

# **Oklahoma School Testing Program**

## **Oklahoma Alternate Assessment Program (OAAP) Portfolio**

**2011–2012  
PORTFOLIO ADMINISTRATION MANUAL**

**Grades 3–8  
End-of-Instruction (EOI)**

**Oklahoma State Department of Education**



## **Contact Information**

For information regarding the Oklahoma School Testing Program (OSTP) and the Oklahoma Alternate Assessment Program (OAAP) Portfolio policies and procedures, contact the Oklahoma State Department of Education, Special Education Services.

### **Oklahoma State Department of Education**

[www.sde.state.ok.us](http://www.sde.state.ok.us)

#### **State Special Education Office**

405-521-3351

#### **Office of Accountability and Assessments**

Phone: 405-521-3341

Fax: 405-522-6272

#### **State Bilingual Office**

405-521-3196

Questions regarding the OAAP test materials should be directed to a

*"Pearson Oklahoma Customer Service Representative"*

#### **Pearson Oklahoma Customer Service**

**[okhelp@support.pearson.com](mailto:okhelp@support.pearson.com)**

Phone: 866-294-9970

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## **Submission of Completed Portfolios**

Submission of the e-portfolio must be made through Pearson Access on or before May 11, 2012.

**Note: Portfolios submitted after the submission deadline are subject to invalidation.**

**Note: Each district will receive an OAAP packet containing instructions for submitting the completed portfolio. Additional training on the submission of the e-portfolio (including the technical requirements and a demonstration of Pearson Access) will be held in February, 2012.**

## Grades and subjects assessed with the OAAP Portfolio

\* Required subjects to be assessed

	Grade 3	Grade 4	Grade 5	Grade 6	Grade7	Grade 8
<b>Math</b>	*	*	*	*	*	*
<b>Reading</b>	*	*	*	*	*	*
<b>Science</b>			*			*
<b>Geography</b>					*	
<b>Social Studies</b>			*			*
<b>Writing</b>			*			*

5<sup>th</sup> and 8<sup>th</sup> grade writing assessments are completed as a part of the OAAP Portfolio and should not be taken by students during the February writing assessment period.

### End-of-Instruction (EOI)

Algebra I	English II/Writing	Biology	United States History
*	*	*	*

Algebra II	Geometry	English III/Writing
**	**	**

**\*\*All students are required to take English II/Writing, Algebra I, Biology I, and US History regardless of the graduation tract they are following in order to graduate with a diploma.**

**\*\*Students would be required to take these EOI assessments only if they are enrolled in and have finished these EOI courses.**

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## General Guidance

### Objective of the Oklahoma School Testing Program (OSTP)

The purpose of the OSTP is to assess students in their mastery of the *Priority Academic Student Skills (PASS)*. In addition, the test results can be used to inform curriculum decisions at the district and school level and to inform teaching at the classroom level through the use of classroom level reporting. Every student enrolled in a tested grade level in an Oklahoma public school must participate in the statewide assessment program.

All students will be administered either:

- The Oklahoma Core Curriculum Tests (OCCT) general assessment with or without accommodations; or
- An alternate assessment:
  - o The Oklahoma Modified Alternate Assessment Program (OMAAP) with or without accommodations or;
  - o The Oklahoma Alternate Assessment Program (OAAP) Portfolio

The OCCT, OMAAP, and OAAP portfolio for Mathematics, Reading, and Science are accountability tests required by the 2001 Federal Legislation “No Child Left Behind” (NCLB) Act.

The OAAP portfolio is a portfolio-based assessment that assesses students in their mastery of the Curriculum Access Resource Guide-Alternate (CARG-A). The CARG-A is an extension of the *Oklahoma Priority Academic Student Skills (PASS)*, developed as extended content standards of the curriculum. The OAAP portfolio is an assessment developed for a small population of students with significant cognitive disabilities whom the Individualized Education Program (IEP) team has determined cannot participate in the general or modified assessment. In addition, the assessment can be aligned to teaching strategies in the classroom, and used as a measure to determine progress on goals and objectives identified in the IEP.

## **Assess All Eligible Students**

Oklahoma law states that tests shall be administered to every student enrolled in a tested grade in the public schools of Oklahoma. Students will be administered all of the state-designated tests, with or without accommodations; or students will be administered the official alternate assessments with test results reported to the Oklahoma State Department of Education (OSDE). Students who are absent during the district wide test administration should be administered the tests upon their return to school. Please try to give every absent student an opportunity to take the tests within the state's testing window. If a student is not tested due to absence, illness, alternate testing, or any other reason, the student demographic information must still be provided to Pearson. This will allow every student who is enrolled in the grade (3-8) or has completed instruction for the course competency (EOI) to be accounted for during testing. For accountability, federal and state law requires that no less than 95% of the students in each student subgroup be assessed in mathematics, reading and science at the specified grade levels.

Eligible students who enter or transfer into a school on or before April 1, 2012 must participate in the OAAP portfolio, and a portfolio must be submitted for the student. If a student transfers out of a school into another Oklahoma public or special placement school before the testing window ends, the sending school must transfer the physical student portfolio in its then-current state of completion to the receiving school within ten (10) school days of the receiving school's request for educational records. It is expected that the physical portfolio will contain artifacts of student learning that are appropriately labeled and any other pertinent test documents that provide evidence of instruction that has occurred up to that point in the school year. The receiving school will then continue instruction and complete and submit the portfolio. The failure to properly transfer student evidence that has been collected throughout the year may result in a student receiving an "unsatisfactory" or "limited knowledge" score or a nonparticipation status for that student.

If the Oklahoma sending school has already begun or completed the upload process into the e-portfolio system, the receiving school should notify Pearson with the updated information so they can electronically move the student portfolio to the receiving school and teacher's classroom view within the system.

Occasionally, schools are unable to determine the specific school or school district to which the student is transferring, or the student may be relocating to another state. In those cases, maintain physical versions of the portfolio until the end of the school year. If a record of the new school is subsequently obtained, send the portfolio at that time. If no record is available by the first day of the following school year, the portfolio will be destroyed.

### **Participation of Students Who Transfer from Out of State**

Eligible students, who are new to Oklahoma and enroll on or before April 1, 2012, will participate in the OAAP Portfolio. All IEP team members should make a concerted effort to find evidence that may already exist from the previous school. Because the OAAP portfolio is a portfolio assessment, at least four weeks is needed to provide the opportunity for transferring students to participate.

### **Participation Variances**

Every student receiving special education services shall have on file an appropriate statement in his/her Individualized Education Program (IEP) requiring administration of the OSTP or an alternate assessment.

In the case of an unforeseen medical emergency, a student may be prevented from being available to test during the state testing window. Such an emergency must be approved for exemption by the Office of Accountability and Assessments. Enter the student information on the Testing Status Application located on the District Reporting Site and fax a letter to (405) 522-6272. Only upon approval from the State Department of Education will the student be exempted.

Any ELL student who is enrolled in an Oklahoma Public School for the first time and has not been enrolled in or attended any school in the United States in previous years **has the option** of taking the state assessment in Reading/Language Arts. They are still required to take the English proficiency assessment (ACCESS for ELL), and the state assessments in all other subjects (with accommodations if appropriate).

If this option is chosen and the student does not test in reading/language arts, approval must be requested for this exemption by entering the student information on the SDE's Testing Status Application located on the District Reporting Site. All other tests for the student will be scored.

## ACE End-of-Instruction Law

Oklahoma law mandates that EOI tests shall be administered yearly **to every student enrolled in the public schools of Oklahoma who has completed instruction for the specified secondary level course competencies, unless otherwise exempt by law.**

**The state statute reads as follows:** “Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma.”

All students shall take the tests prior to graduation, unless otherwise exempt by law. Students who completed instruction prior to the year of implementation listed below do not have to demonstrate mastery on the assessments in order to receive a high school diploma:

2000–2001—English II and U.S. History

2002–2003—Algebra I and Biology I

2007–2008—Algebra II, English III, and Geometry

Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I; English II; and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History. *Achieving Classroom Excellence Act of 2006–70 O.S § 1210.52.*

To demonstrate mastery, the student shall attain at least a satisfactory/proficient score on the end-of-instruction criterion. Students who do not attain at least a satisfactory/proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a satisfactory/proficient score is attained. Students will be allowed multiple retakes of the End-of-Instruction tests or will be allowed to substitute approved alternate tests in order to meet this requirement. School districts shall report the student’s performance levels of satisfactory/proficient and above on the end-of instruction tests on the student’s high school transcript.

For students who entered ninth grade prior to the 2008–2009 school year, school officials will continue to test these students under the prior law, using the following guidelines: Students who take an end-of-instruction course will be administered the corresponding end-of-instruction assessment.

These students are not required to pass the end-of-instruction assessments in order to graduate. They are allowed to retake the test once and the higher of the two scores is recorded on their transcript.

**Interpretation and Guidance:**

- Students who completed instruction prior to the year of implementation are not required to pass the end-of-instruction assessments in order to graduate.
- All students, including special education students and English language learners who have completed instruction over the specified competencies, regardless of the name of the course, will participate in the required end-of-instruction tests.
- It is recognized that some Individualized Education Program (IEP) students receiving instruction over the specified competencies will not complete instruction in one year. In this case, they will test when they have completed instruction or at the last available testing date prior to graduation, whichever comes first.
- Students that receive special education services may be assessed by the OMAAP or the OAAP portfolio, as determined by their IEP team.
- Completion of instruction is not defined by whether the course is passed or failed. Completion of instruction means the student was enrolled for the entire length of the course up to the time of the test. Completion of instruction can be accomplished in any number of instructional settings, such as the general education classroom, special education classroom, alternative education classroom, or distance learning. Completion of instruction may also be accomplished by passing a proficiency test for proficiency-based promotion.
- All students completing instruction in the *Priority Academic Student Skills* competencies of the courses specified in the statute (see previous page) will test at the end of the first year they complete the competencies, even if they are planning to take the test at another time prior to graduation.

- Students who are absent during the districtwide test administration of state assessments should be administered the assessments upon their return to school.

Please call the Office of Accountability and Assessments at (405) 521-3341 with any questions.

## Overview of the OAAP Portfolio

The OAAP Portfolio is an alternate state assessment for which the test administrator (usually the student's teacher) collects pieces of evidence that demonstrate the student's skills and abilities on indicators based on CARG-A standards for that student's grade level. The OAAP Portfolio is given in grades 3-8 content areas and End-of-Instruction for English II, Algebra I, Biology I, U.S. History, Algebra II, Geometry, and English III based on the grade level of the student in question. The administration of the OAAP Portfolio fulfills the No Child Left Behind (NCLB) Act and state mandates for testing. Reading and math assessment results and science participation rates are used for federal and state accountability requirements.

The portfolio is designed to measure a student's knowledge of key concepts and skills outlined in the CARG-A. The portfolio provides valuable information that educators can use to make instructional decisions, based on student performance in relation to the CARG-A.

A small number of students with the most significant cognitive disabilities who are unable to take the general or modified assessments even with accommodations participate in the OAAP Portfolio. The portfolio consists of student performance evidence collected annually by the teacher and student. Evidence for the portfolio may include work samples, instructional data, videotapes, and other supporting information. A portfolio should provide the student multiple opportunities to chronicle and articulate his/her work. It is a representative sample of the student's work and should include pieces of evidence that correlate with the blueprints and mastery of the key concepts and skills. Initiative, creativity, and ingenuity are encouraged in providing students access to the grade-level curriculum rather than relying only on standardized evaluations, worksheets, or single performance reports.

Although one teacher may be responsible for compiling and submitting the portfolio, all professionals (e.g., general educators, special educators, paraprofessionals, related services personnel) who serve the student are encouraged to contribute to the portfolio. Pieces of evidence may be collected by these professionals in any setting. Example: If a child receives core curriculum instruction in a general education setting, the general education teacher may collect pieces of evidence for that subject.

The portfolio provides recognition of each student's creation of evidence, which allows the teacher and the student to accurately identify the student's achievements, progress, and accomplishments and to track those over time. It allows for review of the student's work and overall programming to determine appropriateness access the curriculum as well as the quality of work which links instruction and assessment.

## Sites of Official Enrollment

### Guidelines for Testing Students Who Receive Instruction Away From Sites of Official Enrollment

**Alternate sites of instruction** include special education consortiums, alternative education cooperatives and interlocals, hospital placement, and homebound placement. Students who receive instruction within their district away from their sites of residence or who receive instruction outside their district of residence and enrollment may be tested at their sites of instruction. The OAAP Portfolio must be administered by a Test Administrator (usually the students' teacher). See the "Test Administrator" section for more information on page 17 of this manual. It is not to be administered by parents or other family members. **The district and site of residence and official enrollment remain accountable for the test scores.**

**Score Reports:** Score reports will be sent to the districts where the students are officially enrolled at the time of testing. **These districts are responsible for sending the individual Parent/Student Score Reports to the district and sites where students are receiving instruction.**

## **Test Administrator (TA)**

The TA is an education-certified professional employed by the school district who is responsible for administering the OSTP assessment. The TA must be able to carry out standard test administration procedures. The TA should be thoroughly familiar with the procedures and requirements of the OAAP portfolio.

### **TA Responsibilities:**

- Reads the OAAP administration manual and attends the training provided by the OSDE for proper testing procedures and requirements.
- Ensures the student's IEP team has determined the portfolio is the appropriate assessment.
- Provides the student differentiated instruction and multiple opportunities to access the curriculum.
- Individualizes the assessment for each student.
- Submits evidence that demonstrates the student's knowledge of the extended content standards.
- Submits the Assurance of Test Security and Authenticity document.

### **Test Invalidations**

Reasons for possible test invalidations include, but are not limited to, the following:

- The pieces of evidence are not the original work of the student;
- The portfolio is not submitted during the submission window;
- The pieces of evidence are not reflective of the blueprint; and
- The pieces of evidence are not of the grade in which the student is enrolled.

## **E-Portfolio**

Alert: Regarding upload of pieces of evidence and supporting documentation: OSDE will not be responsible for student work uploaded to an incorrect EAI folder and/or student so please make sure that your electronic files are saved and organized appropriately on your own computer. Please be careful when moving these student files into the appropriate assessment folders to assure that they are saved to the correct student and objective folder.

## Required Pieces of Evidence

### Requirements by Grade for the 2011–2012

#### Oklahoma Alternate Assessment Program (OAAP) Portfolio

<b>Grade 3</b>		<b>Supporting Evidence</b>	
		<b>Work Samples, Pictures, Data Sheets, or Video</b>	<b>Video Required</b>
<b>Mathematics</b>	<b>3.1</b> Patterns and Algebraic Reasoning		●
	<b>3.2</b> Number Sense and Operation		●
	<b>3.3</b> Geometry		●
	<b>3.4</b> Measurement	●	
	<b>3.5</b> Data Analysis	●	
<b>Reading</b>	<b>3.2</b> Vocabulary		●
	<b>3.4</b> Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>● Plot events</li> <li>● Character</li> </ul>		●
	<b>3.5</b> Literature		●
	<b>3.6</b> Research and Information	●	

Grade 4		Supporting Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	4.1 Algebraic Reasoning		●
	4.2 Number Sense and Operation <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> </ul>		●
	4.3 Geometry		●
	4.4 Measurement	●	
	4.5 Data Analysis	●	
Reading	4.1 Vocabulary		●
	4.3 Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>Make predictions about characters</li> <li>Make predictions about plot events</li> </ul>		●
	4.4 Literature		●
	4.5 Research and Information	●	

Grade 5		Supporting Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	5.1 Algebraic Reasoning		●
	5.2 Number Sense and Operation		●
	5.3 Geometry		●
	5.4 Measurement	●	
	5.5 Data Analysis	●	
Reading	5.1 Vocabulary		●
	5.3 Comprehension/Critical Literacy		●
	5.4 Literature		●
	5.5 Research and Information	●	
Writing	5.1 Writing Process	●	
	5.2 Modes and Forms of Writing	●	
	5.3 Grammar, Usage, and Mechanics <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>	●	
Social Studies	5.2 Early Exploration of America	●	
	5.3 Colonial America	●	
	5.4 American Revolution <ul style="list-style-type: none"> <li>• Key Conflicts</li> <li>• Key Individuals</li> </ul>	●	
	5.5 Government <ul style="list-style-type: none"> <li>• Services paid by taxes</li> <li>• Branches of government</li> </ul>	●	
	5.7 Geographic Skills <ul style="list-style-type: none"> <li>• Climate</li> <li>• Geographical Features</li> </ul>	●	
Science	P5.1 Using Simple Tools C5.1 Energy Transfer	●	
	P5.3 Conduct a Scientific Evaluation	●	
	P5.2 Classify C5.2 Organisms and Environment	●	
	P5.4 Interpret/Communicate C5.3 Structure of Earth and Weather		●

Grade 6		Supporting Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	6.1 Algebraic Reasoning		●
	6.2 Number Sense and Operation		●
	6.3 Geometry <ul style="list-style-type: none"> <li>• Congruent shapes</li> <li>• Similar shapes</li> </ul>		●
	6.4 Measurement	●	
	6.5 Data Analysis	●	
Reading	6.1 Vocabulary		●
	6.3 Comprehension/Critical Literacy		●
	6.4 Literature		●
	6.5 Research and Information	●	

Grade 7		Supporting Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	7.1 Algebraic Reasoning		●
	7.2 Number Sense and Operation		●
	7.3 Geometry		●
	7.4 Measurement	●	
	7.5 Data Analysis	●	
Reading	7.1 Vocabulary		●
	7.3 Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>• Characters</li> <li>• Author's message</li> <li>• Events</li> </ul>		●
	7.4 Literature		●
	7.5 Research and Information	●	
Geography	7.1 Maps	●	
	7.2 Cultural and Physical Regions of the World	●	
	7.3 Interactions of Physical Systems	●	
	7.4 Human Systems	●	
	7.5 Interactions of Humans and Their Environments	●	

Grade 8		Supporting Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Mathematics	8.1 Algebraic Reasoning		●
	8.2 Number Sense and Operation		●
	8.3 Geometry		●
	8.4 Measurement	●	
	8.5 Data Analysis	●	
Reading	8.1 Vocabulary		●
	8.3 Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>Characterizations</li> <li>Plot events</li> <li>Author's message</li> </ul>		●
	8.4 Literature		●
	8.5 Research and Information	●	
Writing	8.1 Writing Process <ul style="list-style-type: none"> <li>Exclamatory sentences</li> <li>Compound sentences</li> </ul>	●	
	8.2 Modes and Forms of Writing	●	
	8.3 Grammar, Usage, and Mechanics	●	
Social Studies	8.3 Events Leading to the American Revolution	●	
	8.5 Preamble to the United States Constitution <ul style="list-style-type: none"> <li>Bill of Rights</li> <li>Preamble to the United States Constitution</li> </ul>	●	
	8.6 Slavery	●	
	8.9 Lifestyles of the Pioneers	●	
	8.10 Civil War	●	
Science	P8.1 Measure C8.2 Motion/Force	●	
	C8.3 Diversity and Adaptation of Organisms	●	
	P8.4 Interpret and Communicate C8.1 Properties/Chemical Change	●	
	P8.2 Classify C8.4 Structures and Forces of Earth		●
	P8.3 Experiment C8.5 Earth's History	●	

EOI		Supporting Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Algebra I	A.1 Number Sense and Algebraic Operations <ul style="list-style-type: none"> <li>Dependent and independent variables</li> </ul>		●
	A.1 Number Sense and Algebraic Operations <ul style="list-style-type: none"> <li>Relationship in data</li> </ul>		●
	A.2 Relations and Functions		●
	A.3 Data Analysis, Probability, and Statistics	●	
*English II Reading	EII.1 Vocabulary		●
	EII.3 Comprehension/Critical Literacy		●
	EII.4 Literature		●
	EII.5 Research and Information <ul style="list-style-type: none"> <li>Gathering information</li> <li>Locate Resources</li> </ul>	●	
*English II Writing	EII.1 Writing Process	●	
	EII.2 Modes and Forms of Writing	●	
	EII.3 Grammar, Usage, and Mechanics <ul style="list-style-type: none"> <li>Parts of speech</li> <li>Written language</li> </ul>	●	

**\*English II Reading and English II Writing assessments will be combined for a composite English II Score.**

EOI (cont.)		Supporting Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Biology	P1 Observe and Measure C5 Organ Systems	●	
	P4 Interpret/Communicate C2 Molecular Basis of Heredity	●	
	P2 Classify C3 Biological Diversity	●	
	P5 Model C4 Interdependence of Organisms		●
	P3 Experiment C1 Cells	●	
United States History	US.2 Industrial Revolution	●	
	US.3 Causes of World War I	●	
	US.4 Events in the U.S. in the era between the World Wars <ul style="list-style-type: none"> <li>Automobiles</li> <li>Electricity</li> </ul>	●	
	US.5 World War II <ul style="list-style-type: none"> <li>Pearl Harbor</li> <li>Holocaust</li> <li>Major powers of WWII</li> </ul>	●	
	US.6 United States Since World War II	●	
Geometry	G.1 Logical Reasoning	●	
	G.2 Properties of Two-Dimensional Figures	●	
	G.3 Triangles and Trigonometric Ratios	●	
	G.5 Coordinate Geometry	●	
Algebra II	AII.1 Number Sense and Algebraic Operations	●	
	AII.2 Relations and Functions	●	
	AII.3 Data Analysis, Probability, and Statistics	●	

EOI (cont.)		Supporting Evidence:	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
*English III Reading	EIII.1 Vocabulary	●	
	EIII.2 Comprehension/Critical Literacy	●	
	EIII.3 Literature	●	
	EIII.4 Research and Information	●	
*English III Writing	EIII.1 Writing Process	●	
	EIII.2 Modes and Forms of Writing	●	
	EIII.3 Grammar, Usage, and Mechanics	●	

**\*English III Reading and English III Writing assessments will be combined for a composite English III Score.**

## **Administering the Assessment**

The portfolio has blueprints and task specifications that are aligned to the curriculum outlined in the CARG-A. The requested pieces of evidence must be provided in each subject in order to be considered a completed assessment. The portfolio does not have multiple choice items but the pieces of evidences that are collected are considered to be a demonstration of the skill identified and must be reflective of the blueprint or will be invalidated.

The district is ultimately responsible for the collection of the evidence and the submission of the portfolio evidence into e-portfolio system. The district may wish to have one person responsible for the submission of the portfolio into the PearsonAccess system to ensure that all pieces are submitted. However, it is expected that there may be individuals other than the student's special education teacher who can contribute to the process of building the portfolios. It is essential that there be a collaborative effort among all of the professionals involved in the student's instruction, with oversight of the IEP team. This will ensure that the curriculum, instruction, and assessment needs of the student are fully met. It will also ensure that the OAAP portfolios are complete and representative of the student's current learning of extended *PASS* standards.

The teacher of record is responsible for submission of the portfolio as well as assuring that security measures are followed, but everyone administering any part of the assessment is responsible for attending training, reading the provided materials and following the SDE procedures for collection, assessment and submission including all security measures. It is the teacher of record's responsibility to assure that all parties are informed and follow the handbook directions.

**The following steps are required for administration of the OAAP Portfolio:**

1. **ASSESSMENT ELIGIBILITY:** The student's IEP team must meet and determine if the portfolio is the appropriate assessment for the student after utilizing the Criteria Checklist for Assessing Students with Disabilities on State Assessments.

**The Criteria Checklist for Assessing Students with Disabilities on State Assessments can be found on page 49 of this document and on the OSDE-SES website at [http://sde.state.ok.us/Curriculum/SpecEd/Assessment\\_Links.html](http://sde.state.ok.us/Curriculum/SpecEd/Assessment_Links.html).**

2. **PLANNING INSTRUCTION:** Reference the Curriculum Access Resource Guide-Alternate (CARG-A), OAAP Performance Level Descriptors (PLDs), Task Specifications, and Blueprints in order to plan instruction for the items assessed by the portfolio assessment.

The CARG-A is the curriculum taught to students being assessed with the OAAP Portfolio and should be the starting point for all instructional purposes. The CARG-A not only contains the extended content standards, it contains activities which can be used as a bridge for teaching the skills as well. The activities in the CARG-A are a great starting point for teaching the concepts in the standards; but many will need to be adapted in content and rigor in order to score enough points for proficiency. The following is the CARG-A standard and activities for standard 3.1 in grade 3 math:

**Standard 3.1: Patterns and Algebraic Reasoning The student uses a variety of problem solving approaches to extend and create patterns.**

3.1.1 Sort and classify objects by number, size, and other properties.

3.1.2 Describe the classification system that has been used to categorize two groups of items.

3.1.3 Copy, create, or extend patterns.

**Classroom Activities:**

The student:

3.1.1 Responds (anticipate, eye gaze, point) to a group of objects with a common attribute.

3.1.1 Groups people into males/females or children/adults.

3.1.1 Sorts student preferred items by a single specific attribute.

3.1.2 Responds (anticipate, eye gaze, point) to different groups of items.

3.1.2 When presented with broken items and whole items, describe one group in terms different from the term used to describe the other group.

3.1.3 Sets a table, repeating a pattern demonstrated by the teacher

The PLDs were created directly from the content of the CARG-A extended content standards. The PLDs afford teachers an overall glimpse of the expectations for their students at each proficiency level per grade and subject assessed. The following example is the PLD for grade 3 math.

**In addition to skills described at the lower achievement levels, the student at the proficient level will be able to describe the classification system used to categorize two groups of items; demonstrate an understanding of “half” and “whole”; describe/sort circular and linear items; indicate values of coins; and organize data into a table/chart.**

The Task Specifications collapse the PLDs according to standards in each subject. The Task Specifications are shown in a rubric format with the most complex expectation being given a 4 point value and gradually scaffolding down to a 1 point value which represents the least complex expectation of the standard. This allows teachers to see the expected content mastery requirement at each complexity level in a standard. The Task Specifications can be used to identify a student's specific areas of weakness within a subject as well. The following example is the Task Specification for standard 3.1 in grade 3 math.

Grade 3 Math	
Standard Measured	3.1 Patterns and Algebraic Reasoning
<b>Task Specification</b>	The student will describe the classification system used to categorize two groups of items.
<b>Objective: Classification (3.1)</b>	<b>Total points possible: 4</b>
<b>4 points</b>	Copy and create patterns.
<b>3 points</b>	Describe the classification system used to categorize two groups of items.
<b>2 points</b>	Categorize two groups of items into a classification system.
<b>1 point</b>	Sort objects by number, size, and other properties.
<b>Total points possible</b>	<b>4</b>

The CARG-A, PLDs, Task Specifications, and Blueprints can be found on the OSDE-SES website at [http://sde.state.ok.us/Curriculum/SpecEd/Assessment\\_Links.html](http://sde.state.ok.us/Curriculum/SpecEd/Assessment_Links.html).

**3. INSTRUCTION:** Begin instruction using the CARG-A, giving the student access to the curriculum through the use of appropriate supports and accommodations. Activities should be presented multiple times and differentiated instruction should be used when needed in order to give students ample opportunities to show their knowledge of the extended content standards. **See the “Supports” section for more explicit instructions on page 39 of this manual.**

4. **DOCUMENTATION:** Keep good documentation of student outcomes (accuracy), accommodations used, and the number of trials attempted in an activity. Save student work samples as well. Some of the student work samples will be used as supporting evidence for the assessment. Activities which don't produce tangible work samples can be videoed, photographed, or the documentation of outcomes can be used in a data chart. **See the "Required Pieces of Evidence" section for more explicit instructions on page 19 of this manual.**

5. **PIECE OF EVIDENCE FORMS:** The "Piece of Evidence" page is only being provided in the manual as a visual for teachers and a place to document activities as the school year progresses. The final information will be input into a form on the Pearson Access site. The "Piece of Evidence" form in PearsonAccess should be filled out based on the students' most accurate and independent example documented throughout the school year. Every objective listed on a "Piece of Evidence" form in the manual must be assessed. This may result in the teacher submitting more than one "Piece of Evidence" page in order to show the student's knowledge of a standard. **See the "Piece of Evidence Page" section for more explicit instructions on page 34 of this manual.**

6. **PUTTING IT ALL TOGETHER:** Gather all required forms (Piece of Evidence pages, Assurance of Test Security and Authenticity, Certificate of Attendance for Training) and the students' most accurate and independent supporting evidence correlating to the required "Piece of Evidence" pages saved throughout the school year. Be sure to include every piece required in order to avoid an invalid score. **See the "Required Forms" section for more explicit instructions on page 48 of this manual.**

7. **SUBMISSION OF THE E-PORTFOLIO:** See the technical manual provided by Pearson for instructions concerning portfolio submission.

## Pieces of Evidence Collected

### Required Evidence in Each Standard

The student's portfolio must include, at minimum, the pieces of evidence listed for each objective of the standard assessed in that grade. (e.g., **A "Piece of Evidence" page must be included with all types of supporting evidence.**)

### Piece of Evidence Page

**Note: The "Piece of Evidence" page is only being provided in the manual as a visual aid for teachers and a place to document activities as the school year progresses. The final information will be input into a form on the Pearson Access site.**

Each "Piece of Evidence" page provides the subject/grade being assessed, the standard being assessed, the task specification linked to the "Piece of Evidence Form", the rubric stating the expectations at each point value, and a "Description of Task" area for the test administrator to describe how the student participated in the required task. **Students must perform the skills correctly at least 75% of the time in order for the skills to be considered mastered.** Certain pieces of evidence will require assessing more than one objective of a standard. For example, Reading 3.4 contains two objectives which are "Main idea" and "Character". A piece of evidence is required for each objective unless one activity can capture the student's knowledge in both areas.

The "Description of Task" area of this form is the only area requiring documentation by the test administrator. The test administrator need only describe student participation in the activity of the highest point value being submitted. (e.g. If the student has achieved mastery of the skill listed under the 3 point column of the rubric; that should be the only evidence documented in the "Description of Task" area. It is assumed that the student has mastered the skills listed in the lower point value columns of the rubric. )

The description of task must provide the following information:

- what the student was asked to do
- accommodations provided and instructional items used in the activity

(manipulatives, worksheets, voice output devices, smartboard...)

- the setting in which instruction occurred
- instructional approach used with the student
- accuracy (**75% is considered mastery**)
- the number of trials/attempts the student participated in the activity (**at least 3 attempts are required**)
- other pertinent information that describes the *context of the learning activity*

## Supporting Evidence

**Supporting evidence** provides specific evidence of the student's actual performance and must be included in the portfolio for each content area required for assessment. Please note, if using ink within a piece of supporting evidence, it must be Black or Blue in color to ensure it can be viewed electronically .

*Supporting* evidence may include any of the following:

### 1. **Audio-video**

- Camera should be positioned close enough to student to capture performance clearly. (e.g. Scorers don't necessarily need to see the student's face. They need to see what the student is actually doing.)

#### **Examples:**

- If student is working at a smart board, video should clearly show all relevant information on the smart board.
- If student is working with manipulatives on a wheel-chair tray, video should clearly show materials being used during the activity.
- If student is completing a worksheet, video should be zoomed in on the worksheet so that the scorers will be able to see the student's work.
- Audio-video should be no more than 3 minutes in length.

- Audio-video must capture any verbal instructions or interactions between student and test administrator.
  - Any piece-of-evidence videoed in a group setting should specify which student is being assessed.
2. **Data charts:** graphs, charts, or tables that measure the student's accuracy and independence in performing tasks related to a skill or outcome in the strand being assessed. Data charts may also summarize the student's performance (i.e., accuracy and independence) on several work samples, tasks, or activities on a specific date that all address the same skill or outcome.

**Important data chart requirements:**

- Each data chart must show the student's performance on one specific skill or outcome matched to the standard required for assessment on at least **three different dates**.
- Each data chart must include a **brief description** beneath each data point that clearly illustrates how the task or activity relates to the measurable outcome being assessed. One- or two-word descriptions will likely be insufficient to document the relationship between the activity and the outcome and would therefore exclude one or more data points from being scored.

**Example: This is just ONE example of how you may portray a data chart.**

Date	Description	Accuracy (%)

3. **Work samples** should be produced by the student during standards-based activities and provide direct evidence of a student's performance of a standards-based skill or targeted outcome. If the student does not produce paper-and-pencil or other tangible products for the portfolio, work samples may be scribed by a teacher.
4. A **sequence of photographs** must clearly show images of
  - a product that is either three-dimensional, temporary in nature (for example, an exhibit or display), or too large or fragile to include in a portfolio
  - the steps, or sequence of steps, and the final product in an instructional activity for which a tangible product could not be included in the portfolio (for example, a student arranging a pattern or sequence of objects on a table)
  - the end-product *of an instructional activity*
  - Photographs that document the setting, context, or instructional approach, but do not clearly portray a work sample or the end product of instruction, will not be scored as supporting evidence.
5. **File Types Supported** Below are the file types supported to be uploaded to PearsonAccess:
  - **Documents**  
doc, docx, pdf, docm, dotx, dotm, xls, xlsx, xlsxm, xltr, xltm, xlsb, xlam, ppt, pptx, pptm, potx, potm, ppam, ppsm, odb, odc, odf, odg, odi, odm, odp, ods, odt, otc, otf, otg, oth, oti, otp, ots, ott, oxt
  - **Photos**  
jpg, bmp, png, gif, tiff
  - **Videos**  
flv, ast, qt, mov, mpg, avi, wmv, mp4, 3gp, i4v, m4v, mpeg, mkv, rm

## What are supports?

**Supports** enable persons with disabilities to access resources and information, as well as communicate in a more independent manner. When appropriate supports are provided, results will be enhanced productivity, community integration, independence, and satisfaction. Supports should be age appropriate for the student based on chronological age, not developmental age.

The provision of appropriate supports enables the student to **be as independent** as possible. Appropriate supports for each student based on his/her individual needs will **result in a strong program**.

**Providing access to a task is not the same as prompting.** Using assistive technology devices, positioning assistance for a child, or a computer monitor magnifier are examples of ways to provide access for students to demonstrate a skill **independently**. The teacher is **not** to lead the student to an answer or response with skill related cues/prompts. If the teacher is completing the task or leading the student to a correct response, that cannot be considered appropriate support for assessment and will result in a "0" score .

**NOTE:** Hand over hand assistance is considered appropriate for teaching new skills and should be faded out as the student progresses in the skill, but it **is not** considered appropriate support for the Alternate Assessment. **If hand over hand assistance is required for a student to complete the task correctly, the data can only receive a score of "0"**.

## **What are some examples of supports?**

### **Resources and Strategies:**

- Equipment that enhances accessibility (assistive technology)
- Stamp with student's name
- Switches to operate equipment
- Speech output devices
- Recorded books
- Pictures and symbols with text
- Electronic books
- Modified eating utensils, scissors, etc
- Written or visual schedules

## **What other things should be taken into consideration when providing supports?**

- Supports should only be provided when needed.
- Supports, activities, and materials, should be age and grade appropriate.
- Supports, including prompts should be individualized and should match the need of the student.

## Scoring

Pearson will score portfolio evidence submitted for the Oklahoma Portfolio assessment for grades 3-8 and EOI (grades 9-12) in June 2012. Professional Pearson scorers will score the portfolios. A confidentiality agreement is signed by each scorer. All OAAP scorers will have a B.A. degree or higher. Scorers are trained with training sets approved by OSDE SES. All scorers must qualify to score the assessment. Pearson scorers will access the student portfolio via PearsonAccess in order to score the portfolios. Scorers will provide scores via paper scoring monitors which will be scanned into the ePS scoring system. There will be one hundred percent (100%) second scoring with resolution of non-adjacent scores. Pearson scoring directors will monitor scoring via daily review of training materials, Inter-rater reliability (IRR) review and reports, and back-reading. OAAP Portfolio scoring will occur at a regional Pearson scoring site.

An overall subject score will be generated taking into account all subscores for each subject. This overall score will be used to generate reports that are required by NCLB. The overall score is reported in the same manner as any assessment under the OSTP: Student Roster by Student Name (Online and Paper), School Summary Report, District Summary Report, School Student Data File, District Student Data File, Student Report, Student Labels, Student Roster by Student Name, Class Summary Report, School Summary Report, District Summary Report, State Summary Report.

Reporting performance results to the district will occur following the scoring. Only the state level and district level reports will be public information. District level results will only be reported to the public if doing so would not result in disclosure of identifiable information of individual children, and if doing so would be statistically sound.

# Glossary

## **Accommodations**

Strategies used to enable students to access the curriculum and/or assessment. Accommodations are changes in setting, timing, response, or presentation on assessments.

## **Accountability**

The system used to measure whether a student is receiving appropriate instruction and assessment, including appropriate accommodations to measure progress in academic achievement.

## **Age-appropriate**

The material and skills that are being used are appropriate to the student's chronological age not their developmental age. The grade the student is enrolled in will determine the skill and standards that is to be used to complete the pieces of evidence. Any materials used to complete the pieces of evidence should be similar to materials that would be used with peers of the student's same age.

## **API**

Academic Performance Index - NCLB rankings reported on district report cards.

## **Assistive Technology**

Assistive technology is the use of adaptive software or equipment allowing the student to gain access to the curriculum or assessment. The examples may be high technology (i.e., computer, voice output device, laptop) or low technology (i.e., picture communication, switches, adaptive shopping cart, modified pen/paper).

## **AYP**

Adequate Yearly Progress - NCLB progress monitoring reported on district report cards.

## **CARG-A**

Curriculum Access Resource Guide - Alternate

**CARG-M**

Curriculum Access Resource Guide - Modified

**County Code**

Numerical designation from 1 to 77 specifying the County in which your district is located.

**District Code**

Three digit code preceded by; I for Independent; C for Co-op; or D for dependent. Co-ops should use the district code where the student is reported for Child Count.

**DOB**

Date of birth

**EAI**

Extended Academic Indicators

**English Language Learner (ELL)**

Students who have been appropriately identified, through English proficiency screening by the local school district, as requiring specialized instructional services designed to increase their English proficiency and academic performance. The district will have on file verification that the student is receiving special instruction designed for the specific purpose of improving the student's English proficiency.

**EOI**

End-of-Instruction

**FAY**

Full Academic Year

**FERP**

Family Education Right to Privacy Act. It is not a violation of FERPA to release identifying information to the State Department of Education for monitoring or assessment purposes.

**Free/Reduced-price Lunch**

Students who receive free or reduced-price lunch. The names of these students may be obtained from the Child Nutrition Program in your school. According to federal law, the Child Nutrition Program may supply these names to school personnel involved in the state-testing program for the purpose of federal reporting requirements.

**Grade Level**

The grade the student is currently enrolled in.

**HIPAA**

Health Insurance Portability and Accountability Act

**Home Based**

Students receiving special education and related services in a home based setting must be assessed by the Home School District.

**Home School District**

The District that counts the student on their Child Count.

**IDEA 2004**

Individuals with Disabilities Education Act – Reauthorized 2004

**IEP**

Individualized Education Program

**Migrant**

This applies to any student whose family has crossed school district lines in search of temporary agricultural work within the preceding 36 months.

**Modification**

Modifications are changes in the standard or in the test items and as such are not allowable.

**NCLB**

No Child Left Behind Act

**NFAY**

Non-Full Academic Year

**OAAP**

Oklahoma Alternate Assessment Program

**OCCT**

Oklahoma Core Curriculum Test

**OMAAP**

Oklahoma Modified Alternate Assessment Program

**OSDE-SES**

Oklahoma State Department of Education, Special Education Services

**OSEP**

Office of Special Education Programs, Washington D.C.

**OSTP**

Oklahoma State Testing Program

**PASS**

*Priority Academic Student Skills*

**PearsonAccess**

PearsonAccess is Oklahoma's online data management system.

**PLD**

Performance Level Descriptors

**PSTG**

Parent Student Teacher Guide

**Related Services**

Related services (i.e., physical therapy, occupational therapy, speech-language therapy, adapted physical therapy, vision services, etc.) that the student receives through the school.

**Site Code**

Three-digit building code issued by the SDE and listed in the SDE Directory. Available in every school office.

**Supports**

Supports include resources and strategies (accommodations, supplementary aids and services, and prompts). Supports are not just the prompt hierarchy used with a student. Supports enable persons with disabilities to access resources, information, and relationships. When appropriate supports are provided, results will be in enhanced productivity, community integration, independence, and satisfaction. Supports should be age appropriate for the student (based on chronological age, not developmental age).

**Title X, Part C (McKinney-Vento)**

Homeless children and youth who are sharing the housing of other persons due to loss of housing, economic hardships, or a similar reason; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternate adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

# Required Forms

## Required Forms for Portfolio Submission

Supporting evidence for each piece of evidence page submitted (video, data charts, picture sequences, student work)

Assurance of Test Security and Authenticity

Certificate of Attendance to OAAP Manual Administration Training

2011–2012

Oklahoma Alternate Assessment Program

Assurance of Test Security and Authenticity

I acknowledge my faculty member's responsibilities in complying with the Individuals with Disabilities Education Act (IDEA) and the *No Child Left Behind* (NCLB) *Act* to appropriately assess students with the most significant cognitive disabilities on the Oklahoma Alternate Assessment Program (OAAP) Portfolio. To the best of my knowledge, I verify adherence to the testing rules for the State Board of Education on test security procedures and proper test administration. I further acknowledge that the student performance data contained within the portfolio is accurate and authentic.

---

Teacher's signature

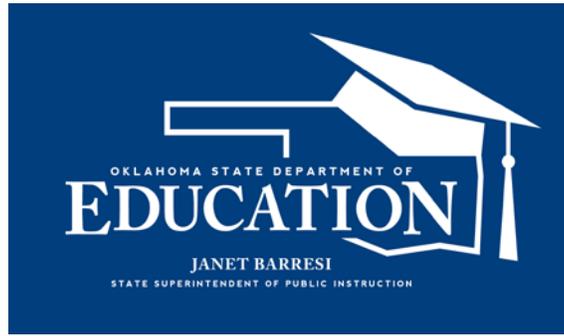
---

Principal's name

---

Principal's signature

Date



## Criteria Checklist for Assessing Students with Disabilities on State Assessments

Oklahoma Core Curriculum Test (OCCT)

Oklahoma Modified Alternate Assessment (OMAAP)

Oklahoma Alternate Assessment Program (OAAP) Portfolio

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

This form is intended to assist Individualized Education Program (IEP) teams in determining whether a student should participate in the OCCT, with or without accommodations, or in an alternate assessment based on modified achievement of the standards (OMAAP) with or without accommodations, a combination of OCCT and OMAAP with or without accommodations, or an alternate assessment based on alternate achievement of the standards (OAAP) Portfolio. **It is expected that only a small number of students with disabilities will participate in an alternate assessment (OMAAP or OAAP Portfolio).**

Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum.

The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including:

- Previous performance on state assessments;
- Other assessments that document academic achievement; and
- The student's progress, to date, in response to appropriate instruction.

It **shall not** be based on:

- A particular disability category;
- The amount of time the student receives services in special education;
- The location of service delivery; or
- The fact that the academic achievement of the student is significantly below his/her same age peers.

**For documenting decisions made regarding appropriate assessment selections, this document may be attached to the student's current IEP and should be completed annually. The assessment decision must be documented on the student's IEP.**

The next page provides a flowchart to help determine which assessment(s) will be appropriate for the student. OMAAP determinations must be made separately for each content area to be assessed.

**Box A:** If the answer to any item in Box A is NO, go to Box E. If all answers in Box A are YES, proceed to Box B.

Does the student's disability result in substantial academic difficulties?	Yes	No
Is the student's difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?	Yes	No
Does the student's IEP reflect curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards?	Yes	No



**Box E:** The student does not qualify for an alternate assessment (OMAAP or OAAP Portfolio). The regular assessment, with or without accommodations, is the most appropriate assessment for the student.

Mathematics             Algebra I  
 Reading                 English II  
 Science                  Biology I  
 Social Studies         U.S. History  
 Geography  
 Writing (Grades 5 and 8)

**Box B:** Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum? If no, go to Box C if yes, go to Box D.



**Box C:** If the answer to any item in Box C is no, go to Box E. If all answers are yes, the student qualifies for the OMAAP assessment, go to Box F.

The IEP team is reasonably certain that the student, even if he/she is receiving access to grade level curriculum, taught by highly qualified teachers and makes significant progress, will not achieve grade-level proficiency within the year covered by the IEP.	Yes	No
The student received evidence-based response to intervention and continues to progress below grade level achievement based on classroom assessments or other valid measures.	Yes	No
The student scored at the Unsatisfactory level on the previous year's Oklahoma Core Curriculum Test (OCCT) in reading/language arts, mathematics or, science? *	Yes	No



**Box F:** The student qualifies for the Modified assessment. (Check all subjects that apply):

Mathematics             English II  
 Science                  Algebra I  
 Reading                  Biology I  
 U.S. History

**Box D:** If the answer to any item in Box

\*Scoring Satisfactory on the previous year's OMAAP does not preclude a student from participating in the OMAAP for the current year. When OCCT scores from previous years are not available (e.g., Grade 3), the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify students.

adjustments (CARG-A) to the general education curriculum?		
Do the student's learning objectives and expected outcomes focus on functional application of skills as illustrated in the students IEP goals and short-term objectives and/or benchmarks?	Yes	No
Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?	Yes	No



# Grade 3

## Mathematics

### Reading

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)  
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 3 Mathematics**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 3 Mathematics Standards</b>	<b>Pieces of Evidence Point Values</b>
3.1 Patterns and Algebraic Reasoning	4
3.2 Number Sense and Operation	4
3.3 Geometry	4
3.4 Measurement	4
3.5 Data Analysis	4
<i><b>Total Test</b></i>	20

**Grade 3 Math**

**Standard Measured**      **3.1 Patterns and Algebraic Reasoning**

**Task Specification**      The student will describe the classification system used to categorize two groups of items.

**Objective: Classification (3.1)**      **Total points possible: 4**

<b>4 points</b>	Copy and create patterns.
<b>3 points</b>	Describe the classification system used to categorize two groups of items.
<b>2 points</b>	Categorize two groups of items into a classification system.
<b>1 point</b>	Sort objects by number, size, and other properties.
<b>Total points possible</b>	<b>4</b>

**Grade 3 Math**

**Standard Measured**      **3.2 Number Sense and Operation**

**Task Specification**      The student will compare and order quantities of objects to 10.

**Objective: Portions**      **(3.2)**      **Total points possible: 4**

<b>4 points</b>	Use manipulatives to add and subtract quantities to 10.
<b>3 points</b>	Compare and order quantities of objects to 10.
<b>2 points</b>	Indicate the greater of two collections of items.
<b>1 point</b>	Use a number in response to a request for descriptive information.
<b>Total points possible</b>	<b>4</b>

**Grade 3 Math**

**Standard Measured**      **3.3 Geometry**

**Task Specification**      The student will sort circular items from linear items.

**Objective: Shapes**      **(3.3)**      **Total points possible: 4**

<b>4 points</b>	Identify objects that are circles and objects that are squares.
<b>3 points</b>	Sort circular items from linear items.
<b>2 points</b>	Identify linear items (e.g., squares, other 4 sided shapes, triangles, cubes, etc.).
<b>1 point</b>	Identify circular items (e.g., circles, spheres, etc.).
<b>Total points possible</b>	<b>4</b>

**Grade 3 Math**

**Standard Measured**      **3.4 Measurement**

**Task Specification**      The student will indicate the value of coins.

**Objective: Coin value**      **(3.4)**      **Total points possible: 4**

<b>4 points</b>	Use appropriate units of measure to solve problems.
<b>3 points</b>	Indicate the value of coins.
<b>2 points</b>	Name coins (quarter, dime, nickel, penny).
<b>1 point</b>	Sort coins from other similar objects (e.g., counters, etc.).
<b>Total points possible</b>	<b>4</b>

**Grade 3 Math**

**Standard Measured**      **3.5 Data Analysis**

**Task Specification**      The student will organize data into a table/chart.

**Objective: Organizing data**      **(3.5)**

**Total points possible: 4**

<b>4 points</b>	Interpret data in a table/chart.
<b>3 points</b>	Organize data into a table/chart.
<b>2 points</b>	Collect data in a table/chart.
<b>1 point</b>	Identify a table/chart.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 3 Reading**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 3 Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
3.2 Vocabulary	4
3.4 Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>• Plot events</li> <li>• Character</li> </ul>	8
3.5 Literature	4
3.6 Research and Information	4
<b><i>Total Test</i></b>	20

**Grade 3 Reading**

**Standard Measured**      **3.2 Vocabulary**

**Task Specification**      Match words with various media.

**Objective: Vocabulary**      **(3.2)**      **Total points possible: 4**

<b>4 points</b>	Match words with their symbols in the school environment.
<b>3 points</b>	Match words with various media.
<b>2 points</b>	Match two words to corresponding pictures or objects.
<b>1 point</b>	Match a word to an object.
<b>Total points possible</b>	<b>4</b>

## Grade 3 Reading

**Standard Measured**      **3.4 Comprehension/Critical Literacy**

**Task Specification**      The student will identify the main plot event(s) and character(s) from a text.

**Objective: Classification (3.4)**

<b>Plot events</b>	<b>Total points possible: 4</b>
<b>Character</b>	<b>Total points possible: 4</b>
<b>4 points</b>	Answer a question about a main plot event and answer a question about a minor plot event/detail in a story.
	Distinguish between and answer questions about major and minor characters.
<b>3 points</b>	Answer a question about a main plot event in a story.
	Identify most important and less important characters.
<b>2 points</b>	Identify the main plot event in a story.
	Identify one important character.
<b>1 point</b>	Identify any plot event from a story.
	Identify any character.
<b>Total points possible</b>	<b>8</b>

## Grade 3 Reading

**Standard Measured**      **3.5 Literature**

---

**Task Specification**      Identify the author's message in various genres.

**Objective: Genres**      **(3.5)**      **Total points possible: 4**

<b>4 points</b>	Compare the author's message in two genres.
<b>3 points</b>	Identify the author's message in two genres.
<b>2 points</b>	Identify the author's message in one genre.
<b>1 point</b>	Identify the author in readings from two genres.
<b>Total points possible</b>	<b>4</b>

## Grade 3 Reading

**Standard Measured**      **3.6 Research and Information**

**Task Specification**      Use the cover, pictures, and key words of the text to find information.

**Objective: Find information**      **(3.6)**      **Total points possible: 4**

<b>4 points</b>	Use the cover, pictures, and key words of the text to summarize information in text or media presentation.
<b>3 points</b>	Use the cover, pictures, and key words of the text to find information.
<b>2 points</b>	Use the cover, pictures, and key words of non-fiction text to find specific information.
<b>1 point</b>	Identify target information in the cover and in the pictures of a non-fiction book.
<b>Total points possible</b>	<b>4</b>

# Grade 4

**Mathematics**

**Reading**

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)  
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 4 Mathematics**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 4 Mathematics Standards</b>	<b>Pieces of Evidence Point Values</b>
4.1 Algebraic Reasoning	4
4.2 Number Sense and Operation <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> </ul>	8
4.3 Geometry	4
4.4 Measurement	4
4.5 Data Analysis	4
<b><i>Total Test</i></b>	24

**Grade 4 Math**

**Standard Measured**      **4.1 Algebraic Reasoning**

**Task Specification**      The student will identify a rule for and extend a visual pattern.

**Objective: Patterns**      **(4.1)**      **Total points possible: 4**

<b>4 points</b>	Create a visual pattern by applying a given rule.
<b>3 points</b>	Identify a rule for and extend a visual pattern.
<b>2 points</b>	Duplicate a visual pattern.
<b>1 point</b>	Identify a visual pattern.
<b>Total points possible</b>	<b>4</b>

## Grade 4 Math

**Standard Measured**      **4.2 Number Sense and Operation**

**Task Specification**      The student will use manipulatives to add quantities with a sum less than or equal to 20 and subtract quantities with a minuend less than or equal to 20.

**Objective:**                      **(4.2)**

<b>Addition</b>	<b>Total points possible: 4</b>
<b>Subtraction</b>	<b>Total points possible: 4</b>
<b>4 points</b>	Use manipulatives to add quantities with a sum less than or equal to 50 without regrouping.
	Use manipulatives to subtract quantities using a minuend less than or equal to 50 without regrouping.
<b>3 points</b>	Use manipulatives to add quantities with a sum less than or equal to 20.
	Use manipulatives to subtract quantities using a minuend less than or equal to 20.
<b>2 points</b>	Use manipulatives to add quantities with a sum less than or equal to 10.
	Use manipulatives to subtract quantities using a minuend less than or equal to 10.
<b>1 point</b>	Identify the symbol for addition.
	Identify the symbol for subtraction.
<b>Total points possible</b>	<b>8</b>

**Grade 4 Math**

**Standard Measured**      **4.3 Geometry**

**Task Specification**      The student will identify differences between circles, squares, and triangles.

**Objective: Differentiating (4.3)  
between  
shapes**

**Total points possible: 4**

<b>4 points</b>	Compare and contrast differences between circles, squares, and triangles.
<b>3 points</b>	Identify differences between circles, squares, and triangles.
<b>2 points</b>	Identify circles and squares.
<b>1 point</b>	Name circles and squares.
<b>Total points possible</b>	<b>4</b>

**Grade 4 Math**

**Standard Measured**      **4.4 Measurement**

**Task Specification**      The student will indicate length of objects using nonstandard measurement.

**Objective: Length and weight**

**(4.4)**

**Total points possible: 4**

<b>4 points</b>	Indicate the appropriate instruments to measure length, height, and temperature.
<b>3 points</b>	The student will indicate length of objects using nonstandard measurement.
<b>2 points</b>	Identify units of measurement for length.
<b>1 point</b>	Name instruments used for measuring length.
<b>Total points possible</b>	<b>4</b>

**Grade 4 Math**

**Standard Measured**      **4.5 Data Analysis**

**Task Specification**      The student will represent data in a graph.

**Objective: Data representation (4.5)**

**Total points possible: 4**

<b>4 points</b>	Use data in a graph to make predictions.
<b>3 points</b>	Represent data in a graph.
<b>2 points</b>	Collect data for a graph; use tally marks to count to 5.
<b>1 point</b>	Identify a graph.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
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**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 4 Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
4.1 Vocabulary	4
4.3 Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>• Make predictions about characters</li> <li>• Make predictions about plot events</li> </ul>	8
4.4 Literature	4
4.5 Research and Information	4
<i><b>Total Test</b></i>	20

## Grade 4 Reading

**Standard Measured**      **4.1 Vocabulary**

**Task Specification**      Define common affixes.

**Objective: Affixes**                      **(4.1)**                                              **Total points possible: 4**

<b>4 points</b>	Use common affixes in context.
<b>3 points</b>	Define common affixes in context.
<b>2 points</b>	Recognize common affixes in context.
<b>1 point</b>	Identify objects that correspond to common affixes.
<b>Total points possible</b>	<b>4</b>

## Grade 4 Reading

**Standard Measured**      **4.3 Comprehension/Critical Literacy**

**Task Specification**      Preview text or media and make predictions about characters and main plot events.

**Objective:**                      **(4.3)**

**Make predictions about characters**                      **Total points possible: 4**

**Make predictions about plot events**                      **Total points possible: 4**

<b>4 points</b>	Preview text or media and make predictions about two characters; explain why these predictions were made.
	Preview text or media and make predictions about two events that will happen in the story and explain why these predictions were made.
<b>3 points</b>	Preview text or media and make predictions about one character; explain why these predictions were made.
	Preview text or media and make predictions about one event that will happen in the story and explain why these predictions were made.
<b>2 points</b>	Preview text or media and make plausible predictions about two characters.
	Preview text or media and make plausible predictions about two events that will happen.
<b>1 point</b>	Preview text or media and make a plausible prediction about one character.
	Preview text or media and make a plausible prediction about one event.
<b>Total points possible</b>	<b>8</b>

**Grade 4 Reading**

**Standard Measured**      **4.4 Literature**

**Task Specification**      Identify at least two literary elements (setting/character/plot) from two genres.

**Objective: Story elements**      **(4.4)**      **Total points possible: 4**

<b>4 points</b>	Compare at least two literary elements (setting/character/plot) from two genres.
<b>3 points</b>	Identify two literary elements in two genres.
<b>2 points</b>	Identify two literary elements in one genre.
<b>1 point</b>	Identify setting in a reading of a selected genre.
<b>Total points possible</b>	<b>4</b>

## Grade 4 Reading

**Standard Measured**      **4.5 Research and Information**

**Task Specification**      Locate three resources on a topic (e.g., pictures from the Internet and from books, magazines, and newspapers).

**Objective: Locating resources**

**(4.5)**

**Total points possible: 4**

<b>4 points</b>	Demonstrate how to gather information from three resources about a selected topic of interest.
<b>3 points</b>	Compare three resources for locating information about a selected topic of interest.
<b>2 points</b>	Identify two sources of information about a selected topic of interest.
<b>1 point</b>	Identify one source of information about a selected topic of interest.
<b>Total points possible</b>	<b>4</b>

# Grade 5

**Mathematics**

**Reading**

**Writing**

**Science**

**Social Studies**

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)

Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 5 Mathematics**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 5 Mathematics Standards</b>	<b>Pieces of Evidence Point Values</b>
5.1 Algebraic Reasoning	4
5.2 Number Sense and Operation	4
5.3 Geometry	4
5.4 Measurement	4
5.5 Data Analysis	4
<i>Total Test</i>	20

**Grade 5 Math**

**Standard Measured**      **5.1 Algebraic Reasoning**

**Task Specification**      The student will create simple number patterns.

**Objective: Patterns**      **(5.1)**      **Total points possible: 4**

<b>4 points</b>	Describe patterns and solve problems in a variety of contexts.
<b>3 points</b>	Create simple number patterns.
<b>2 points</b>	Duplicate simple number patterns.
<b>1 point</b>	Identify simple number patterns.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Math**

**Standard Measured**      **5.2 Number Sense and Operation**

**Task Specification**      The student will use manipulatives to add quantities with a sum less than or equal to 50 and subtract quantities with a minuend less than or equal to 50 without regrouping.

**Objective: Division and addition/subtraction**

**(5.2)**

**Total points possible: 4**

<b>4 points</b>	Add quantities with a sum less than or equal to 50 and subtract quantities with a minuend less than or equal to 50.
<b>3 points</b>	Use manipulatives to add quantities with a sum less than or equal to 50 and subtract quantities with a minuend less than or equal to 50 without regrouping.
<b>2 points</b>	Demonstrate that repeated division of an object produces smaller pieces.
<b>1 point</b>	Identify "halves" and "wholes."
<b>Total points possible</b>	<b>4</b>

**Grade 5 Math**

**Standard Measured**      **5.3 Geometry**

**Task Specification**      The student will compare and contrast differences between circles, squares, and triangles.

**Objective: Identifying shapes**      **(5.3)**      **Total points possible: 4**

<b>4 points</b>	Identify congruent and similar squares, circles, and triangles.
<b>3 points</b>	Compare and contrast differences between circles, squares, and triangles.
<b>2 points</b>	Name the shapes of objects in the classroom (e.g., circles, squares, triangles).
<b>1 point</b>	Identify circles, squares, and triangles.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Math**

**Standard Measured**      **5.4 Measurement**

**Task Specification**      The student will identify the appropriate coins and bills to make a purchase.

**Objective: Monetary value**      **(5.4)**      **Total points possible: 4**

<b>4 points</b>	Organize coins and paper money from greatest to least value or vice versa.
<b>3 points</b>	Identify the appropriate coins and money to make a purchase.
<b>2 points</b>	Indicate the value of coins and paper money.
<b>1 point</b>	Recognize coins.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Math**

**Standard Measured**      **5.5 Data Analysis**

**Task Specification**      The student will organize data into a chart, graph, or table to make predictions.

**Objective: Data**      **(5.5)**      **Total points possible: 4**

<b>4 points</b>	Interpret data from a chart, graph, or table and make simple predictions.
<b>3 points</b>	Organize data into a chart, graph, or table.
<b>2 points</b>	Collect data for a chart, graph, or table.
<b>1 point</b>	Sort objects and identify the number of objects in each set.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 5 Reading**  
**Test Blueprint**  
**School Year 2011-2012**

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<b>Grade 5 Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
5.1 Vocabulary	4
5.3 Comprehension/Critical Literacy	4
5.4 Literature	4
5.5 Research and Information	4
<i><b>Total Test</b></i>	16

**Grade 5 Reading**

**Standard Measured**      **5.1 Vocabulary**

**Task Specification**      Identify and compare similes.

**Objective: Similes**      **(5.1)**      **Total points possible: 4**

<b>4 points</b>	Compare and contrast two similes.
<b>3 points</b>	Match pictures to illustrate three similes.
<b>2 points</b>	Match pictures to illustrate two similes.
<b>1 point</b>	Identify one picture or object that illustrates one common simile.
<b>Total points possible</b>	<b>4</b>

## Grade 5 Reading

**Standard Measured**      **5.3 Comprehension/Critical Literacy**

**Task Specification**      Revise predictions after reading, hearing, or viewing text or media.

**Objective: Revise predictions**      **(5.3)**      **Total points possible: 4**

<b>4 points</b>	Evaluate predictions about plot or characters using context for support.
<b>3 points</b>	Revise two predictions about plot or characters after reading, hearing, or viewing text or media.
<b>2 points</b>	Preview text or media and make two predictions about main plot events or characters.
<b>1 point</b>	Preview text or media and make a prediction about one character or plot event.
<b>Total points possible</b>	<b>4</b>

## Grade 5 Reading

**Standard Measured**      **5.4 Literature**

**Task Specification**      Identify whether a text or movie is factual or fictional.

**Objective: Fact/fiction**      **(5.4)**      **Total points possible: 4**

<b>4 points</b>	Compare a fictional story to a true story, or compare a story to a poem.
<b>3 points</b>	Identify whether a text or movie is factual or fiction.
<b>2 points</b>	Identify four words that describe fact or fiction.
<b>1 point</b>	Identify a natural object when compared to a similar artificial object.
<b>Total points possible</b>	<b>4</b>

## Grade 5 Reading

**Standard Measured**      **5.5 Research and Information**

**Task Specification**      Identify reasonable sources of information for answering a question.

**Objective: Identify sources of information**      **(5.5)**      **Total points possible: 4**

<b>4 points</b>	Evaluate three sources of information to answer a question.
<b>3 points</b>	Compare two sources of information to answer a question.
<b>2 points</b>	Identify two sources of information answer a question.
<b>1 point</b>	Identify one physical source of information about a favorite topic.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 5 Writing**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 5 Writing Standards</b>	<b>Pieces of Evidence Point Values</b>
5.1 Writing Process	4
5.2 Modes and Forms of Writing	4
5.3 Grammar, Usage, and Mechanics <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>	12
<i><b>Total Test</b></i>	20

## Grade 5 Writing

**Standard Measured**      **5.1 Writing Process**

**Task Specification**      Edit and publish writings, drawings, or media to communicate complete ideas or sentences.

**Objective: Edit**                      **(5.1)**                                      **Total points possible: 4**

<b>4 points</b>	Edit and publish writings, drawings, or media presentations.
<b>3 points</b>	Write or dictate basic sentences and then place them in order; add details along with pictures.
<b>2 points</b>	Organize selected topics and subtopics, and sequence related pictures and objects.
<b>1 point</b>	Participate in pre-writing activities such as marking a preferred topic and gathering related pictures and objects.
<b>Total points possible</b>	<b>4</b>

## Grade 5 Writing

**Standard Measured**      **5.2 Modes and Forms of Writing**

**Task Specification**      Write or express a simple idea in a narrative, descriptive, or persuasive piece.

**Objective: Express ideas**      **(5.2)**      **Total points possible: 4**

<b>4 points</b>	Write or express a simple idea in a narrative, descriptive, or persuasive piece for a specific audience or purpose.
<b>3 points</b>	Write or express a simple idea in a narrative, descriptive, or persuasive piece.
<b>2 points</b>	Write or dictate a one sentence note for a friend in class.
<b>1 point</b>	Identify a message and/or picture that represents a given emotion or sentiment.
<b>Total points possible</b>	<b>4</b>

## Grade 5 Writing

<b>Standard Measured</b>	<b>5.3 Grammar, Usage, and Mechanics</b>	
<b>Task Specification</b>	Use nouns and verbs in the writing process. Use mechanics of written language in the areas of capitalization and punctuation.	
<b>Objective:</b>	<b>(5.3)</b>	
<b>Grammar</b>	<b>Total points possible: 4</b>	
<b>Capitalization</b>	<b>Total points possible: 4</b>	
<b>Punctuation</b>	<b>Total points possible: 4</b>	
<b>4 points</b>	Use nouns and verbs in a paragraph.	
	Use mechanics of written language in the areas of capitalization in a paragraph.	
	Use mechanics of written language in the areas of punctuation in a paragraph.	
<b>3 points</b>	Use nouns and verbs in a simple sentence.	
	Use mechanics of written language in the areas of capitalization in a simple sentence.	
	Use mechanics of written language in the areas of punctuation in a simple sentence.	
<b>2 points</b>	Identify nouns and verbs in a simple sentence.	
	Identify correct and incorrect capital letters in a three-sentence paragraph.	
	Identify correct and incorrect punctuation in a three-sentence paragraph.	
<b>1 point</b>	Identify a simple sentence.	
	Identify capital letters in a three-sentence paragraph.	
	Identify three different types of punctuation in a three-sentence paragraph.	
<b>Total points possible</b>	<b>12</b>	

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 5 Science**  
**Test Blueprint**  
**School Year 2011-2012**

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<b>Grade 5 Science Standards</b>	<b>Pieces of Evidence Point Values</b>
P5.1 Using Simple Tools C5.1 Energy Transfer	8
P5.3 Conduct a Scientific Evaluation	4
P5.2 Classify C5.2 Organisms and Environment	8
P5.4 Interpret/Communicate C5.3 Structure of Earth and Weather	8
<b><i>Total Test</i></b>	<b>28</b>

**Grade 5 Science**

**Standard Measured**

**P5.1 Using Simple Tools, C5.1 Energy Transfer**

**Task Specification**

The student will demonstrate cause/effect related to transferring energy in age-appropriate objects or devices, measure properties of common materials using simple tools.

**Objective:**

**(P5.1, C5.1)**

**Using simple tools  
(P5.1)**

**Total points possible: 4**

**Energy transfer  
(C5.1)**

**Total points possible: 4**

<b>4 points</b>	Measure a property of a common material by selecting the appropriate tool from three choices.
	Measure the physical property of temperature in at least four objects.
<b>3 points</b>	Measure a property of a common material after selecting the appropriate tool from two choices.
	Measure the physical property of temperature in three objects.
<b>2 points</b>	Measure a property of a common material by being provided the appropriate tool.
	Measure the physical property of temperature in two objects.
<b>1 point</b>	Identify a measurable property of a common material.
	Measure the physical property of temperature in one object.
<b>Total points possible</b>	<b>8</b>

**Grade 5 Science**

**Standard Measured**

**P5.3 Conduct a Scientific Evaluation**

**Task Specification**

The student will demonstrate cause/effect related to transferring energy in age-appropriate objects or devices and identify the parts of a scientific investigation and conduct a scientific investigation.

**Objective: Conduct a scientific investigation**

**(P5.3)**

**Total points possible: 4**

<b>4 points</b>	Design and conduct a scientific investigation.
<b>3 points</b>	Identify three parts of a scientific investigation.
<b>2 points</b>	Identify the materials needed for a scientific investigation.
<b>1 point</b>	Observe a scientific investigation.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Science**

**Standard Measured**      **P5.2 Classify, C5.2 Organisms and Environment**

**Task Specification**      The student will identify living and nonliving things in their environment that effect their survival (e.g., food, shelter, physical characteristics).

**Objective:**      **(P5.2, C5.2)**

**Classify (P5.2)**      **Total points possible: 4**

**Organisms & environments (C5.2)**      **Total points possible: 4**

<b>4 points</b>	Classify at least eight objects as living or nonliving.
	Identify at least four habitats.
<b>3 points</b>	Classify at least six objects as living or nonliving.
	Identify at least three habitats.
<b>2 points</b>	Classify at least five objects as living or nonliving.
	Identify at least two habitats.
<b>1 point</b>	Classify four or less objects as living or nonliving.
	Identify one habitat.
<b>Total points possible</b>	<b>8</b>

**Grade 5 Science**

**Standard Measured**      **P5.4 Interpret/Communicate, C5.3 Structure of Earth and Weather**

**Task Specification**      The student will describe properties of basic weather.

**Objective:**      (P5.4, C5.3)

<b>Interpret/ communicate (P5.4)</b>	<b>Total points possible: 4</b>
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<b>Structure of Earth and weather (C5.3)</b>	<b>Total points possible: 4</b>
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<b>4 points</b>	Evaluate, weather predictions.
	Explain and demonstrate how the sun affects weather on earth.
<b>3 points</b>	Make a prediction related to previous weather charts.
	Explain and demonstrate how weather affects earth.
<b>2 points</b>	Compare weekly weather chart from last year to this year.
	Demonstrate how weather affects earth.
<b>1 point</b>	Observe weather chart for one week.
	Identify a change in weather.
<b>Total points possible</b>	<b>8</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 5 Social Studies**  
**Test Blueprint**  
**School Year 2011-2012**

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<b>Grade 5 Social Studies Standards</b>	<b>Pieces of Evidence Point Values</b>
5.2 Early Exploration of America	4
5.3 Colonial America	4
5.4 American Revolution <ul style="list-style-type: none"> <li>• Key Conflicts</li> <li>• Key Individuals</li> </ul>	8
5.5 Government <ul style="list-style-type: none"> <li>• Services paid by taxes</li> <li>• Branches of government</li> </ul>	8
5.7 Geographic Skills <ul style="list-style-type: none"> <li>• Climate</li> <li>• Geographical Features</li> </ul>	8
<b><i>Total Test</i></b>	32

**Grade 5 Social Studies**

<b>Standard Measured</b>	<b>5.2 Early Exploration of America</b>	
<b>Task Specification</b>	Identify benefits and negative impacts of explorations for both Native Americans and Europeans.	
<b>Objective: Early explorations</b>	<b>(5.2)</b>	<b>Total points possible: 4</b>
<b>4 points</b>	IDENTIFY AND COMPARE ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans.	
<b>3 points</b>	Identify ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans.	
<b>2 points</b>	Identify ONE benefit OR ONE negative impact of exploration for Native Americans OR Europeans.	
<b>1 point</b>	Identify ONE difference between Native Americans and Europeans.	
<b>Total points possible</b>	<b>4</b>	

**Grade 5 Social Studies**

**Standard Measured**      **5.3 Colonial America**

**Task Specification**      Identify key events, individuals, and groups regarding the growth and development of colonial America.

**Objective: Colonial America**      **(5.3)**      **Total points possible: 4**

<b>4 points</b>	Identify a MINIMUM of THREE key individuals AND/OR events (in any combination), AND identify AT LEAST ONE important contribution of EACH.
<b>3 points</b>	Identify TWO key individuals AND/OR events (in any combination--i.e., one individual and one event, etc.) AND identify their importance to the growth and development of colonial America.
<b>2 points</b>	Identify TWO key individuals AND/OR groups AND/OR events important to the growth and development of colonial America.
<b>1 point</b>	Identify ONE key individual OR group OR event important to the growth and development of colonial America.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Social Studies**

**Standard Measured**

**5.4 American Revolution**

**Task Specification**

Identify cause and effect of conflicts and key individuals involved in the American Revolution.

**Objective:**

**(5.4)**

**Key conflicts**

**Total points possible: 4**

**Key individuals**

**Total points possible: 4**

<b>4 points</b>	Identify ONE cause AND ONE effect of TWO key conflicts of the American Revolution.
	Recognize THREE or more key individual AND identify their roles in the American Revolution.
<b>3 points</b>	Identify ONE cause AND ONE effect of ONE key conflict of the American Revolution.
	Recognize TWO key individuals AND identify their roles in the American Revolution.
<b>2 points</b>	Recognize ONE key conflict of the American Revolution AND identify the conflict's cause OR effect.
	Recognize ONE key individual AND identify his or her role in the American Revolution.
<b>1 point</b>	Recognize ONE key event of the American Revolution.
	Recognize ONE key individual involved in the American Revolution.
<b>Total points possible</b>	<b>8</b>



**Grade 5 Social Studies**

**Standard Measured**

**5.7 Climate/Geographical Features**

**Task Specification**

Describe how various climates and geographical features influence the way people live, including their work and recreation.

**Objective:**

**(5.7)**

**Climates**

**Total points possible: 4**

**Geographical features**

**Total points possible: 4**

<b>4 points</b>	Describe how each of TWO different types of climate might influence the way people live in THREE ways.
	Describe how each of TWO different types of geographical features might influence the way people live in THREE ways.
<b>3 points</b>	Describe how each of TWO different types of climate might influence the way people live in TWO ways.
	Describe how each of TWO different types of geographical features might influence the way people live in TWO ways.
<b>2 points</b>	Describe how ONE type of climate might influence the way people live in at least ONE way.
	Describe how ONE type of geographical feature might influence the way people live in at least ONE way.
<b>1 point</b>	Identify ONE type of climate OR give an example of climate.
	Identify ONE geographical feature OR give an example of ONE geographical feature.
<b>Total points possible</b>	<b>8</b>



# Grade 6

## Mathematics

## Reading

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)  
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 6 Math**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

Grade 6 Math Standards	Pieces of Evidence Point Values
6.1 Algebraic Reasoning	4
6.2 Number Sense and Operation	4
6.3 Geometry <ul style="list-style-type: none"> <li>• Congruent shapes</li> <li>• Similar shapes</li> </ul>	8
6.4 Measurement	4
6.5 Data Analysis	4
<b><i>Total Test</i></b>	24

**Grade 6 Math**

**Standard Measured**      **6.1 Algebraic Reasoning**

**Task Specification**      The student will identify the solution to a simple one variable equation.

**Objective: Algebraic equations**

**(6.1)**

**Total points possible: 4**

<b>4 points</b>	Solve a simple one variable equation.
<b>3 points</b>	Identify the solution to a simple one variable equation.
<b>2 points</b>	Evaluate simple expressions (e.g., What is the value of $2x$ when $x=1$ ?).
<b>1 point</b>	Identify and extend simple algebraic patterns.
<b>Total points possible</b>	<b>4</b>

**Grade 6 Math**

**Standard Measured**      **6.2 Number Sense and Operation**

**Task Specification**      The student will order fractions one-half, one-third, and one-fourth.

**Objective: Fractions**      **(6.2)**      **Total points possible: 4**

<b>4 points</b>	Combine equivalent common unit fractions to equal one whole.
<b>3 points</b>	Order fractions one-half, one-third, and one-fourth.
<b>2 points</b>	Model fractions one-half, one-third, and one-fourth.
<b>1 point</b>	Identify fractions one-half, one-third, and one-fourth.
<b>Total points possible</b>	<b>4</b>



**Grade 6 Math**

**Standard Measured**      **6.4 Measurement**

**Task Specification**      The student will recognize appropriate vocabulary for units of measurement for length, volume, weight and time.

**Objective: Measurement**      **(6.4)**      **Total points possible: 4**

<b>4 points</b>	Apply appropriate vocabulary for units of measurement for length, volume, weight and time.
<b>3 points</b>	Recognize appropriate vocabulary for units of measurement for length, volume, weight and time.
<b>2 points</b>	Select the appropriate instruments to measure length, volume, weight and time.
<b>1 point</b>	Differentiate between length, volume, weight and time.
<b>Total points possible</b>	<b>4</b>

**Grade 6 Math**

**Standard Measured**      **6.5 Data Analysis**

**Task Specification**      The student will organize data into a chart, graph, or table.

**Objective: Data**                      **(6.5)**                                      **Total points possible: 4**

<b>4 points</b>	Interpret data in a chart, graph, or table.
<b>3 points</b>	Organize data into a chart, graph, or table.
<b>2 points</b>	Collect data for a chart, graph, or table.
<b>1 point</b>	Differentiate between different types of graphs.
<b>Total points possible</b>	<b>4</b>

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<b>Grade 6 Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
6.1 Vocabulary	4
6.3 Comprehension/Critical Literacy	4
6.4 Literature	4
6.5 Research and Information	4
<i><b>Total Test</b></i>	16

**Grade 6 Reading**

**Standard Measured**      **6.1 Vocabulary**

**Task Specification**      Identify words with the same origins/roots.

**Objective: Word origins**      **(6.1)**      **Total points possible: 4**

<b>4 points</b>	Categorize six words by their origins/roots.
<b>3 points</b>	Match two pairs of words with the same origins/roots.
<b>2 points</b>	Match two words with the same origins/roots.
<b>1 point</b>	Identify a word with a specified root.
<b>Total points possible</b>	<b>4</b>

## Grade 6 Reading

**Standard Measured**      **6.3 Comprehension/Critical Literacy**

**Task Specification**      Make predictions prior to reading, hearing, or viewing text or media and then confirm predictions about characters and main ideas.

**Objective: Make predictions**      **(6.3)**      **Total points possible: 4**

<b>4 points</b>	Confirm two predictions as being correct or incorrect, and provide supporting context after reading, hearing, or viewing text or media.
<b>3 points</b>	Make two predictions prior to reading, hearing, or viewing text or media and then confirm predictions about characters and main ideas of text or media.
<b>2 points</b>	Predict a main idea (or plot event) and then revise that prediction after reading, hearing, or viewing text or media.
<b>1 point</b>	Preview text or media and make a prediction about the main character.
<b>Total points possible</b>	<b>4</b>

**Grade 6 Reading**

**Standard Measured**      **6.4 Literature**

**Task Specification**      Identify the author's purpose.

**Objective: Author's  
purpose**

**(6.4)**

**Total points possible: 4**

<b>4 points</b>	Describe the authors' purposes in two different texts.
<b>3 points</b>	Identify the author's purpose.
<b>2 points</b>	Identify answer to two very simple questions about the author's purpose.
<b>1 point</b>	Identify correct answer to a very simple question about author's purpose.
<b>Total points possible</b>	<b>4</b>

**Grade 6 Reading**

**Standard Measured**      **6.5 Research and Information**

**Task Specification**      Use maps, charts, illustrations, and the Internet to access information.

**Objective: Accessing information**      **(6.5)**      **Total points possible: 4**

<b>4 points</b>	Analyze maps, charts, and illustrations to access information for a specific topic.
<b>3 points</b>	Locate and use charts to access information.
<b>2 points</b>	Identify illustrations to access information.
<b>1 point</b>	Identify a map, a chart, and an illustration.
<b>Total points possible</b>	<b>4</b>

# Grade 7

**Mathematics**

**Reading**

**Geography**

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**Grade 7 Mathematics**  
**Test Blueprint**  
**School Year 2011-2012**

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<b>Grade 7 Mathematics Standards</b>	<b>Pieces of Evidence Point Values</b>
7.1 Algebraic Reasoning	4
7.2 Number Sense and Operation	4
7.3 Geometry	4
7.4 Measurement	4
7.5 Data Analysis	4
<i><b>Total Test</b></i>	20

**Grade 7 Math**

**Standard Measured**      **7.1 Algebraic Reasoning**

**Task Specification**      The student will model one-step linear equations.

**Objective: Commutative property**      **(7.1)**

**Total points possible: 4**

<b>4 points</b>	Find solutions to a simple linear equation.
<b>3 points</b>	Model one-step linear equations.
<b>2 points</b>	Identify examples of the commutative property.
<b>1 point</b>	Identify that an equation is two sets of equal things.
<b>Total points possible</b>	<b>4</b>

**Grade 7 Math**

**Standard Measured**      **7.2 Number Sense and Operation**

**Task Specification**      The student will add and subtract single digit positive and negative integers using a number line.

**Objective: Positive and negative integers**

**(7.2)**

**Total points possible: 4**

<b>4 points</b>	Solve simple word problems using positive and negative integers in real world settings.
<b>3 points</b>	Add and subtract single digit positive and negative integers using a number line.
<b>2 points</b>	Describe positive and negative integers in real world settings.
<b>1 point</b>	Identify positive and negative integers.
<b>Total points possible</b>	<b>4</b>

## Grade 7 Math

**Standard Measured**      **7.3 Geometry**

**Task Specification**      The student will classify triangles by lengths of sides (e.g., equilateral, isosceles) and types of angles (e.g., equiangular, right).

**Objective: Triangles**      **(7.3)**      **Total points possible: 4**

<b>4 points</b>	Classify triangles by lengths of sides (e.g., equilateral, isosceles, scalene) and types of angles (e.g., equiangular, right, acute, obtuse).
<b>3 points</b>	Classify triangles using lengths of sides (e.g., equilateral, isosceles) and types of angles (e.g., equiangular, right).
<b>2 points</b>	Identify differences in triangles.
<b>1 point</b>	Identify congruent triangles.
<b>Total points possible</b>	<b>4</b>

**Grade 7 Math**

**Standard Measured**      **7.4 Measurement**

**Task Specification**      The student will measure the perimeter of different objects in real world settings.

**Objective: Perimeter**      **(7.4)**      **Total points possible: 4**

<b>4 points</b>	The student will calculate the perimeter of an object given its dimensions.
<b>3 points</b>	The student will measure the perimeter of different objects in real world settings.
<b>2 points</b>	Identify a perimeter.
<b>1 point</b>	Define what perimeter means.
<b>Total points possible</b>	<b>4</b>

**Grade 7 Math**

**Standard Measured**      **7.5 Data Analysis**

**Task Specification**      The student will determine the probability of an event.

**Objective: Probability**      **(7.5)**      **Total points possible: 4**

<b>4 points</b>	Explain how to determine the probability of an event.
<b>3 points</b>	Determine the probability of an event.
<b>2 points</b>	Identify all possible outcomes of an event.
<b>1 point</b>	Identify one possible outcome of an event.
<b>Total points possible</b>	<b>4</b>

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<b>Grade 7 Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
7.1 Vocabulary	4
7.3 Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>• Characters</li> <li>• Author's message</li> <li>• Events</li> </ul>	12
7.4 Literature	4
7.5 Research and Information	4
<b><i>Total Test</i></b>	24

**Grade 7 Reading**

**Standard Measured**      **7.1 Vocabulary**

**Task Specification**      Identify commonly used words of foreign origin frequently used in English.

**Objective: Words of foreign origin**      **(7.1)**

**Total points possible: 4**

<b>4 points</b>	Find the meaning of two words of foreign origin in two different sources.
<b>3 points</b>	Match three words of foreign origin to the country they came from.
<b>2 points</b>	Identify three words of foreign origin.
<b>1 point</b>	Identify pictures of two familiar words of foreign origin.
<b>Total points possible</b>	<b>4</b>

## Grade 7 Reading

<b>Standard Measured</b>	<b>7.3 Comprehension/Critical Literacy</b>	
<b>Task Specification</b>	Describe characteristics of the main characters, ideas, and events.	
<b>Objective:</b>	<b>(7.3)</b>	
<b>Characters</b>	<b>Total points possible: 4</b>	
<b>Author's message</b>	<b>Total points possible: 4</b>	
<b>Events</b>	<b>Total points possible: 4</b>	
<b>4 points</b>	Describe how the characteristics of the main characters were used to revise predictions.	
	Describe how an author's message can be used to revise predictions.	
<b>3 points</b>	Describe how the characteristics of the main events were used to review predictions.	
	Compare characteristics of two main characters.	
	Compare two authors' messages.	
<b>2 points</b>	Compare characteristics of the main events.	
	Identify characteristics of the main characters.	
	Describe the author's message in a text.	
<b>1 point</b>	Identify characteristics of the main events.	
	Identify the main characters.	
	Identify a message of the author.	
<b>Total points possible</b>	Identify an important main event.	
	<b>12</b>	

## Grade 7 Reading

**Standard Measured**      **7.4 Literature**

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**Task Specification**      Explain the different characteristics of literary genres.

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**Objective: Genres**      **(7.4)**      **Total points possible: 4**

<b>4 points</b>	Identify the literary genre of a text.
<b>3 points</b>	Match three samples to the right category of literary genre.
<b>2 points</b>	Identify a novel.
<b>1 point</b>	Identify a poem.
<b>Total points possible</b>	<b>4</b>

**Grade 7 Reading**

**Standard Measured**      **7.5 Research and Information**

**Task Specification**      Use maps, charts, and illustrations to access information.

**Objective: Access information**      **(7.5)**

**Total points possible: 4**

<b>4 points</b>	Organize information in text or media presentation, and document at least two reasonable sources of information for answering a question.
<b>3 points</b>	Locate and use a map, a chart, and an illustration that contains useful information about a selected topic.
<b>2 points</b>	Identify at least two valuable sources of information about a selected topic.
<b>1 point</b>	Identify a map, a chart, and an illustration.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
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**Grade 7 Geography**  
**Test Blueprint**  
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<b>Grade 7 Geography Standards</b>	<b>Pieces of Evidence Point Values</b>
7.1 Maps	4
7.2 Cultural and Physical Regions of the World	4
7.3 Interactions of Physical Systems	4
7.4 Human Systems	4
7.5 Interactions of Humans and Their Environments	4
<b><i>Total Test</i></b>	20

## Grade 7 Geography

**Standard Measured**      **7.1 Maps**

**Task Specification**      Identify the relationship between actual geographical features and representations of those features on maps.

**Objective: Maps**                      **(7.1)**                                      **Total points possible: 4**

<b>4 points</b>	Identify three or more geographical features (in a model, drawing, illustration, photograph, and/or other graphic materials) AND Identify their representations in a map.
<b>3 points</b>	Identify two geographical features (in a model, drawing, illustration, photograph, and/or other graphic materials) AND Identify their representations in a map.
<b>2 points</b>	Identify one geographical feature (in a model, drawing, illustration, photograph, or other graphic materials) AND Identify its representation in a map.
<b>1 point</b>	Identify one geographical feature.
<b>Total points possible</b>	<b>4</b>

**Grade 7 Geography**

**Standard Measured**      **7.2 Cultural and Physical Regions of the World**

**Task Specification**      Sequence a series of city and regional changes over time.

**Objective: Sequence changes**      **(7.2)**      **Total points possible: 4**

<b>4 points</b>	Sequence a series of FOUR city or regional changes over time.
<b>3 points</b>	Sequence a series of THREE city or regional changes over time.
<b>2 points</b>	Recognize TWO changes in a city or region over time.
<b>1 point</b>	Recognize ONE change in a city or region over time.
<b>Total points possible</b>	<b>4</b>

**Grade 7 Geography**

**Standard Measured**      **7.3 Interactions of Physical Systems**

**Task Specification**      Describe the impact of natural disasters on humans.

**Objective: Natural  
disasters**

**(7.3)**

**Total points possible: 4**

<b>4 points</b>	Describe AT LEAST TWO kinds of natural disasters AND describe AT LEAST TWO impacts on humans of those SAME kinds of natural disasters.
<b>3 points</b>	Describe ONE kind of natural disasters AND describe AT LEAST ONE impacts on humans of those SAME kinds of natural disasters.
<b>2 points</b>	Identify ONE kind of natural disaster AND Identify ONE impact on humans of that same OR another kind of natural disaster.
<b>1 point</b>	Identify ONE kind of natural disaster OR Identify one impact on humans of a natural disaster.
<b>Total points possible</b>	<b>4</b>

## Grade 7 Geography

**Standard Measured**      **7.4 Human Systems**

**Task Specification**      Compare and contrast common characteristics of two world cultures (e.g., language, food, and money systems).

**Objective: World cultures (7.4)**      **Total points possible: 4**

<b>4 points</b>	Compare TWO or more culture traits AND contrast TWO or more culture traits of any TWO or more world cultures.
<b>3 points</b>	Compare ONE culture trait AND contrast ONE culture trait of any TWO world cultures.
<b>2 points</b>	Compare ONE or more culture traits of any TWO countries or world cultures.
<b>1 point</b>	Identify ONE or more culture traits of ONE country or world culture.
<b>Total points possible</b>	<b>4</b>

## Grade 7 Geography

**Standard Measured**      **7.5 Interactions of Humans and Their Environments**

**Task Specification**      Describe ways that people adapt to their climate and environment (e.g., different types of houses and clothing).

**Objective: Adaptations**      **(7.5)**      **Total points possible: 4**

<b>4 points</b>	Describe three or more ways people adapt to their climate and environment.
<b>3 points</b>	Describe two ways people adapt to their climate and environment.
<b>2 points</b>	Describes one way people adapt to their climate and environment.
<b>1 point</b>	Describe one characteristic of his/her own climate or natural environment.
<b>Total points possible</b>	<b>4</b>

# Grade 8

**Mathematics**

**Reading**

**Writing**

**Science**

**U.S. History**

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<b>Grade 8 Mathematics Standards</b>	<b>Pieces of Evidence Point Values</b>
8.1 Algebraic Reasoning	4
8.2 Number Sense and Operation	4
8.3 Geometry	4
8.4 Measurement	4
8.5 Data Analysis	4
<i><b>Total Test</b></i>	20

**Grade 8 Math**

**Standard Measured**      **8.1 Algebraic Reasoning**

**Task Specification**      The student will find solutions to a simple linear equation.

**Objective: Linear equations**

**(8.1)**

**Total points possible: 4**

<b>4 points</b>	Graph a simple linear equation.
<b>3 points</b>	Find solutions to a simple linear equation.
<b>2 points</b>	Given a value for $x$ and $y$ , verify whether those values are a solution to a simple linear equation.
<b>1 point</b>	Identify that an equation is two sets of equal things.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Math**

**Standard Measured**      **8.2 Number Sense and Operation**

**Task Specification**      The student will solve a simple word problem.

**Objective: Word  
problems**

**(8.2)**

**Total points possible: 4**

<b>4 points</b>	Solve a variety of word problems.
<b>3 points</b>	Solve a simple word problem.
<b>2 points</b>	Use estimation to select an answer to a real world problem involving whole numbers up to 50.
<b>1 point</b>	Round a number to the nearest 5, 10, and 100.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Math**

**Standard Measured**      **8.3 Geometry**

**Task Specification**      The student will classify shapes and solid figures.

**Objective: Geometric shapes**

**(8.3)**

**Total points possible: 4**

<b>4 points</b>	Identify differences between shapes and solid figures.
<b>3 points</b>	Classify shapes and solid figures.
<b>2 points</b>	Identify differences between circles, squares, triangles, and rectangles.
<b>1 point</b>	Identify circles, squares, triangles, and rectangles.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Math**

**Standard Measured**      **8.4 Measurement Dimension: Volume**

**Task Specification**      The student will estimate volume.

**Objective: Volume**      **(8.4)**      **Total points possible: 4**

<b>4 points</b>	Calculate volume.
<b>3 points</b>	Estimate volume.
<b>2 points</b>	Understand volume permanence.
<b>1 point</b>	Identify appropriate tools for measuring volume.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Math**

**Standard Measured**      **8.5 Data Analysis**

**Task Specification**      The student will identify the median in a set of data.

**Objective: Central  
tendencies**

**(8.5)**

**Total points possible: 4**

<b>4 points</b>	Calculate the mean and identify the mode in a set of data.
<b>3 points</b>	Identify the median in a set of data with an even number of elements.
<b>2 points</b>	Identify the median in a set of data with an odd number of elements.
<b>1 point</b>	Organize a set of numbers in increasing or decreasing order.
<b>Total points possible</b>	<b>4</b>

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<b>Grade 8 Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
8.1 Vocabulary	4
8.3 Comprehension/Critical Literacy <ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot events</li> <li>• Author's message</li> </ul>	12
8.4 Literature	4
8.5 Research and Information	4
<b><i>Total Test</i></b>	<b>24</b>

## Grade 8 Reading

**Standard Measured**      **8.1 Vocabulary**

**Task Specification**      Use a variety of new terms and word constructions to demonstrate vocabulary and identify influence of word origin.

**Objective: Identify  
vocabulary**

**(8.1)**

**Total points possible: 4**

<b>4 points</b>	Identify the definitions of four words that illustrate abstract ideas.
<b>3 points</b>	Identify the definitions of three words that illustrate abstract ideas.
<b>2 points</b>	Identify the definitions of two words that illustrate abstract ideas.
<b>1 point</b>	Identify four words that describe everyday objects and school activities.
<b>Total points possible</b>	<b>4</b>

## Grade 8 Reading

**Standard Measured**      **8.3 Comprehension/Critical Literacy**

**Task Specification**      Answer basic comprehension questions about a text.

**Objective:**                      **(8.3)**

<b>Characters</b>	<b>Total points possible: 4</b>
<b>Plot events</b>	<b>Total points possible: 4</b>
<b>Author's message</b>	<b>Total points possible: 4</b>
<b>4 points</b>	Identify and answer questions about 2 major and 2 minor characters.
	Summarize at least 3 main events of a narrative.
	Explain a message that the author conveys in the passage.
<b>3 points</b>	Identify and answer questions about 2 major characters and 1 minor character.
	Summarize at least 2 main events of a narrative.
	Given choices, select two important messages of the passage.
<b>2 points</b>	Answer questions about a major and a minor character.
	Place 3 given plot events in the order they happened.
	Given choices, select one important message of the passage.
<b>1 point</b>	Identify a major character and answer a question about him/her.
	Identify a single plot event.
	Identify one message that relates to the passage.
<b>Total points possible</b>	<b>12</b>

## Grade 8 Reading

**Standard Measured**

**8.4 Literature**

**Task Specification**

The student will identify similarities and differences between story elements (characters, plot, mood, and setting) in two or more texts.

**Objective: Compare story elements from two or more texts**

**(8.4)**

**Total points possible: 4**

<b>4 points</b>	Identify two similarities and two differences between story elements in two texts.
<b>3 points</b>	Identify one similarity and one difference between story elements in two texts.
<b>2 points</b>	Identify two similar story elements in two texts.
<b>1 point</b>	Identify one story element that is similar in two texts.
<b>Total points possible</b>	<b>4</b>

## Grade 8 Reading

**Standard Measured**      **8.5 Research and Information**

**Task Specification**      Find information related to a personal interest identifying at least two sources of information.

**Objective: Research**      **(8.5)**      **Total points possible: 4**

<b>4 points</b>	Participate in a short interview to gain information and locate a variety of resources on a topic of personal interest.
<b>3 points</b>	Locate two sources of information about a topic of personal interest.
<b>2 points</b>	Locate one source of information about a topic of personal interest.
<b>1 point</b>	Use the cover, the illustrations, and key words from the text to help identify a source of information.
<b>Total points possible</b>	<b>4</b>

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**Grade 8 Writing**  
**Test Blueprint**  
**School Year 2011-2012**

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<b>Grade 8 Writing Standards</b>	<b>Pieces of Evidence Point Values</b>
8.1 Writing Process <ul style="list-style-type: none"> <li>• Exclamatory sentences</li> <li>• Compound sentences</li> </ul>	8
8.2 Modes and Forms of Writing	4
8.3 Grammar, Usage, and Mechanics	4
<b><i>Total Test</i></b>	16



## Grade 8 Writing

**Standard Measured**      **8.2 Modes and Forms of Writing**

**Task Specification**      Write a biographical or autobiographical story.

**Objective: Written communication**      **(8.2)**

**Total points possible: 4**

<b>4 points</b>	Write a short biography and autobiography.
<b>3 points</b>	Write a short biography or autobiography.
<b>2 points</b>	Outline a biography or autobiography.
<b>1 point</b>	Identify differences between a biography and autobiography.
<b>Total points possible</b>	<b>4</b>

## Grade 8 Writing

**Standard Measured**      **8.3 Grammar, Usage, and Mechanics**

**Task Specification**      Demonstrate correct use of Standard English in speaking and writing using nouns, pronouns, subjects, and verbs.

**Objective: Grammar**      **(8.3)**      **Total points possible: 4**

<b>4 points</b>	Identify errors in four sentences focusing on nouns, pronouns, subjects, and verbs. (One sentence for each type of error.)
<b>3 points</b>	Identify errors in three sentences.
<b>2 points</b>	Create a simple sentence and questions.
<b>1 point</b>	Create a simple sentence using beginning capitalization and ending punctuation.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 8 Science**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 8 Science Standards</b>	<b>Pieces of Evidence Point Values</b>
P8.1 Measure C8.2 Motion/Force	8
C8.3 Diversity and Adaptation of Organisms	4
P8.4 Interpret and Communicate C8.1 Properties/Chemical Change	8
P8.2 Classify C8.4 Structures and Forces of Earth	8
P8.3 Experiment C8.5 Earth's History	8
<b><i>Total Test</i></b>	<b>36</b>

**Grade 8 Science**

**Standard Measured**      **P8.1 Measure, C8.2 Motion/Force**

**Task Specification**      The student will measure objects, organisms, and/or events using SI units.

**Objective:**      **P8.1, C8.2**

**Measure (P8.1)**      **Total points possible: 4**

**Motion/force (C8.2)**      **Total points possible: 4**

<b>4 points</b>	Choose the appropriate tool to measure length using the appropriate S.I. unit.
	Predict motion and force on one object.
<b>3 points</b>	Measure length using the appropriate S.I. unit.
	Demonstrate how motion is related to force.
<b>2 points</b>	Identify the appropriate tool to measure length.
	Demonstrate what motion and force are.
<b>1 point</b>	Identify the differences in measurement such as length, volume, mass.
	Identify one motion and one force.
<b>Total points possible</b>	<b>8</b>

**Grade 8 Science**

**Standard Measured**      **C8.3 Diversity and Adaptation of Organisms**

**Task Specification**      The student will identify internal and external structures of organisms by likenesses and differences.

**Objective: Diversity and adaptation of organisms (C8.3)**

**C8.3**

**Total points possible: 4**

<b>4 points</b>	Compare and contrast internal and external structures of organisms.
<b>3 points</b>	Compare and contrast internal structures of organisms.
<b>2 points</b>	Identify an internal and external structure of an organism.
<b>1 point</b>	Identify an external structure of an organism.
<b>Total points possible</b>	<b>4</b>

## Grade 8 Science

**Standard Measured**      **P8.4 Interpret and Communicate,  
C8.1 Properties/Chemical Change**

**Task Specification**      The student will identify and apply data gained from a scientific investigation to accept/reject hypotheses and communicate procedures and explanations.

**Objective:**      **P8.4, C8.1**

<b>Interpret and communicate (P8.4)</b>	<b>Total points possible: 4</b>
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<b>Properties/chemical change (C8.1)</b>	<b>Total points possible: 4</b>
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	<b>4 points</b>	Evaluate data to develop reasonable explanations.
		Demonstrate and explain chemical change.
	<b>3 points</b>	Interpret data tables, line, bar, trend, and/or circle graphs.
		Describe differences between chemical change and physical change.
	<b>2 points</b>	Identify data tables, line, bar, trend, and circle graphs.
		Define chemical change.
	<b>1 point</b>	Identify a line, bar, or circle graph.
		Identify chemical reactions.
<b>Total points possible</b>		<b>8</b>

**Grade 8 Science**

**Standard Measured**      **P8.2 Classify, C8.4 Structures and Forces of Earth**

**Task Specification**      The student will describe the spheres of the earth (i.e., land, air, and water), the differences in properties when rock formations change to dirt.

**Objective:**      **P8.2, C8.4**

**Classify (P8.2)**      **Total points possible: 4**

**Structures and forces of the Earth (C8.4)**      **Total points possible: 4**

<b>4 points</b>	Identify the properties used to create a classification system and place objects, organisms, or events into a classification system.
	Describe differences in the spheres of the earth (i.e., land, water, air) and identify causes of rock formation.
<b>3 points</b>	Place objects, organisms, or events into a classification system.
	Describe the spheres of the earth (i.e., land, water, air) and the differences in properties when rock formations change.
<b>2 points</b>	Arrange objects, organisms, and events in serial order.
	Identify the spheres of the earth (i.e., land, water, air).
<b>1 point</b>	Identify an example of a classification system.
	Identify different rock formations.
<b>Total points possible</b>	<b>8</b>

**Grade 8 Science**

**Standard Measured**      **P8.3 Experiment, C8.5 Earth's History**

**Task Specification**      The student will identify local natural disasters and how they change the earth.

**Objective:**      **P8.3, C8.5**

**Experiment (P8.3)**      **Total points possible: 4**

**Earth's history (C8.5)**      **Total points possible: 4**

<b>4 points</b>	Design, conduct, and record results of a scientific investigation.
	Explain how global natural disasters have changed the earth (e.g., hurricanes, tsunamis).
<b>3 points</b>	Identify a testable hypothesis, variables, and/or controls in an experiment.
	Identify global natural disasters and compare with local natural disasters.
<b>2 points</b>	Record results of a scientific investigation.
	Identify the changes in Earth with the local and natural disasters.
<b>1 point</b>	Identify results of a scientific investigation.
	Identify local and natural disasters.
<b>Total points possible</b>	<b>8</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**Grade 8 United States History**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>Grade 8 United States History Standards</b>	<b>Pieces of Evidence Point Values</b>
8.3 Events Leading to the American Revolution	4
8.5 Preamble to the United States Constitution <ul style="list-style-type: none"> <li>• Bill of Rights</li> <li>• Preamble to the United States Constitution</li> </ul>	8
8.6 Slavery	4
8.9 Lifestyles of the Pioneers	4
8.10 Civil War	4
<b><i>Total Test</i></b>	24

## Grade 8 United States History

**Standard Measured**      **8.3 Events Leading to the American Revolution**

**Task Specification**      Identify or illustrate a critical event leading to the American Revolution (e.g., taxation without representation, the Boston Massacre, the Boston Tea Party, or the First Continental Congress).

**Objective: Events leading to the American Revolution (8.3)**

**Total points possible: 4**

<b>4 points</b>	Identify text about AND illustrate ONE critical event LEADING TO the American Revolution.
<b>3 points</b>	Identify text about OR illustrate ONE critical event LEADING TO the American Revolution.
<b>2 points</b>	Identify text about OR recognize an illustration of ONE historical event OF the American Revolution.
<b>1 point</b>	Identify text about OR recognize an illustration of ONE historical event of American history that occurred BEFORE OR DURING the American Revolution.
<b>Total points possible</b>	<b>4</b>



## Grade 8 United States History

**Standard Measured**      **8.6 Slavery**

**Task Specification**      Identify or illustrate the life circumstances of slaves.

**Objective: Slavery**      **(8.6)**      **Total points possible: 4**

<b>4 points</b>	Identify OR illustrate THREE characteristics about the life of slaves.
<b>3 points</b>	Identify OR illustrate TWO characteristics about the life of slaves.
<b>2 points</b>	Identify OR illustrate ONE characteristic of slavery.
<b>1 point</b>	Identify ONE illustration about slavery.
<b>Total points possible</b>	<b>4</b>

## Grade 8 United States History

**Standard Measured**      **8.9 Lifestyles of the Pioneers**

**Task Specification**      Distinguish between the lifestyle of the pioneers and today.

**Objective: Lifestyles of  
the pioneers**

**(8.9)**

**Total points possible: 4**

<b>4 points</b>	Compare TWO characteristics of pioneers to TWO characteristic of people today.
<b>3 points</b>	Compare ONE characteristic of pioneers to ONE characteristic of people today.
<b>2 points</b>	Identify ONE characteristic of the lifestyle of a pioneer.
<b>1 point</b>	Identify the term "Pioneer" OR identify ONE object used by pioneers.
<b>Total points possible</b>	<b>4</b>

## Grade 8 United States History

**Standard Measured**      **8.10 Civil War**

**Task Specification**      Explore the differences between the North and the South leading up to the Civil War.

**Objective: Civil War**      **(8.10)**      **Total points possible: 4**

<b>4 points</b>	Identify THREE differences between the North and the South during the period leading up to the Civil War.
<b>3 points</b>	Identify TWO differences between the North and the South during the period leading up to the Civil War.
<b>2 points</b>	Identify ONE characteristic of the North AND ONE characteristic of the South during the period leading up to the Civil War.
<b>1 point</b>	Identify ONE characteristic of the North OR ONE characteristic of the South during the period leading up to the Civil War.
<b>Total points possible</b>	<b>4</b>

# End of Instruction (EOI)

**Algebra I**

**Algebra II**

**Geometry**

**English II**

**English III**

**Biology**

**U.S. History**

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)

Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction Algebra I**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction Algebra I Standards</b>	<b>Pieces of Evidence Point Values</b>
A.1 Number Sense and Algebraic Operations <ul style="list-style-type: none"> <li>• Dependent and independent variables</li> </ul>	4
A.1 Number Sense and Algebraic Operations <ul style="list-style-type: none"> <li>• Relationships in data</li> </ul>	4
A.2 Relations and Functions	4
A.3 Data Analysis, Probability, and Statistics	4
<b><i>Total Test</i></b>	<b>16</b>

## EOI Algebra I

**Standard Measured**      **A.1 Number Sense and Algebraic Operations**

**Task Specification**      The student will identify dependent and independent variables.

**Objective: Dependent and independent variables**      **(A.1)**      **Total points possible: 4**

<b>4 points</b>	Identify the difference between the dependent and the independent variable in a problem.
<b>3 points</b>	Identify dependent and independent variables.
<b>2 points</b>	Recognize two variables in a given word problem.
<b>1 point</b>	Identify a variable.
<b>Total points possible</b>	<b>4</b>

## EOI Algebra I

**Standard Measured**      **A.1 Number Sense and Algebraic Operations**

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**Task Specification**      The student will use numbers to describe the relationship in a set of data.

**Objective: Relationships in data**      **(A.1)**      **Total points possible: 4**

<b>4 points</b>	Use a formula to solve a problem.
<b>3 points</b>	Use numbers to describe the relationship in a set of data.
<b>2 points</b>	Recognize relationships in a set of data.
<b>1 point</b>	Identify a set of data.
<b>Total points possible</b>	<b>4</b>

## EOI Algebra I

**Standard Measured**      **A.2 Relations and Functions**

**Task Specification**      The student will translate word phrases or sentences into expressions.

**Objective: Equations**      **(A.2)**      **Total points possible: 4**

<b>4 points</b>	The student will evaluate expressions.
<b>3 points</b>	The student will translate word phrases or sentences into expressions.
<b>2 points</b>	The student will identify different parts of an expression and identify the different terms and operations.
<b>1 point</b>	The student will identify the words for addition, subtraction, multiplication, and division in an expression.
<b>Total points possible</b>	<b>4</b>

## EOI Algebra I

**Standard Measured**      **A.3 Data Analysis, Probability, and Statistics**

**Task Specification**      The student will collect and display data involving two variables on a graph.

**Objective: Data**      **(A.3)**      **Total points possible: 4**

<b>4 points</b>	The student will collect and display data involving two variables on a graph and make predictions based on the data collected.
<b>3 points</b>	The student will collect and display data involving two variables on a graph.
<b>2 points</b>	The student will identify changes in a graph involving two variables.
<b>1 point</b>	The student will identify different types of graphs.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction Algebra II**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction Algebra II Standards</b>	<b>Pieces of Evidence Point Values</b>
All.1 Number Sense and Algebraic Operations	4
All.2 Relations and Functions	4
All.3 Data Analysis, Probability, and Statistics	4
<i><b>Total Test</b></i>	12

## EOI Algebra II

**Standard Measured**      **AII.1 Number Sense and Algebraic Operations**

**Task Specification**      The student will multiply and divide monomials with same bases.

**Objective: Algebraic expressions**      **(AII.1)**      **Total points possible: 4**

<b>4 points</b>	The student will identify and apply the rules of multiplying and dividing monomials with the same bases.
<b>3 points</b>	The student will multiply and divide monomials with the same bases.
<b>2 points</b>	The student will identify exponential expressions that have the same and different bases.
<b>1 point</b>	The student will identify the base and exponent of an exponential expression.
<b>Total points possible</b>	<b>4</b>

## EOI Algebra II

**Standard Measured**      **All.2 Relations and Functions**

**Task Specification**      The student will use graphs to answer questions about situations modeled by equations.

**Objective: Graphs**      **(All.2)**      **Total points possible: 4**

<b>4 points</b>	The student will use graphs to make inferences and predictions about situations modeled by equations.
<b>3 points</b>	The student will use graphs to answer questions about situations modeled by equations.
<b>2 points</b>	The student will use graphs to model a situation.
<b>1 point</b>	The student will identify an increase or decrease in a graph.
<b>Total points possible</b>	<b>4</b>

## EOI Algebra II

**Standard Measured**

**All.3 Data Analysis, Probability, and Statistics**

**Task Specification**

The student will collect data involving two variables and display the data on a scatterplot.

**Objective: Data**

**(All.3)**

**Total points possible: 4**

<b>4 points</b>	The student will collect data involving two variables and display the data on a scatterplot and make inferences and predictions based on this data.
<b>3 points</b>	The student will collect data involving two variables and display the data on a scatterplot.
<b>2 points</b>	The student will collect data involving two variables.
<b>1 point</b>	The student will identify changes in data on a scatterplot.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction Geometry**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction Geometry Standards</b>	<b>Pieces of Evidence Point Values</b>
G.1 Logical Reasoning	4
G.2 Properties of Two-Dimensional Figures	4
G.3 Triangles and Trigonometric Ratios	4
G.5 Coordinate Geometry	4
<i>Total Test</i>	16

## EOI Geometry

**Standard Measured**      **G.1 Logical Reasoning**

**Task Specification**      The student will use deductive reasoning to follow logical arguments.

**Objective: Deductive reasoning**

**(G.1)**

**Total points possible: 4**

<b>4 points</b>	Use deductive reasoning to identify logical/illogical arguments.
<b>3 points</b>	Use deductive reasoning to follow logical arguments.
<b>2 points</b>	Draw conclusions based on given information.
<b>1 point</b>	Recognize if/then statements.
<b>Total points possible</b>	<b>4</b>

## EOI Geometry

**Standard Measured**      **G.2 Properties of Two-Dimensional Figures**

**Task Specification**      The student will identify the properties of two-dimensional figures.

**Objective: Two-dimensional figures**

**(G.2)**

**Total points possible: 4**

<b>4 points</b>	Apply the properties of two-dimensional figures to identify the side length, perimeter, or circumference.
<b>3 points</b>	Identify the properties of two-dimensional figures.
<b>2 points</b>	Identify circumference.
<b>1 point</b>	Identify perimeter.
<b>Total points possible</b>	<b>4</b>

## EOI Geometry

**Standard Measured**      **G.3 Triangles and Trigonometric Ratios**

**Task Specification**      The student will identify the two legs and the hypotenuse of a right triangle.

**Objective: Pythagorean Theorem**      **(G.3)**      **Total points possible: 4**

<b>4 points</b>	Use the lengths of the 3 sides of a triangle and the Pythagorean Theorem to verify whether or not the triangle is a right triangle.
<b>3 points</b>	Identify the two legs and the hypotenuse of a right triangle.
<b>2 points</b>	Classify triangles using lengths of sides (e.g., equilateral, isosceles, scalene) and types of angles (e.g., equiangular, right, acute, obtuse).
<b>1 point</b>	Identify different types of triangles.
<b>Total points possible</b>	<b>4</b>



**Oklahoma School Testing Program  
Oklahoma Alternate Assessment Program Portfolio  
End-of-Instruction English II Reading  
Test Blueprint  
School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction English II Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
EII.1 Vocabulary	4
EII.3 Comprehension/Critical Literacy	4
EII.4 Literature	4
EII.5 Research and Information <ul style="list-style-type: none"> <li>• Gathering Information</li> <li>• Locate Resources</li> </ul>	8
<i>Total Test</i>	20

**EOI English II Reading**

**Standard Measured**      **English II.1 Vocabulary**

**Task Specification**      Identify figurative language.

**Objective: Figurative language**

**(Eng II.1)**

**Total points possible: 4**

<b>4 points</b>	Use context to determine meaning of figurative language in a story.
<b>3 points</b>	Identify familiar metaphors.
<b>2 points</b>	Explain pictures or situations that illustrate simple similes.
<b>1 point</b>	Identify similes.
<b>Total points possible</b>	<b>4</b>

## EOI English II Reading

**Standard Measured**

**English II.3 Comprehension/Critical Literacy**

**Task Specification**

Justify answers to basic comprehension questions about the cause/effect, main idea, characters, and events using text or pictures to support comprehension.

**Objective: Justify  
answers**

**(Eng II.3)**

**Total points possible: 4**

<b>4 points</b>	Make inferences about main ideas, events, and characters within a text or passage.
<b>3 points</b>	Answer four basic comprehension questions about cause/effect, main-idea, characters, and events.
<b>2 points</b>	Answer three basic comprehension questions about cause/effect, main-idea, characters, and events.
<b>1 point</b>	Answer two basic comprehension questions.
<b>Total points possible</b>	<b>4</b>

**EOI English II Reading**

**Standard Measured**      **English II.4 Literature**

**Task Specification**      Identify similarities and differences between literary elements (setting, character, plot) in two or more genres.

**Objective: Literary elements**      **(Eng II.4)**      **Total points possible: 4**

<b>4 points</b>	Identify two difference and two similarities in the literary elements that are present in two or more genres.
<b>3 points</b>	Identify one difference and two similarities in the literary elements present in two or more genres.
<b>2 points</b>	Identify at least two similarities in literary elements present in two genres.
<b>1 point</b>	Identify one similarity in a literary element used in two genres.
<b>Total points possible</b>	<b>4</b>

**EOI English II Reading**

**Standard Measured**

**English II.5 Research and Information**

**Task Specification**

Locate resources, gain information by conducting a short interview, and extend the idea into a narrative story or specific topic.

**Objective:**

**(EII.5)**

**Gathering information**

**Total points possible: 4**

**Locate resources**

**Total points possible: 4**

<b>4 points</b>	Analyze information from an interview.
	Identify the use of glossary, index, and table of contents in various media to locate information.
<b>3 points</b>	Conduct a short interview to gain information.
	Locate a variety of resources on topic.
<b>2 points</b>	Develop interview questions.
	Identify resources to use.
<b>1 point</b>	Select a topic.
	Select a topic.
<b>Total points possible</b>	<b>8</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction English II Writing**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction English II Writing Standards</b>	<b>Pieces of Evidence Point Values</b>
EII.1 Writing Process	4
EII.2 Modes and Forms of Writing	4
EII.3 Grammar, Usage, and Mechanics <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Written language</li> </ul>	8
<i>Total Test</i>	16

## EOI English II Writing

**Standard Measured**

**English II W.1 Writing Process**

**Task Specification**

The student will be able to extend an idea into a narrative story or specific topic using transition and sequence.

**Objective: Transition and  
sequence  
words**

**(Eng II W.1)**

**Total points possible: 4**

<b>4 points</b>	Extend an idea into a narrative or essay.
<b>3 points</b>	Identify words, pictures, or objects to convey a specific meaning using transition and sequence words.
<b>2 points</b>	Identify transition and sequence words.
<b>1 point</b>	Identify the transition word in a sentence.
<b>Total points possible</b>	<b>4</b>

## EOI English II Writing

**Standard Measured**

**English II W.2 Modes and Forms of Writing**

**Task Specification**

The student will write a biographical or autobiographical story that provides at least two facts about the person to show the person's qualities.

**Objective: Biographies and autobiographies**

**(Eng II W.2)**

**Total points possible: 4**

<b>4 points</b>	Write a biographical and autobiographical story, identifying similarities/differences among the stories.
<b>3 points</b>	Write a biographical or autobiographical story that provides at least two facts about the person to show the person's qualities.
<b>2 points</b>	Create a biographical or autobiographical story.
<b>1 point</b>	Identify information relevant to writing a biographical or autobiographical story.
<b>Total points possible</b>	<b>4</b>

## EOI English II Writing

**Standard Measured**      **English II W.3 Grammar, Usage, and Mechanics**

**Task Specification**      The student will demonstrate correct use of English in speaking and writing using nouns, pronouns, verbs, subject verb agreement and adjectives, and mechanics of written language.

**Objective:**      **(Eng II W.3)**

**Parts of speech**      **Total points possible: 4**

**Mechanics of written language**      **Total points possible: 4**

<b>4 points</b>	Identify parts of speech in two sentences.
	Create simple sentences and questions utilizing correct mechanics of written language.
<b>3 points</b>	Identify parts of a speech in a sentence.
	Demonstrate correct mechanics of written language.
<b>2 points</b>	Identify a noun, a verb, and an adjective.
	Identify two mechanics of written language.
<b>1 point</b>	Identify a noun or a verb.
	Identify one mechanic of written language.
<b>Total points possible</b>	<b>8</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction English III Reading**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction English III Reading Standards</b>	<b>Pieces of Evidence Point Values</b>
EIII.1 Vocabulary	4
EIII.2 Comprehension/Critical Literacy	4
EIII.3 Literature	4
EIII.4 Research and Information	4
<i><b>Total Test</b></i>	16

**EOI English III Reading**

**Standard Measured**

**English III.1 Vocabulary**

**Task Specification**

Use context to determine meanings of words and phrases.

**Objective: Word meanings**

**(Eng III.1)**

**Total points possible: 4**

<b>4 points</b>	Identify the meanings of four words in a multi-paragraph text.
<b>3 points</b>	Identify the meanings of three words in a paragraph.
<b>2 points</b>	Identify the meanings of two words in two sentences.
<b>1 point</b>	Identify the meaning of a word in a sentence.
<b>Total points possible</b>	<b>4</b>

**EOI English III Reading**

**Standard Measured**

**English III.2 Comprehension/Critical Literacy**

**Task Specification**

Summarize text using a variety of graphic organizers to increase reading comprehension.

**Objective: Summarize text**

**(Eng III.2)**

**Total points possible: 4**

<b>4 points</b>	Create a graphic organizer to summarize text.
<b>3 points</b>	Summarize text using two graphic organizers.
<b>2 points</b>	Summarize text using simple vocabulary and diagrams.
<b>1 point</b>	Summarize text using pictures.
<b>Total points possible</b>	<b>4</b>

**EOI English III Reading**

**Standard Measured**      **English III.3 Literature**

**Task Specification**      Identify a variety of literary forms and compare text for literary elements (setting, character, plot) from various genres.

**Objective: Literary forms**      **(Eng III.3)**      **Total points possible: 4**

<b>4 points</b>	Identify at least three literary forms and compare texts for similarities and differences in literary elements.
<b>3 points</b>	Identify at least two literary forms and compare text for similarities and differences in literary elements.
<b>2 points</b>	Identify two similarities in literary elements used in two genres.
<b>1 point</b>	Identify one similarity in a literary element used in two genres.
<b>Total points possible</b>	<b>4</b>

## EOI English III Reading

**Standard Measured**      **English III.4 Research and Information**

**Task Specification**      The student will identify and use the index, glossary, and table of contents in various media, including the internet, to locate information.

**Objective: Accessing  
information**

**(Eng III.4)**

**Total points possible: 4**

<b>4 points</b>	Communicate gathered information for a specific purpose.
<b>3 points</b>	The student will identify and use the index, glossary, and table of contents in various media to locate information.
<b>2 points</b>	Identify the index, glossary, or table of contents in various media.
<b>1 point</b>	Identify parts of reference materials.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction English III Writing**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction English III Writing Standards</b>	<b>Pieces of Evidence Point Values</b>
EIII.1 Writing Process	4
EIII.2 Modes and Forms of Writing	4
EIII.3 Grammar, Usage, and Mechanics	4
<i><b>Total Test</b></i>	12

## EOI English III Writing

**Standard Measured**

**English III W.1 Writing Process**

**Task Specification**

Use graphic organizers to develop writing skills, such as: organizing ideas, planning and building a narrative, and adding details.

**Objective: Graphic  
organizers**

**(Eng III W.1)**

**Total points possible: 4**

<b>4 points</b>	Use graphic organizer to build a narrative and add details.
<b>3 points</b>	Use a graphic organizer to arrange ideas for writing a narrative.
<b>2 points</b>	Add ideas to a partially completed graphic organizer.
<b>1 point</b>	Identify a graphic organizer.
<b>Total points possible</b>	<b>4</b>

## EOI English III Writing

**Standard Measured**

**English III W.2 Modes and Forms of Writing**

**Task Specification**

The student will fill out a job application.

**Objective: Job application**

**(Eng III W.2)**

**Total points possible: 4**

<b>4 points</b>	Completely fill out job application.
<b>3 points</b>	Insert personal information on a job application.
<b>2 points</b>	Identify three sections of a job application.
<b>1 point</b>	Identify a job application.
<b>Total points possible</b>	<b>4</b>

**EOI English III Writing**

**Standard Measured**      **English III W.3 Grammar, Usage, and Mechanics**

**Task Specification**      Create simple and compound sentences and questions.

**Objective: Grammar**      **(Eng III W.3)**      **Total points possible: 4**

<b>4 points</b>	Create two compound sentences and a question.
<b>3 points</b>	Create one simple sentence, one compound sentence, and a simple question about the same topic.
<b>2 points</b>	Identify a simple sentence and a compound sentence.
<b>1 point</b>	Identify one simple and one compound sentence.
<b>Total points possible</b>	<b>4</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction Biology**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction Biology Standards</b>	<b>Pieces of Evidence Point Values</b>
P1 Observe and Measure C5 Organ Systems	8
P4 Interpret/Communicate C2 Molecular Basis of Heredity	8
P2 Classify C3 Biological Diversity	8
P5 Model C4 Interdependence of Organisms	8
P3 Experiment C1 Cells	8
<b><i>Total Test</i></b>	40

## EOI Biology

**Standard Measured**      **P1.0 Observe and Measure, C5.0 Classify**

**Task Specification**      The student will indicate the function of organ systems.

**Objective:**      **P1.0, C5.0**

**Observe & measure (P1.0)**      **Total points possible: 4**

**Organ systems (C5.0)**      **Total points possible: 4**

<b>4 points</b>	Identify changes in cells, organisms, populations, and ecosystems given conditions before and after an event.
	Compare/contrast the function of at least two organ systems.
<b>3 points</b>	Use appropriate tools and SI units and prefixes when measuring cells, organisms, populations, and ecosystems.
	Indicate the functions of two organ systems.
<b>2 points</b>	Identify organisms using appropriate tools.
	Indicate the function of an organ system.
<b>1 point</b>	Observe organisms.
	Identify a system.
<b>Total points possible</b>	<b>8</b>

## EOI Biology

**Standard Measured**      **P4.0 Interpret/Communicate,**  
**C2.0 Molecular Basis of Heredity**

**Task Specification**      The student will identify the similarities and differences in appearance between parents and offspring.

**Objective:**      **P4.0, C2.0**

<b>Interpret/communicate (P4.0)</b>	<b>Total points possible: 4</b>
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<b>Molecular basis of heredity (C2.0)</b>	<b>Total points possible: 4</b>
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<b>4 points</b>	Evaluate a graph or chart from collected data.
	Explain that DNA determines characteristics of organisms.
<b>3 points</b>	Create an appropriate graph or chart from collected data.
	Compare and contrast appearances between parents and offspring.
<b>2 points</b>	Record data from a scientific investigation.
	Recognize that parents create offspring.
<b>1 point</b>	Identify data used in a scientific investigation.
	Match parents to offspring.
<b>Total points possible</b>	<b>8</b>

## EOI Biology

**Standard Measured**      **P2.0 Classify, C3.0 Biological Diversity**

**Task Specification**      The student will classify organisms into plant or animal kingdoms.

**Objective:**      **P2.0, C3.0**

**Classify (P2.0)**      **Total points possible: 4**

**Biological Diversity (C3.0)**      **Total points possible: 4**

<b>4 points</b>	Compare and Contrast the properties by which a biological classifications system is based.
	Compare and contrast the internal structures of animals and plants and classify them into plant or animal kingdoms.
<b>3 points</b>	Create a biological classification system.
	Classify organisms into plant or animal kingdoms based upon structural differences and similarities.
<b>2 points</b>	Identify the properties of a classification system.
	Identify characteristic differences between plants and animals.
<b>1 point</b>	Arrange objects, organisms, and events in serial order.
	Observe a plant and an animal.
<b>Total points possible</b>	<b>8</b>

## EOI Biology

**Standard Measured**      **P5.0 Model, C4.0 Interdependence of Organisms**

**Task Specification**      The student will describe the life cycle of a plant and animal.

**Objective:**      **P5.0, C4.0**

<b>Model (P5.0)</b>	<b>Total points possible: 4</b>
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<b>Interdependence of organisms (C4.0)</b>	<b>Total points possible: 4</b>
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	<b>4 points</b>	Select predictions based upon an animal life cycle and a plant life cycle.
		Explain how organisms compete and cooperate in ecosystems.
	<b>3 points</b>	Sequence the life cycles of both plants and animals.
		Identify examples of how organisms compete and cooperate in ecosystems.
	<b>2 points</b>	Identify sequences based on models.
		Identify how one animal depends upon another.
	<b>1 point</b>	Observe a life cycle.
		Observe nurturing in animals.
<b>Total points possible</b>		<b>8</b>

## EOI Biology

**Standard Measured**      **P3.0 Experiment, C1.0 Cells**

**Task Specification**      The student will use mathematics to show relationships and evaluate the design of a biology laboratory investigation and identify that cells are necessary to keep organisms alive.

**Objective:**      **P3.0, C1.0**

<b>Experiment (P3.0)</b>	<b>Total points possible: 4</b>
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<b>Cells (C1.0)</b>	<b>Total points possible: 4</b>
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	<b>4 points</b>	Evaluate and defend the design of a biological investigation given three choices.
		Describe how the functions of a cell work together.
	<b>3 points</b>	Analyze the design of a biological investigation given two choices.
		Identify the functions of at least three parts of a cell.
	<b>2 points</b>	Identify a testable hypothesis, variables, or controls in a biological investigation.
		Identify the different parts of a cell.
	<b>1 point</b>	Record results of a scientific investigation.
		Observe a cell under the microscope and draw or find a picture of what it looks like.
<b>Total points possible</b>		<b>8</b>

**Oklahoma School Testing Program**  
**Oklahoma Alternate Assessment Program Portfolio**  
**End-of-Instruction United States History**  
**Test Blueprint**  
**School Year 2011-2012**

The Test Blueprint reflects the degree to which each Curriculum Access Resource Guide - Alternate (CARG-A) standard is represented on the assessment. The overall distribution of standards is as follows:

<b>End-of-Instruction United States History Standards</b>	<b>Pieces of Evidence Point Values</b>
US.2 Industrial Revolution	4
US.3 Causes of World War I	4
US.4 Events in the U.S. in the era between the World Wars <ul style="list-style-type: none"> <li>• Automobiles</li> <li>• Electricity</li> </ul>	8
US.5 World War II <ul style="list-style-type: none"> <li>• Pearl Harbor</li> <li>• Holocaust</li> <li>• Major Powers of WWII</li> </ul>	12
US.6 United States Since World War II	4
<b><i>Total Test</i></b>	32

## EOI United States History

**Standard Measured**

**US.2 Industrial Revolution**

**Task Specification**

Identify major technological advances/inventions and reasons for U.S. immigration during the industrial revolution.

**Objective: Industrial Revolution**

**(US.2)**

**Total points possible: 4**

<b>4 points</b>	Identify TWO major technological advances AND TWO reasons for U.S. immigration DURING the industrial revolution.
<b>3 points</b>	Identify ONE major technological advance/invention AND ONE reason for U.S. immigration DURING the industrial revolution.
<b>2 points</b>	Identify ONE reason people immigrated to the United States OR identify ONE major technological advance/invention OF the industrial revolution.
<b>1 point</b>	Identify ONE group that immigrated to the United States OR identify ONE technological advance/invention DURING OR BEFORE the industrial revolution.
<b>Total points possible</b>	<b>4</b>

**EOI United States History**

**Standard Measured**      **US.3 Causes of World War I**

**Task Specification**      Identify the causes of WWI.

**Objective: Causes of World War I (US.3)**

**Total points possible: 4**

<b>4 points</b>	Identify THREE causes of World War I.
<b>3 points</b>	Identify TWO causes of World War I.
<b>2 points</b>	Identify TWO facts about World War I.
<b>1 point</b>	Identify ONE fact about World War I.
<b>Total points possible</b>	<b>4</b>



## EOI United States History

<b>Standard Measured</b>	<b>US.5 World War II</b>		
<b>Task Specification</b>	Identify the major powers involved in World War II (Germany, Soviet Union, Italy, Japan, Great Britain) and identify the significance of Pearl Harbor and of the Holocaust.		
<b>Objective:</b>	<b>(US.5)</b>		
<b>Pearl Harbor</b>	<b>Total points possible: 4</b>		
<b>Holocaust</b>	<b>Total points possible: 4</b>		
<b>Major powers of WWII</b>	<b>Total points possible: 4</b>		
<b>4 points</b>	Identify ONE cause AND ONE effect of the bombing of Pearl Harbor during World War II.		
	Identify ONE cause and ONE effect of the Holocaust.		
	Identify FOUR or more major powers/countries involved in World War II.		
	<b>3 points</b>	Identify TWO facts relating to Pearl Harbor during World War II.	
		Identify TWO facts relating to the Holocaust.	
	<b>2 points</b>	Identify THREE major powers/countries involved in World War II.	
		Identify event that occurred at Pearl Harbor on December 7, 1941.	
	<b>1 point</b>	Identify ONE fact relating to the Holocaust.	
		Identify TWO major powers/countries involved in World War II.	
		Identify the war during which Pearl Harbor was attacked.	
	<b>1 point</b>	Identify the war during which the Holocaust occurred.	
		Identify ONE major power/country involved in World War II.	
<b>Total points possible</b>	<b>12</b>		

**EOI United States History**

**Standard Measured**      **US.6 United States Since World War II**

**Task Specification**      Identify the significance of Martin Luther King, Jr., Rosa Parks, and the main goal of the Civil Rights Movement.

**Objective: Civil Rights movement**      **(US.6)**      **Total points possible: 4**

<b>4 points</b>	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify ONE goal of the Civil Rights Movement AND ONE success of the Civil Rights Movement.
<b>3 points</b>	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify the main goal of the Civil Rights Movement.
<b>2 points</b>	Identify Martin Luther King, Jr. OR Rosa Parks.
<b>1 point</b>	Identify ONE goal of the Civil Rights movement.
<b>Total points possible</b>	<b>4</b>







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