more of what is described for the levels below. Your student may also be capable of performing some of the competencies described in the next higher level, but not enough to have reached that level of performance.

Confirm your student's performance by reviewing classroom work, other standards-based assessments, and your student's progress reports during the year.

*A single exam can provide only limited information. A student taking the same test more than once might score higher or lower in each subject within a small range. If tested again, your student would likely score in this range: 715-745.*

**3 Performance Levels & OPI\* Score Ranges** \* OPI: The Oklahoma Performance Index is a scale score that places a student into one of the 4 performance levels.

**ADVANCED: OPI score range: 747-999**  
 Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English II PASS framework. Students performing at the Advanced performance level consistently demonstrate an ability to analyze, evaluate, and interpret abstract text. They demonstrate an in-depth understanding of a broad variety of literary forms and a thorough understanding of correct Standard English usage. Students consistently display a sophisticated comprehension of literary elements and techniques and recognize their effects on the development of the various literary forms. Students apply a wide variety of research strategies for organizing and interpreting factual information. Written responses demonstrate superior levels of focused topic support, advanced organization and planning, varied word choice and sentence structure, and few grammar, usage, or mechanical errors. Students demonstrate adept understanding of strategies and skills for reading and comprehending literature and for writing. Students use strategic thinking to analyze literature, generate ideas, make inferences and predictions, and restructure information. Students use extended thinking to synthesize elements, integrate ideas, establish criteria, and judge outcomes.

**PROFICIENT: OPI score range: 700-746**  
 Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English II PASS framework. Proficient students are ready for the next course or level of education, as applicable. Students scoring Proficient use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) through literal understanding, inferences, interpretation, generalization, analysis, and evaluation. Students demonstrate an understanding of various literary forms and regularly apply basic research strategies to organize and interpret factual information. They demonstrate a general understanding of how literary elements and techniques affect the development of various literary forms. Students at this level demonstrate an adequate understanding of correct Standard English usage. Written responses demonstrate focused support of the topic, adequate organization and planning, appropriate word choice, varied sentence structures, and limited grammar, usage, or mechanical errors. Students demonstrate competent strategies and skills for reading and comprehending literature and for writing.

**LIMITED KNOWLEDGE: OPI score range: 658-699**  
 Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English II PASS framework. Students scoring Limited Knowledge demonstrate inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (both fiction and nonfiction) and demonstrate some understanding of the various literary forms. They demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms. Students at this level demonstrate only a partial understanding of correct use of Standard English, and they inconsistently apply simple research strategies when organizing and interpreting factual information. Written responses indicate minimal focus, limited support of the topic, little or no organization and/or planning, vague and/or inappropriate word choice, and frequent errors in basic sentence structure and grammar, usage, and mechanics that limit readability.

**UNSATISFACTORY: OPI score range: 440-657**  
 Students have not performed at least at the Limited Knowledge level and will need comprehensive remedial instruction in English II.

**Additional Resources and Information**

Visit the Oklahoma Department of Education online  
 Go to the Oklahoma Department of Education's Web site at <[www.sde.state.ok.us](http://www.sde.state.ok.us)>. Click on the Site Index button and then the Accountability and Assessments link to access sample test questions, study materials, and practice test items. This site also provides report cards for your student's school, district, and state.

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4 Page 2 of the Student Report lists the standards and objectives tested, the number of test items, the number correct, the number correct, and the percent correct.

**FIRSTNAME'S OPI Score & Performance Level in English II: 730 / Proficient**

FIRSTNAME'S performance in each skill area				✓ 1 <sup>st</sup> Time Tester					
Standards and Objectives 4	Number of Test Items	Number Correct	Percent Correct	0	20	40	60	80	100
<b>Reading/Literature</b>									
1.0 Vocabulary	5	3	60						
2.0 Comprehension	19	18	94						
2.1 Literal Understanding	5	4	80						
2.2 Inferences and Interpretation	4	4	100						
2.3 Summary and Generalization	4	4	100						
2.4 Analysis and Evaluation	6	5	83						
3.0 Literature	19	12	63						
3.1 Literary Genres	5	3	60						
3.2 Literary Elements	5	3	60						
3.3 Figurative Language	5	3	60						
3.4 Literary Works	4	3	75						
4.0 Research and Information	5	4	80						
<b>Writing/Grammar/Usage and Mechanics</b>									
3.0 Grammar/Usage and Mechanics	12	9	75						
3.1 Standard Usage	4	3	75						
3.2 Mechanics and Spelling	4	4	100						
3.3 Sentence Structure	4	2	50						
<b>Writing Composite Score</b>				<b>Analytic Trait Scores</b>					
				<b>Maximum Score</b>	<b>Score Obtained</b>				
<b>1.0 / 2.0 Writing Composite Score**</b>				6.0	3.0	Note: A student will not be categorized in performance levels for Writing.			
<b>Analytic Traits</b>									
1. Ideas and Development				4.0	2.5				
2. Organization, Unity, and Coherence				4.0	3.5				
3. Word Choice				4.0	2.0				
4. Sentences and Paragraphs				4.0	3.0				
5. Grammar and Usage and Mechanics				4.0	2.5				
** A student's Writing Composite Score is derived by using a formula incorporating the weights of the five analytic trait scores for the writing prompt. The Analytic Trait Scores provide information about your student's specific Writing skills. Teachers can use this detailed information for classroom instructional purposes.									
<b>Condition Codes for Writing Composite Score</b> I = Illegible/Incomprehensible L = Language other than English N = No Response or Refusal to Answer O = Off-topic									
NR = Not reported. Not enough items in the Standard or Objective to report.									
<b>How to help your student prepare for success</b>									
<b>Help your student get ahead with AP classes:</b> Go to < <a href="http://www.sde.state.ok.us">www.sde.state.ok.us</a> >. Click on the Site Index button and then the Advanced Placement Incentives Program link to access a list of AP classes and course descriptions available to high school students.									
<b>Help your student think about the future:</b> Go to < <a href="http://www.okcareertech.org">www.okcareertech.org</a> > and click on the Students tab to find out about available careers in Oklahoma.									
<b>Help your student get into college:</b> Go to < <a href="http://www.collegestart.org">www.collegestart.org</a> > and < <a href="http://www.okhighered.org/students/">www.okhighered.org/students/</a> > for information about getting into an Oklahoma college or university. You will find information about financial aid, college entrance exams, and colleges and universities across the country.									
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# Student Labels

One student label is provided per student per subject tested and is to be affixed to either the student's transcript or their cumulative file. The student label indicates the student's total Oklahoma Performance Index score range (OPI) and performance level. The OPI is a scale score that places a student into one of the four performance levels.

- 1 Subject tested
- 2 Student name
- 3 Student demographic information
- 4 OPI score/ performance level and district name/school name

District: < DISTRICT_NAME > School: < SCHOOL_NAME >	Code: < 99-A999-999 >																												
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# Student Roster by Student Name

The Student Roster by Student Name communicates to teachers and schools detailed information about students and their performance on the test and is organized alphabetically by student name, grouped by class or school, subject, and test form type (Regular, Braille, Equivalent).

This report is generated at both the class and school levels and shows one subject per report.

- 1 The Oklahoma Performance Index (OPI) score range for each performance level. The OPI is a scale score that places a student into one of the four performance levels.
- 2 The student's name is listed in the first column with the student's performance level and OPI score in the third and fourth columns.
- 3 At left, this report shows how many students were tested and in the column below, indicates with a "2TT" if this is the second time the student tested. A condition code will be placed beside a student's name if the student participated in an alternate test or was exempt. For example, ABS is recorded in the section under Performance Level/OPI Score if the student was absent. If the student's test was invalidated, INV is recorded in the section under Performance Level/OPI Score. See bottom footnotes for a complete list of descriptions.
- 4 This section shows the percent correct for the standards and objectives. If NR is indicated, this means that there were not enough questions within the test for that objective.

<b>FINAL Student Roster by Student Name</b>				<b>Oklahoma Core Curriculum Tests End-of-Instruction – Spring 2010</b>																															
				School report for: <b>SCHOOL_NAME</b>						District: <b>DISTRICT_NAME</b> Code: <b>99-A999-999</b>																									
<b>ACE Algebra I</b>												<b>Equivalent Test</b>																							
<b>Purpose</b> To communicate to schools detailed information about students and their performance on the test, organized by an alphabetical listing of all students.  <b>Performance Level &amp; OPI* Score Range</b> <span style="float: right;">1</span> Advanced 746-999 Proficient 684-745 Limited Knowledge 639-683 Unsatisfactory 490-638  *OPI: The Oklahoma Performance Index is a scale score that places a student into one of the four performance levels listed above. Number of Students Listed: 5 <span style="float: right;">3</span>				<b>PERCENT CORRECT BY STANDARDS AND OBJECTIVES</b>																															
				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">1.0 Number Sense and Algebraic Operations</th> <th style="width: 10%;">1.1 Equations and Formulas</th> <th style="width: 10%;">1.2 Expressions</th> <th style="width: 10%;">2.0 Relations and Functions</th> <th style="width: 10%;">2.1 Relations and Functions</th> <th style="width: 10%;">2.2 Linear Equations and Graphs</th> <th style="width: 10%;">2.3 Linear Inequalities and Graphs</th> <th style="width: 10%;">2.4 Systems of Equations</th> <th style="width: 10%;">3.0 Data Analysis, Probability, and Statistics</th> <th style="width: 10%;">3.1 Data Analysis</th> <th style="width: 10%;">3.2 Line of Best Fit</th> </tr> <tr> <th>Number of Test Items</th> <th>(14)</th> <th>(07)</th> <th>(07)</th> <th>(31)</th> <th>(06)</th> <th>(16)</th> <th>(05)</th> <th>(04)</th> <th>(10)</th> <th>(05)</th> <th>(05)</th> </tr> </thead> </table>													1.0 Number Sense and Algebraic Operations	1.1 Equations and Formulas	1.2 Expressions	2.0 Relations and Functions	2.1 Relations and Functions	2.2 Linear Equations and Graphs	2.3 Linear Inequalities and Graphs	2.4 Systems of Equations	3.0 Data Analysis, Probability, and Statistics	3.1 Data Analysis	3.2 Line of Best Fit	Number of Test Items	(14)	(07)	(07)	(31)	(06)	(16)	(05)
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State Stud. ID#	Birth Date	Gender	Cond. Code*	Performance Level	OPI Score																														
ALASTNAME1SCHAR, A FNAME11CHR A. 1234567890 04/05/1990 M			2 OP, 2TT	Advanced	833	88	88	90	92	87	80	82	77	76	78																				
ALASTNAME, B FIRSTNAME B. 1234567890 01/01/1992 F			3	ABS																															
BLASTNAME, C FIRSTNAME C. 1234567890 03/17/1991 F			2 2TT	Satisfactory	709	###	###	###	###	###	###	###	###	###	###																				
CLASTNAME, A FIRSTNAME B. 1234567890 12/22/1991			1	Unsatisfactory	538	###	###	###	###	###	###	###	###	###	###																				
FLASTNAME, A FIRSTNAME D. 1234567890 09/08/1992 M				Limited Knowledge	665	###	###	###	###	###	###	###	###	###	###																				

\*\* Condition Codes:  
 1 = NFAY in school.  
 2 = NFAY in district and school.  
 3 = NFAY in state, district, and school.  
 Bblank = FAY in state, district, and school.  
 OP = Other Placement  
 2TT = 2<sup>nd</sup> Time Testing  
 ABS = Absent  
 ALT = Alternate Test Taker  
 DNA = Did Not Attempt  
 EE = Emergency Exempt  
 ELL 1<sup>st</sup> = ELL 1<sup>st</sup> year in U.S. Exempt  
 INV = Student's test was invalidated  
 NR = Not reported for this test

# Student Roster by OPI Score

The Student Roster by OPI Score communicates to teachers and schools the individual student test results of all students by performance grouping to assist in placement decisions. This report is generated at both the class and school levels and shows one subject per report.

- 1 The Oklahoma Performance Index (OPI) score range for each performance level. The OPI is a scale score that places a student into one of the four performance levels.
- 2 Shows OPI Score results for the class.
- 3 The total number of students listed on the report, categorized by performance level, FAY (full academic year), NFAY (non-full academic year), OP (other placement), 2TT (2<sup>nd</sup> time testers), and no scores.
- 4 Page 2 of the report shows the class results by performance groupings.

<div style="border: 2px solid black; padding: 5px; text-align: center;"> <h2 style="margin: 0;">Student Roster by OPI Score</h2> </div>	<h3 style="margin: 0;">Oklahoma Core Curriculum Tests End-of-Instruction – Spring 2010</h3> <p style="margin: 0;">Classroom report for: <b>TEACHER_NAME</b></p> <p style="margin: 0;">School: <b>SCHOOL_NAME</b> District: <b>DISTRICT_NAME</b> Code: <b>99-A999-999</b></p>																																					
<h3 style="margin: 0;">ACE English II (Writing Included) <span style="float: right;">2</span></h3>																																						
<p><b>Purpose</b> To communicate to teachers the individual student test results of all students by performance grouping, to assist in placement decisions.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><b>Performance Level &amp; OPI* Score Range</b></td> <td style="width: 40%; text-align: center;"><b>1</b></td> </tr> <tr> <td>Advanced</td> <td style="text-align: center;">747-999</td> </tr> <tr> <td>Proficient</td> <td style="text-align: center;">700-746</td> </tr> <tr> <td>Limited Knowledge</td> <td style="text-align: center;">658-699</td> </tr> <tr> <td>Unsatisfactory</td> <td style="text-align: center;">440-657</td> </tr> </table> <p><small>*OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels listed above.</small></p> <p><small><sup>1</sup>OP &amp; 2TT Excluded: Other Placement (OP) and 2<sup>nd</sup> Time Testers (2TT) are excluded from these results.</small></p>	<b>Performance Level &amp; OPI* Score Range</b>	<b>1</b>	Advanced	747-999	Proficient	700-746	Limited Knowledge	658-699	Unsatisfactory	440-657	<p><b>CLASS OPI Score Results<sup>1</sup></b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p>Highest OPI Score <b>800</b></p> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p>Median OPI Score <b>740</b></p> </div> <div style="border: 1px solid black; padding: 2px;"> <p>Lowest OPI Score <b>658</b></p> </div>	<p><b>3 TOTAL NUMBER OF STUDENTS LISTED ON THIS REPORT: 25</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Number of Students with OPI Scores</th> </tr> <tr> <td style="width: 33%;"><b>By Performance Level<sup>1</sup></b></td> <td style="width: 33%;"><b>By FAY and NFAY<sup>1</sup></b></td> <td style="width: 33%;"><b>By OP and/or 2TT</b></td> </tr> <tr> <td>3 - ADVANCED</td> <td>9 - FAY</td> <td>2 - Other Placement (OP)</td> </tr> <tr> <td>11 - PROFICIENT</td> <td>8 - NFAY</td> <td>3 - 2<sup>nd</sup> Time Testers (2TT)</td> </tr> <tr> <td>3 - LIMITED KNOWLEDGE</td> <td></td> <td></td> </tr> <tr> <td>0 - UNSATISFACTORY</td> <td></td> <td></td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center;">Number of Students with No Score</th> </tr> <tr> <td style="width: 50%;">2 - Absent (ABS)</td> <td style="width: 50%;">0 - ELL 1<sup>st</sup> year in U.S. Exempt (ELL 1<sup>st</sup>)</td> </tr> <tr> <td>1 - Alternate Test Taker (ALT)</td> <td>0 - Emergency Exempt (EE)</td> </tr> <tr> <td>0 - Did Not Attempt (DNA)</td> <td>1 - Invalidated (INV)</td> </tr> </table>	Number of Students with OPI Scores			<b>By Performance Level<sup>1</sup></b>	<b>By FAY and NFAY<sup>1</sup></b>	<b>By OP and/or 2TT</b>	3 - ADVANCED	9 - FAY	2 - Other Placement (OP)	11 - PROFICIENT	8 - NFAY	3 - 2 <sup>nd</sup> Time Testers (2TT)	3 - LIMITED KNOWLEDGE			0 - UNSATISFACTORY			Number of Students with No Score		2 - Absent (ABS)	0 - ELL 1 <sup>st</sup> year in U.S. Exempt (ELL 1 <sup>st</sup> )	1 - Alternate Test Taker (ALT)	0 - Emergency Exempt (EE)	0 - Did Not Attempt (DNA)	1 - Invalidated (INV)
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<p><b>ADVANCED: OPI score range: 747-999</b></p> <p>Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English II PASS framework. Students performing at the Advanced performance level consistently demonstrate an ability to analyze, evaluate, and interpret abstract text. They demonstrate an in-depth understanding of a broad variety of literary forms and a thorough understanding of correct Standard English usage. Students consistently display a sophisticated comprehension of literary elements and techniques and recognize their effects on the development of the various literary forms. Students apply a wide variety of research strategies for organizing and interpreting factual information. Written responses demonstrate superior levels of focused topic support, advanced organization and planning, varied word choice and sentence structure, and few grammar, usage, or mechanical errors. Students demonstrate adept understanding of strategies and skills for reading and comprehending literature and for writing. Students use strategic thinking to analyze literature, generate ideas, make inferences and predictions, and restructure information. Students use extended thinking to synthesize elements, integrate ideas, establish criteria, and judge outcomes.</p>																																						
<p><b>PROFICIENT: OPI score range: 700-746</b></p> <p>Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English II PASS framework. Proficient students are ready for the next course or level of education, as applicable. Students scoring Proficient use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) through literal understanding, inferences, interpretation, generalization, analysis, and evaluation. Students demonstrate an understanding of various literary forms and regularly apply basic research strategies to organize and interpret factual information. They demonstrate a general understanding of how literary elements and techniques affect the development of various literary forms. Students at this level demonstrate an adequate understanding of correct Standard English usage. Written responses demonstrate focused support of the topic, adequate organization and planning, appropriate word choice, varied sentence structures, and limited grammar, usage, or mechanical errors. Students demonstrate competent strategies and skills for reading and comprehending literature and for writing.</p>																																						
<p><b>LIMITED KNOWLEDGE: OPI score range: 658-699</b></p> <p>Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English II PASS framework. Students scoring Limited Knowledge demonstrate inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (both fiction and nonfiction) and demonstrate some understanding of the various literary forms. They demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms. Students at this level demonstrate only a partial understanding of correct use of Standard English, and they inconsistently apply simple research strategies when organizing and interpreting factual information. Written responses indicate minimal focus, limited support of the topic, little or no organization and/or planning, vague and/or inappropriate word choice, and frequent errors in basic sentence structure and grammar, usage, and mechanics that limit readability.</p>																																						
<p><b>UNSATISFACTORY: OPI score range: 440-657</b></p> <p>Students have not performed at least at the Limited Knowledge level and will need comprehensive remedial instruction in English II.</p>																																						
<p>Page 1</p>																																						

Oklahoma Core Curriculum Tests  
End-of-Instruction – Spring 2010



Student Roster  
by OPI Score

Classroom report for:  
TEACHER\_NAME

School: SCHOOL\_NAME  
District: DISTRICT\_NAME  
Code: 99-A999-999

ACE English II (Writing Included) 4

CLASS RESULTS BY PERFORMANCE GROUPINGS

OPI Score	Student Name	State Student ID#	Birth Date	Gender	Condition Codes**
<b>ADVANCED (747-999)</b>					
833	ALASTNAME15CHAR, AFNAME11CHR A.	1234567890	04/05/1990	M	2 OP, 2TT
800	BLASTNAME, BFNAM B.	1234567890	04/15/1990	F	
800	KLASTNAME, FNAME	1234567890	04/25/1990	M	1
782	CLASTNAME, AFNAME A.	1234567890	03/05/1990	F	OP
770	ALASTNAME, AFNAME A.	1234567890	03/15/1990	M	
<b>PROFICIENT (700-746)</b>					
746	BLASTNAME, BFNAM B.	1234567890	03/25/1990	F	
745	ALASTNAME, FNAME	1234567890	02/05/1990	M	1
744	KLASTNAME, AFNAME A.	1234567890	02/15/1990	F	
743	NLASTNAME, AFNAME A.	1234567890	05/05/1990	F	2TT
742	MLASTNAME, FNAME	1234567890	04/16/1990	M	3
741	ZLASTNAME, AFNAME A.	1234567890	10/05/1990	F	
740	ALASTNAME, AFNAME A.	1234567890	12/05/1990	F	
740	BLASTNAME, BFNAM B.	1234567890	04/07/1990	F	
735	PLASTNAME, FNAME	1234567890	01/05/1990	M	1
730	LLASTNAME, AFNAME A.	1234567890	06/17/1990	F	
725	HLASTNAME, AFNAME A.	1234567890	06/05/1990	F	2TT
715	TLASTNAME, FNAME	1234567890	07/05/1990	M	3
700	SLASTNAME, AFNAME A.	1234567890	08/05/1990	F	
<b>LIMITED KNOWLEDGE (658-699)</b>					
679	ALASTNAME, AFNAME A.	1234567890	09/05/1990	F	1
665	ALASTNAME, AFNAME A.	1234567890	12/25/1990	F	3

OPI Score	Student Name	State Student ID#	Birth Date	Gender	Condition Codes**
<b>LIMITED KNOWLEDGE (658-699) continued</b>					
658	LAST, FNAME	1234567890	04/05/1990	M	2
<b>UNSATISFACTORY (440-657)</b>					
NO STUDENTS					
<b>Students with No Score</b>					
ABS	QLASTNAME, FNAME A.	1234567890	04/05/1990	M	
ABS	VLASTNAME, FNAME V.	1234567890	04/05/1990	M	
ALT	LASTNAME, FNAME	1234567890	04/05/1990	F	OP
INV	DLAST, FIRSTNAME C.	1234567890	04/05/1990	M	1

\*\* Condition Codes:

1 = NFAY in school  
2 = NFAY in district and school  
3 = NFAY in state, district, and school  
Blank = FAY in state, district, and school

OP = Other Placement  
2TT = 2<sup>nd</sup> Time Testing

ABS = Absent  
ALT = Alternate Test Taker  
DNA = Did Not Attempt  
EE = Emergency Exempt

ELL = ELL 1<sup>st</sup> year in U.S., Exempt  
INV = Student's test was invalidated

# Class Summary Report

The Class Summary Report communicates to teachers the class summary results of all students tested showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma's Core Curriculum, have been mastered.

- 1 School name/district name and teacher name
- 2 Subject tested
- 3 Oklahoma Performance Index (OPI) score range for each performance level. The OPI is a scale score that places a student into one of the four performance levels.
- 4 Class performance level achievement. This shows the median class OPI Score, number of valid scores, and percent of students in each of the performance levels.
- 5 Performance level descriptors and OPI score ranges for each of the four performance levels.
- 6 Page 2 of the report shows the number of test items and class median percent correct for each of the standards and objectives by subject.

## Class Summary Report

### Oklahoma Core Curriculum Tests

#### End-of-Instruction – Spring 2010

Classroom report for: **TEACHER\_NAME** ①

School: SCHOOL\_NAME  
District: DISTRICT\_NAME  
Code: 99-A999-999

### ACE Biology I ②

### Total Tested

**Purpose**  
To communicate to teachers the class summary results of all students tested showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma's Core Curriculum, have been mastered.

**Performance Level & OPI Score Range** ③

Advanced	769-999
Proficient	700-768
Limited Knowledge	663-669
Unsatisfactory	455-662

**BR, EQ, OP, & 2TT EXCLUDED** – Braille (BR), Equivalent (EQ), Other Placement (OP), and 2<sup>nd</sup> Time Testers (2TT) are excluded from these results.

**\*OPI:** The Oklahoma Performance Index is a scale score that places a student into one of four performance levels listed above.

#### PERFORMANCE LEVEL ACHIEVEMENT FOR YOUR CLASS

**Median Class OPI\* Score: ###**  
(Proficient = 700 or above)

**Number of Valid Scores: ##** ④

**Percent of Students at each Performance Level**

Performance Level:	ADVANCED	PROFICIENT	LIMITED KNOWLEDGE	UNSATISFACTORY
OPI Score Range:	769-999	700-768	663-699	455-662
Valid Scores:	##	##	##	##

### ⑤ PERFORMANCE LEVELS, OPI SCORE RANGES, AND PERFORMANCE LEVEL DESCRIPTORS

**ADVANCED: OPI score range: 769-999**  
Students demonstrate a superior performance and understanding of the subject matter knowledge and skills of the science concepts expected of the measured standards and objectives included in the Biology I PASS framework, and they have the ability to apply their understanding to challenging situations. Students performing at the Advanced performance level can thoroughly demonstrate the ability to recognize and use scientific processes as defined in PASS. They analyze research questions and evaluate the design of investigations for a scientific problem; solve nonroutine problems that demand multi-step reasoning, integrating Biology I content knowledge and mathematical skills; and form conclusions from experimental data, justifying the reasoning for the conclusions.

**PROFICIENT: OPI score range: 700-768**  
Students demonstrate a mastery of Biology I concepts expected of all measured standards and objectives included in the Biology I PASS framework, and the ability to apply science process skills to biological situations. Proficient students are ready for the next course, or level of education, as applicable. Proficient students can identify qualitative and quantitative changes; use observable properties to make biological classifications; identify experimental variables; identify possible hypotheses and recognize hazards; make predictions, interpret data, draw conclusions and identify a graph or chart from data; use mathematical skills when appropriate; describe biological models; identify cell structures and functions; understand the cell cycle, replication, transcription, mitosis, and gene recombination; identify evidence of common ancestry related to biological diversity and adaptations; understand organism and species interaction in an ecosystem, and population dynamics; and identify the basic processes within photosynthesis and respiration.

**LIMITED KNOWLEDGE: OPI score range: 663-699**  
Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the Biology I PASS framework. Student performing at Limited Knowledge are inconsistent in applying the general Biology I concepts and science process skills necessary to perform investigations and reason scientifically. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations.

**UNSATISFACTORY: OPI score range: 455-662**  
Students have not performed at least at the Limited Knowledge level and will require remediation.

Page 1

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**Class Summary Report**

**Oklahoma Core Curriculum Tests  
End-of-Instruction – Spring 2010**

Classroom report for:  
**TEACHER\_NAME**

School: **SCHOOL\_NAME**  
District: **DISTRICT\_NAME**  
Code: **99-A999-999**



**ACE Biology I**

**Total Tested**

**6**

**STANDARDS AND OBJECTIVES MEDIAN PERCENT CORRECT**

Standards and Objectives	Number of Test Items	Class Median Percent Correct	0	10	20	30	40	50	60	70	80	90	100
<b>Process/Inquiry</b>													
<b>P1.0 Observe and Measure</b>	<b>7</b>	<b>60</b>											
P1.1 Qualitative/quantitative observations and changes	4	80											
P1.2 & P1.3 Use appropriate System International (SI) units and tools	3	NR											
<b>P2.0 Classify</b>	<b>10</b>	<b>60</b>											
P2.1 Use observable properties to classify	6	60											
P2.2 Identify properties of a classification system	4	60											
<b>P3.0 Experiment</b>	<b>13</b>	<b>82</b>											
P3.1 Evaluate the design of investigations	4	60											
P3.2 & P3.4 Identify a testable hypothesis, variables, and control in an experiment	5	100											
P3.3 Use mathematics to show relationships	0	NR											
P3.5 Identify potential hazards and practice safety procedures in all science activities	4	75											
<b>P4.0 Interpret and Communicate</b>	<b>21</b>	<b>85</b>											
P4.1 Select predictions based on observed patterns of evidence	5	60											
P4.3 Interpret line, bar, trend, and circle graphs	2	NR											
P4.4 Accept or reject a hypothesis	4	75											
P4.5 Make logical conclusions based on experimental data	6	75											
P4.8 Identify an appropriate graph or chart	4	100											
<b>P5.0 Model</b>	<b>9</b>	<b>80</b>											
P5.1 Interpret a model which explains a given set of observations	5	80											
P5.2 Select predictions based on models	4	80											
<b>Content Standards</b>													
1.0 The Cell	8	100											
2.0 The Molecular Basis of Heredity	9	85											
3.0 Biological Diversity	10	100											
4.0 The Interdependence of Organisms	13	80											
5.0 Matter/Energy/Organizations in Living Systems	9	90											
6.0 The Behavior of Organisms	7	75											

NR = Not reported. Not enough items in the Standard or Objective to report.

# School Summary Report

The School Summary Report communicates to schools and districts summary results of all students tested, in disaggregated and aggregated forms, showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s Core Curriculum, have been mastered.

The results are shown in three sections with one subject per report. The first section (below) is included on page one and shows Summary Counts of Total Tested.

- 1 Type of report
- 2 School name and district name
- 3 Subject tested
- 4 Table of contents summary for type of reports included
- 5 Summary counts of total tested

<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>School Summary Report</b> Summary Counts of Total Tested <span style="float: right;">1</span></p> </div>	<p><b>Oklahoma Core Curriculum Tests (OCCT)</b> <b>End-of-Instruction (EOI) – Spring 2010</b></p> <p>School report for: <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span> SCHOOL_NAME</p> <p>District: DISTRICT_NAME Code: 99-A999-999</p>																																																								
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# School Summary Report

**6** This section of the School Summary Report (page 6) shows Disaggregated Group Results by Performance Level for total tested which includes Full Academic Year (FAY) and Non-Full Academic Year (NFAY).

The key at the bottom of the report explains which students are included in these counts. **Regular Education** students includes all students except Special Education (IEP) and English Language Learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille, Equivalent, Other Placement, and 2<sup>nd</sup>-Time Testers are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

TOTAL TESTED (FAY and NFAY) <sup>1</sup>		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL								Median OPI <sup>2</sup> Score	
		OPI Score Range 797-999		OPI Score Range 693-796		OPI Score Range 588-692		OPI Score Range 440-587			
		ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	REGULAR EDUCATION <sup>3</sup>	153	40	26%	91	59%	22	14%	0	0%	753
2	Ethnicity										
3	Black/African American	37	4	11%	20	54%	13	35%	0	0%	724
4	American Indian/Alaskan Native	5	1	20%	3	60%	1	20%	0	0%	745
5	Hispanic/Latino	25	3	12%	16	64%	6	24%	0	0%	721
6	Asian	11	3	27%	7	64%	1	9%	0	0%	761
7	Pacific Islander	1	****	****	****	****	****	****	****	****	****
8	White/Caucasian	74	29	39%	44	59%	1	1%	0	0%	774
9	Other Race	0									
10	Gender										
11	Female	73	21	29%	40	55%	12	16%	0	0%	761
12	Male	80	19	24%	51	64%	10	13%	0	0%	753
13	Not Indicated	0									
14	Other										
15	Economically Disadvantaged	74	17	22%	46	58%	16	20%	0	0%	745
16	Non-Economically Disadvantaged	79	23	31%	45	61%	6	8%	0	0%	761
17	Migrant	0									
18	ELL 1 <sup>st</sup> -Year Proficient	4	****	****	****	****	****	****	****	****	****
19	ELL 2 <sup>nd</sup> -Year Proficient	1	****	****	****	****	****	****	****	****	****
20	ENGLISH LANGUAGE LEARNERS (ELL)	3	****	****	****	****	****	****	****	****	****
21	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	160	40	25%	94	59%	26	16%	0	0%	753

*continued on next page*

<sup>1</sup> BR, EQ, OP, & 2TT EXCLUDED – Braille, Equivalent, Other Placement, and 2<sup>nd</sup> Time Testers are excluded from these results.

<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education – Includes all students except Special Education (IEP) and English Language Learners (ELL).

<sup>4</sup> All Students – Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

7 The third section of the School Summary Report shows Disaggregated Group Results by Standards and Objectives for each student population/group.

STUDENT POPULATION/GROUP <sup>1</sup>		Number of Valid Scores (OCCT)	MEDIAN PERCENT CORRECT BY STANDARDS AND OBJECTIVES															
			Reading/Literature										Grammar/ Usage & Mechanics					
Number of Test Items			1.0 Vocabulary	2.0 Comprehension	2.1 Literal Understanding	2.2 Inferences and Interpretation	2.3 Summary and Generalization	2.4 Analysis and Evaluation	3.0 Literature	3.1 Literary Genres	3.2 Literary Elements	3.3 Figurative Language	3.4 Literary Works	4.0 Research and Information	3.0 Grammar/Usage and Mechanics	3.1 Standard Usage	3.2 Mechanics and Spelling	3.3 Sentence Structure
			(05)	(19)	(05)	(04)	(04)	(06)	(19)	(05)	(05)	(05)	(04)	(05)	(12)	(04)	(04)	(04)
1	FULL ACADEMIC YEAR (FAY)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
2	Regular Education <sup>3</sup>		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
3	English Language Learners (ELL)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
4	Non-English Language Learners (Non-ELL)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
5	Special Education (IEP)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
6	All Students <sup>4</sup>		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
7	NON-FULL ACADEMIC YEAR (NFAY)																	
8	Regular Education <sup>3</sup>		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
9	English Language Learners (ELL)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
10	Non-English Language Learners (Non-ELL)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
11	Special Education (IEP)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
12	All Students <sup>4</sup>		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
13	TOTAL TESTED WITH VALID SCORES (OCCT) (FAY plus NFAY)																	
14	Regular Education <sup>3</sup>		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
15	English Language Learners (ELL)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
16	Non-English Language Learners (Non-ELL)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
17	Special Education (IEP)		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
18	All Students <sup>4</sup>		999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999

<sup>1</sup> BR, EQ, OP, & 2TT EXCLUDED – Braille, Equivalent, Other Placement, and 2<sup>nd</sup> Time Testers are excluded from these results.

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<sup>4</sup> All Students – Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

NR = Not reported. Not enough items in the Standard or Objective to report.

8 The third section of the School Summary Report shows Disaggregated Group Results by Analytic Traits for each student population/group for ACE English II and III (Writing) only.

STUDENT POPULATION/GROUP <sup>1</sup>		Number of Valid Scores (OCCT)	MEDIAN SCORE BY ANALYTIC TRAITS																			
			1.0 / 2.0 Writing Composite Score	1. Ideas and Development	2. Organization, Unity, and Coherence	3. Word Choice	4. Sentences and Paragraphs	5. Grammar and Usage and Mechanics														
Maximum Score Possible		(6.0)	(4.0)	(4.0)	(4.0)	(4.0)	(4.0)															
<b>1 FULL ACADEMIC YEAR (FAY)</b>																						
2 Regular Education <sup>3</sup>		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
3 English Language Learners (ELL)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
4 Non-English Language Learners (Non-ELL)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
5 Special Education (IEP)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
6 All Students <sup>4</sup>		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
<b>7 NON-FULL ACADEMIC YEAR (NFAY)</b>																						
8 Regular Education <sup>3</sup>		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
9 English Language Learners (ELL)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
10 Non-English Language Learners (Non-ELL)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
11 Special Education (IEP)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
12 All Students <sup>4</sup>		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
<b>13 TOTAL TESTED WITH VALID SCORES (OCCT) (FAY plus NFAY)</b>																						
14 Regular Education <sup>3</sup>		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
15 English Language Learners (ELL)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
16 Non-English Language Learners (Non-ELL)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
17 Special Education (IEP)		999,999	99.9	9.9	9.9	9.9	9.9	9.9														
18 All Students <sup>4</sup>		999,999	99.9	9.9	9.9	9.9	9.9	9.9														

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# District Summary Report

The District Summary Report communicates to schools and districts summary results of all students tested, in disaggregated and aggregated forms, showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s Core Curriculum, have been mastered.

The results are shown in three sections with one subject per report. The first section (below) is included on page one and shows Summary Counts of Total Tested.

- 1 Type of report
- 2 District name
- 3 Subject tested
- 4 Table of contents summary for type of reports included
- 5 Summary counts of total tested

<div style="border: 2px solid black; padding: 5px;"> <p style="margin: 0;"><b>District Summary Report</b> Summary Counts of Total Tested <span style="float: right;">1</span></p> </div>	<p><b>Oklahoma Core Curriculum Tests (OCCT)</b> End-of-Instruction (EOI) – Spring 2010</p> <p>District report for: <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> DISTRICT_NAME</p> <p>Code: 99-A999</p>																																																								
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<p><b>District Summary Report</b> Disaggregated Group Results by Performance Level</p>	<p><b>Oklahoma Core Curriculum Tests (OCCT)</b> <b>End-of-Instruction (EOI) – Spring 2010</b></p> <p>District report for: <b>DISTRICT NAME</b></p> <p>Code: 99-A999</p>																																																								
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<p><b>SUMMARY COUNTS OF TOTAL TESTED</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Test Status</th> <th style="width: 15%;">All Students</th> <th style="width: 15%;">OCCT EOI Test</th> <th style="width: 15%;">Equivalent Test</th> <th style="width: 15%;">Braille Test</th> </tr> </thead> <tbody> <tr> <td>Total Tested (OCCT)</td> <td style="text-align: center;">450</td> <td style="text-align: center;">450</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Other Placement</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2<sup>nd</sup> Time Tester</td> <td style="text-align: center;">33</td> <td style="text-align: center;">33</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Absent</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Alternate Test Taker</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Did Not Attempt</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>ELL 1<sup>st</sup> Year Exempt</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Emergency Exempt</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Invalidated</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td><b>Total Enrolled</b></td> <td style="text-align: center;"><b>456</b></td> <td style="text-align: center;"><b>456</b></td> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;"><b>0</b></td> </tr> </tbody> </table>			Student Test Status	All Students	OCCT EOI Test	Equivalent Test	Braille Test	Total Tested (OCCT)	450	450	0	0	Other Placement	0	0	0	0	2 <sup>nd</sup> Time Tester	33	33	0	0	Absent	5	5	0	0	Alternate Test Taker	0	0	0	0	Did Not Attempt	0	0	0	0	ELL 1 <sup>st</sup> Year Exempt	0	0	0	0	Emergency Exempt	0	0	0	0	Invalidated	1	1	0	0	<b>Total Enrolled</b>	<b>456</b>	<b>456</b>	<b>0</b>	<b>0</b>
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<p>Page 6</p>																																																									

7

The third section of the District Summary Report shows Disaggregated Group Results by Standards and Objectives for each student population/group (shown below). The third section of the District Summary Report also shows Disaggregated Group Results by Analytic Traits for each student population/group for English II and III (Writing) only (not shown).

STUDENT POPULATION/GROUP <sup>1</sup>		Number of Test Items	Number of Valid Scores (OCCT)	MEDIAN PERCENT CORRECT BY STANDARDS AND OBJECTIVES																			
				P1.0 Observe and Measure	P1.1 Qualitative/quantitative observations and changes	P1.2 & P1.3 Use appropriate System International (SI) units and tools	P2.0 Classify	P2.1 Use observable properties to classify	P2.2 Identify properties of a classification system	P3.0 Experiment	P3.1 Evaluate the design of investigations	P3.2 & P. 3.4 Identify a testable hypothesis, variables, and control in an experiment	P3.3 Use mathematics to show relationships	P3.5 Identify potential hazards and practice safety procedures in all science activities	P4.0 Interpret and Communicate	P4.1 Select predictions based on observed patterns of evidence	P4.3 Interpret line, bar, trend, and circle graphs	P4.4 Accept or reject a hypothesis	P4.5 Make logical conclusions based on experimental data	P4.8 Identify an appropriate graph or chart	P5.0 Model	P5.1 Interpret a model which explains a given set of observations	P5.2 Select predictions based on models
1	FULL ACADEMIC YEAR (FAY)			(07)	(04)	(03)	(10)	(06)	(04)	(13)	(04)	(05)	(00)	(04)	(21)	(05)	(02)	(04)	(06)	(04)	(09)	(05)	(04)
2	Regular Education <sup>3</sup>	999,999	999	999	NR	999	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999	999
3	English Language Learners (ELL)	999,999	999	999	NR	999	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999	999
4	Non-English Language Learners (Non-ELL)	999,999	999	999	NR	999	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999	999
5	Special Education (IEP)	999,999	999	999	NR	999	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999	999
6	All Students <sup>4</sup>	999,999	999	999	NR	999	999	999	999	999	999	NR	999	999	999	NR	999	999	999	999	999	999	999
7	NON-FULL ACADEMIC YEAR (NFAY)																						
8	Regular Education <sup>3</sup>																						
9	English Language Learners (ELL)																						
10	Non-English Language Learners (Non-ELL)																						
11	Special Education (IEP)																						
12	All Students <sup>4</sup>																						
13	TOTAL TESTED WITH VALID SCORES (OCCT) (FAY plus NFAY)																						
14	Regular Education <sup>3</sup>																						
15	English Language Learners (ELL)																						
16	Non-English Language Learners (Non-ELL)																						
17	Special Education (IEP)																						
18	All Students <sup>4</sup>																						

<sup>1</sup> BR, EQ, OP, & ZTT EXCLUDED – Braille, Equivalent, Other Placement, and 2<sup>nd</sup> Time Testers are excluded from these results.  
<sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.

<sup>3</sup> Regular Education – Includes all students except Special Education (IEP) and English Language Learners (ELL).  
<sup>4</sup> All Students – Includes all students with valid scores on the Oklahoma Core Curriculum Tests.  
 NR = Not reported, Not enough items in the Standard or Objective to report.

# State Summary Report

The State Summary Report communicates to schools and districts summary results of all students tested, in disaggregated and aggregated forms, showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s Core Curriculum, have been mastered.

The results are shown in three sections with one subject per report. The first section (below) is included on page one and shows Summary Counts of Total Tested.

- 1 Type of report
- 2 Subject tested
- 3 Table of contents summary for type of reports included
- 4 Summary counts of total tested

**State Summary Report**  
Summary Counts of Total Tested **1**

**Oklahoma Core Curriculum Tests (OCCT)**  
End-of-Instruction (EOI) – Spring 2010



**ACE Algebra I** **2**

**Purpose**

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated forms, showing the extent to which the competencies in the *Priority Academic Student Skills (PASS)*, Oklahoma’s Core Curriculum, have been mastered.

**3**

**Summary Report Table of Contents for: Algebra I**

Page 1 Summary Counts of Total Tested  
 Pages 2-3 Disaggregated Group Results by Performance Level for Full Academic Year (FAY)  
 Pages 4-5 Disaggregated Group Results by Performance Level for Non-Full Academic Year (NFAY)  
 Pages 6-7 Disaggregated Group Results by Performance Level for Total Tested (FAY and NFAY)  
 Page 8 Disaggregated Group Results by Standards and Objectives

**4**

**SUMMARY COUNTS OF TOTAL TESTED**

Student Test Status	All Students	OCCT EOI Test	Equivalent Test	Braille Test
<b>Total Tested (OCCT)</b>	999,999	999,999	999,999	999,999
<b>Other Placement</b>	999,999	999,999	999,999	999,999
<b>2<sup>nd</sup> Time Tester</b>	999,999	999,999	999,999	999,999
<b>Absent</b>	999,999	999,999	999,999	999,999
<b>Alternate Test Taker</b>	999,999	999,999	999,999	999,999
<b>Did Not Attempt</b>	999,999	999,999	999,999	999,999
<b>ELL 1<sup>st</sup> Year Exempt</b>	999,999	999,999	999,999	999,999
<b>Emergency Exempt</b>	999,999	999,999	999,999	999,999
<b>Invalidated</b>	999,999	999,999	999,999	999,999
<b>Total Enrolled</b>	999,999	999,999	999,999	999,999

Page 1

5 This section of the State Summary Report (page 6) shows Disaggregated Group Results by Performance Level for total tested which includes Full Academic Year (FAY) and Non-Full Academic Year (NFAY).

The key at the bottom of the report explains which students are included in these counts. **Regular Education** students includes all students except Special Education (IEP) and English Language Learners (ELL). **All Students** includes all students with valid scores on the Oklahoma Core Curriculum Tests. Braille, Equivalent, Other Placement, and 2<sup>nd</sup>-Time Testers are excluded from these results. OPI (Oklahoma Performance Index) is a scale score that places a student into one of the four performance levels.

<b>State Summary Report</b> Disaggregated Group Results by Performance Level		<b>Oklahoma Core Curriculum Tests (OCCT)</b> End-of-Instruction (EOI) – Spring 2010				OKLAHOMA STATE DEPARTMENT OF EDUCATION 						
<b>ACE Algebra I</b>						<b>Total Tested</b>						
<b>TOTAL TESTED (FAY and NFAY)<sup>1</sup></b>		<b>NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL</b>										
		Number of Valid Scores (OCCT)	OPI Score Range 774-999		OPI Score Range 696-773		OPI Score Range 651-695		OPI Score Range 440-650		Median OPI <sup>2</sup> Score	
			ADVANCED		PROFICIENT		LIMITED KNOWLEDGE		UNSATISFACTORY			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent				
1	REGULAR EDUCATION <sup>3</sup>		2,419	676	28%	1,089	45%	366	15%	288	12%	728
2	Ethnicity											
3	Black/African American		420	60	14%	190	45%	57	16%	103	25%	704
4	American Indian/Alaskan Native		383	69	18%	179	47%	83	22%	52	14%	710
5	Hispanic/Latino		136	35	26%	54	40%	31	23%	16	12%	722
6	Asian		59	33	56%	22	37%	3	5%	1	2%	786
7	Pacific Islander		2	****	****	****	****	****	****	****	****	****
8	White/Caucasian		1,413	475	34%	640	45%	182	13%	116	8%	740
9	Other Race		6	3	50%	3	50%	0	0%	0	0%	784
10	Gender											
11	Female		1,236	314	25%	574	46%	196	16%	152	12%	728
12	Male		1,183	362	31%	515	44%	170	14%	136	11%	734
13	Not Indicated		0									
14	Other											
15	Economically Disadvantaged		793	195	20%	352	44%	138	17%	148	19%	716
16	Non-Economically Disadvantaged		1,626	521	32%	737	45%	228	14%	140	9%	734
17	Migrant		1	****	****	****	****	****	****	****	****	****
18	ELL 1 <sup>st</sup> -Year Proficient		8	2	25%	5	63%	1	13%	0	0%	749
19	ELL 2 <sup>nd</sup> -Year Proficient		4	****	****	****	****	****	****	****	****	****
20	ENGLISH LANGUAGE LEARNERS (ELL)		53	12	23%	24	45%	7	13%	10	19%	722
21	NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)		2,545	684	27%	1,126	44%	402	16%	333	13%	728
			<i>continued on next page</i>									
			<sup>1</sup> BR, EQ, & 2TT EXCLUDED – Braille, Equivalent, and 2 <sup>nd</sup> Time Testers are excluded from these results. <sup>2</sup> OPI: The Oklahoma Performance Index is a scale score that places a student into one of four performance levels. <sup>3</sup> Regular Education – Includes all students except Special Education (IEP) and English Language Learners (ELL). <sup>4</sup> All Students – Includes all students with valid scores on the Oklahoma Core Curriculum Tests.									



# Appendix I

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## SAMPLE QUESTIONS AND ANSWERS

Here are some sample questions and answers that may assist you in responding to questions that might come up during your meetings with parents/guardians. Some technical questions and answers are also provided.

**Q How are the End-of-Instruction Core Curriculum Tests different from classroom (teacher-developed) tests?**

**A** The End-of-Instruction tests are different from teacher-developed tests because they compare student performance with performance standards established by the State Board of Education and undergo an extensive test development and validation process. Knowing how the End-of-Instruction tests are developed can clarify their characteristics, values, and limits. There are four main stages: planning the test, writing the test items, field testing the items, and selecting the ones to include in the final test.

The first two stages—planning the test and writing the test items—include the combined efforts of test experts, teachers, and state curriculum and assessment specialists. The test content is defined so that it reflects the skills and concepts outlined in *Priority Academic Student Skills (PASS)*, Oklahoma’s core curriculum. Then the items are developed to measure the specified content. In the third stage, items are field tested to see how they work in the classroom. The statistical characteristics of the test items from this field test are analyzed to ensure that items are appropriate for end-of-instruction students. The best items are then selected to be included in the final tests.

**Q My student took the test with an accommodation. How should the results be interpreted?**

**A** Testing accommodations are allowed only if the accommodation is part of a student’s Individualized Education Plan (IEP). As long as the student is using the same accommodations in the classroom, the test results can be interpreted the same as for non-accommodated students. For example, if a student achieves a performance level of Proficient on the End-of-Instruction ACE Algebra I test with the accommodation “Read or sign test items if test is not a reading test,” the student has met or exceeded the requirements for mastering those skills.

**Q What can be learned from the results of the End-of-Instruction Core Curriculum Tests?**

**A** The End-of-Instruction tests measure students’ progress in mastering the *PASS* objectives. The tests give information that can be used to identify a student’s strengths and instructional needs. This information can also be used for instructional planning and program evaluation.

The End-of-Instruction test results may help students make decisions about what courses to take, what curriculum to pursue, and what type of schooling or occupation to enter when they leave school.

**Q How will the test results be used?**

**A** The test results are used primarily to help students, teachers, and parents/guardians understand educational needs, to help improve student learning, and to help plan for the future. It is important that parents/guardians view testing in a positive light. A positive and supportive atmosphere will help

reduce anxiety concerning the test and will increase each student's desire to work toward educational goals. After the test, it is important that parents/guardians continue to offer encouragement, telling their children about particular strengths and accomplishments, as well as areas needing improvement.

**Q Will the results of these tests determine whether my child will pass or fail this year in school?**

**A** The End-of-Instruction tests are not designed to determine whether a student will pass or fail a year in school. Teachers look at the results to plan instruction, noting areas of strength and areas of need. End-of-Instruction test results are supplemented with a teacher's own tests, evaluation of classwork and homework assignments, and similar methods of appraisal to adequately assess what students have learned.

Beginning with the freshman class of 2008–2009, Oklahoma students will be required to pass ACE English II, ACE Algebra I, and two of the other five End-of-Instruction tests in order to graduate from high school.

**Q Did the test include material that my child has not been taught?**

**A** The End-of-Instruction Tests are developed to measure the Oklahoma *PASS* objectives, the basis for Oklahoma's core curriculum. The tests are administered at end-of-instruction so that students have the opportunity to learn the material covered on the tests.

**Q Was my child at a disadvantage when taking this test because we are members of an ethnic minority?**

**A** During the development of the End-of-Instruction tests, educators representing different ethnic groups were asked to review the content of the test to identify any items that might contain possible bias in language, subject matter, or representation of people. Comments and suggestions from these reviewers, along with PEM's own strict editorial policies, helped to identify and eliminate any material that might be a source of ethnic bias.

**Q As a concerned parent/guardian, what else should I know about test scores?**

**A** Results of End-of-Instruction testing provide teachers and school administrators with valuable information for assessing the student's progress. A teacher's judgment of the student's strengths and needs, however, is based on many kinds of information, not just test scores. For instance, the teacher also considers classroom tests and quizzes, evaluation of homework and classroom exercises, records of assignments completed, and observation of the student's work and study habits.

Test scores describe performance on one particular test at one particular time. From these descriptions, inferences are made about a student's abilities. Even though strict testing conditions are maintained, there may be reasons that test performance is not typical of the student's usual performance. Beginning in 2008-2009, students will be able to retake the tests multiple times in order to demonstrate mastery required for graduation.

## Appendix II

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### GLOSSARY OF MEASUREMENT TERMS

This glossary of commonly used assessment terms can be used to help interpret and communicate the Oklahoma End-of-Instruction test results. Note that because assessment terms evolve in terms of meaning and application, the definitions for some words may evolve beyond the sense indicated here.

**accommodation** A general term referring to changes in the setting in which a test is administered, the timing of a test, the scheduling of a test, the ways in which the test is presented and the ways in which the student responds to the test. The term is used to refer to changes that do not alter in any significant way what the test measures or the comparability of scores.

**achievement test** An assessment that measures a student's acquired knowledge and skills in a content area (for example, ACE English II, ACE U.S. History, ACE Biology I, or ACE Algebra I) in which the student has received instruction.

**alternate assessment** A substitute way of gathering information on the performance and progress of students who cannot participate, even with accommodations, in the regular state or district assessment programs. Alternate assessments provide a mechanism for all students to be included in the accountability system.

**analytic scoring** A scoring procedure in which a student's work is evaluated for selected traits or dimensions, with each dimension receiving a separate score. The resulting values are combined for an overall score.

**bias** A systematic error in a test score. Bias may refer to construct underrepresentation or construct irrelevance that affects the test performance of different groups of students.

**classical test theory** A psychometric theory based on the perspective that an individual's observed score on a test is composed of the true score of the examinee and an independent component of measurement error.

**construct** The concept or the characteristic that a test is designed to measure.

**construct irrelevance** The extent to which test scores are affected by factors that are not relevant to the construct that the test is designed to measure.

**construct validity (content validity)** Construct validity indicates the extent to which the content of the test samples the subject matter or situation about which conclusions are to be drawn; also described as "evidence based on test content." Methods used in determining construct validity are textbook analysis, description of the universe of items, adequacy of the sample, representativeness of the test content, and opinions of a jury of experts.

**constructed-response item** An assessment unit with directions, a question, or an idea that elicits a written response from a student. In the case of the End-of-Instruction ACE English II test, the constructed response item is the writing prompt.

**content standard** A statement describing the knowledge and skills in a content area (e.g., ACE English II, ACE U.S. History, ACE Biology I, or ACE Algebra I) that should be met at a specified point in time (e.g., end-of-course).

**conversion tables** Tables used to convert a student’s test scores from raw-score total to scaled score.

**criterion** A standard or judgment used as a basis for quantitative and qualitative comparison; also a variable to which a test is compared as a measure of the test’s validity.

**criterion-referenced test** An assessment that allows its users to make score interpretations of a student’s performance in relation to a specified performance standard or criteria, rather than in comparison to the performances of other test-takers. See also performance standard/level.

**differential item functioning (DIF)** A situation that occurs in testing when different groups of examinees (e.g., ethnic or gender groups) with the same total test score have different average item scores. Test developers reduce DIF by analyzing item data separately for each group. Items identified with DIF are carefully reviewed by content experts and culture and sensitivity committees. Items that appear to be unfair to one or more groups are discarded.

**discrimination parameter** Item response theory (IRT) indicates how accurately an item distinguishes between examinees of differing abilities on the trait being measured. An item that can be answered equally well by examinees of low and high ability does not discriminate well and does not give any information about relative levels of performance.

**distractor** An incorrect answer choice in a selected-response or matching test item.

**frequency distribution** An ordered tabulation of individual scores (or groups of scores) showing the number of students obtaining each score or the number of students that were within each score grouping.

**holistic scoring** A scoring procedure yielding a single score based on overall student performance rather than on an accumulation of points. Holistic scoring uses rubrics to evaluate student performance. Note: This procedure was used to score the Writing portion of the ACE English II test in 2002–2003. Starting in 2003–2004, weights designed to mimic the holistic scores were assigned to each analytic trait and a composite score was calculated.

**item** A statement, exercise, task, question, or problem on a test.

**item response theory (IRT)** A set of mathematical models that describes the relationship between performance on test items and the student’s level of performance on the same scale as the ability or trait being measured. In Oklahoma End-of-Instruction, the three-parameter model is used for the calibration and scaling of selected-response items; the two-parameter partial credit model (guessing parameter not included) is used for the calibration and scaling of the English II writing prompt. The various item parameters associated with each model (discrimination, difficulty, and guessing) are used to describe the statistical characteristics of each item.

**location (difficulty) parameter** In item response theory, this parameter is the point on the ability scale at which an item discriminates, or measures, best.

**mean** The quotient obtained by dividing the sum of a set of scores by the number of scores; also called the “average.” Mathematicians call it “arithmetic mean.”

**median** The middle score in a set of ranked scores. Equal numbers of ranked scores lie above and below the median. It corresponds to the 50th percentile and the 5th decile.

**mode** The score or value that occurs most frequently in a distribution.

**normal distribution curve** A bell-shaped curve representing a theoretical distribution of measurements that is often approximated by a wide variety of actual data. It is often used as a basis for scaling and statistical hypothesis testing and estimation in psychology and education because it approximates the frequency distributions of sets of measurements of human characteristics.

**norm-referenced test** A standardized assessment in which all students perform under the same conditions (e.g., carefully defined directions, time limits, materials, and scoring procedures). This type of test allows for the interpretation of the test score in relation to a specified reference group, usually others of the same grade and level.

**Oklahoma Performance Index (OPI)** The Oklahoma Performance Index (OPI) is a scaled score resulting from the mathematical transformation of a raw score. The OPI score is used to place students in one of four performance levels.

**open-ended item** See constructed-response item.

**performance standard/level** A level of performance on a test, established by education experts, as a goal of student attainment. It may also refer to a description of the knowledge, skills, and abilities typically held by students within a performance level.

**raw score** The number of correct answers on a test.

**reliability** The degree to which test scores obtained by a group of individuals are consistent over repeated applications. The reliability coefficient indicates the degree to which scores are free of measurement error. The conditions that the coefficient estimates may involve variations in test forms (alternate form reliability), repeated administration of the same form to the same groups after a time interval (test-retest reliability), or the statistical interrelationship of responses on separate parts of the test (internal consistency).

**rubric** A scoring tool, or set of criteria, used to evaluate a student's test performance. In Oklahoma End-of-Instruction, a scoring rubric is used to evaluate a student's response to the ACE English II and ACE English III writing prompt.

**scale scores** Scores on a single scale with intervals of equal size. The scale can be applied to all groups taking a given test, regardless of group characteristics or time of year, making it possible to compare scores from different groups of students. Scale scores are appropriate for various statistical purposes. For example, they can be added, subtracted, and averaged across test levels. Such computations permit educators to make direct comparisons among examinees or compare individual scores to groups in a way that is statistically valid. This cannot be done with percentiles or grade equivalents.

**selected-response item (multiple-choice item)** A question, problem, or statement called a "stem" that appears on a test followed by two or more answer choices, called alternatives or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose the best answer to the question posed in the stem.

**standard** A target toward which instruction is specifically directed. In Oklahoma End-of-Instruction, standards are used to cluster key skills and/or concepts in an instructional domain. For example, skills such as Literal Understanding and Inferences and Interpretation form part of the Comprehension standard in the ACE English II test.

**standard deviation** A statistic used to express the extent of the divergence of a set of scores from the average of all the scores in the group. In a normal distribution, approximately two thirds (68.3 percent) of the scores lie within the limits of one standard deviation above and one standard deviation below the mean. The remaining scores are equally distributed more than one standard deviation above and below the mean.

**standard error of measurement (SEM)** Measurement error is associated with all test scores. The standard error of measurement (SEM) is an estimate of the amount of error to be expected in a score from a particular test. This statistic provides a range within which a student's true score is likely to fall. The smaller the standard error of measurement, the smaller the range in which the student's true score would likely fall and the more accurate the test score.

**stem** The part of an item that asks a question, provides directions, or presents a statement to be completed.

**stimulus** A passage or graphic display about which questions are asked.

**test** A device or procedure designed to elicit responses that permit an inference about what a student knows or can do.

**test item** See item.

**true score** In classical test theory, the hypothetical average score that would result if the test could be administered repeatedly without practice or fatigue effects. In item response theory, the "true score" is the error-free value of the test taker's performance.

**validity** The degree to which accumulated evidence and theory support specific interpretations of test scores proposed by users of a test.

**writing prompt** An assessment topic, situation, or statement to which students are expected to respond in the form of an essay.





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