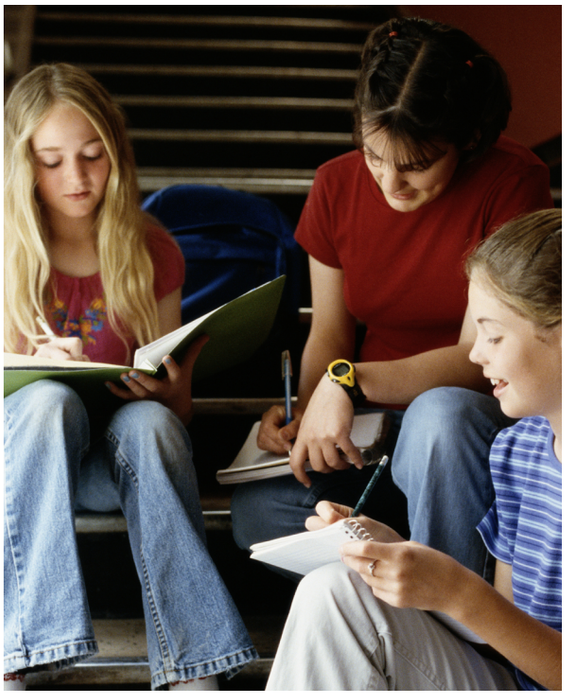
Oklahoma School Testing Program



2012–2013
Test Interpretation Manual

Oklahoma Core Curriculum Tests and Oklahoma Modified Alternate Assessment Program

End-of-Instruction (EOI)

2704118001

OKLAHOMA STATE DEPARTMENT OF EDUCATION
JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

2704118

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Purpose of the Test Interpretation Manual

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

- ❑ Overview of the EOI OCCT and OMAAP
- ❑ Definitions of terms and concepts appearing on the score reports
- ❑ Samples of the major score reports (using simulated data)
- ❑ Descriptions of the content covered in each subject test and the associated performance levels
- ❑ Descriptions of the Oklahoma Performance Index (OPI)
- ❑ Suggestions for using the results at the student, class, school, district, and state levels

History of the Oklahoma School Testing Program (OSTP)

Almost two decades ago, the Oklahoma State Department of Education (SDE), educators, and many Oklahomans from across the state talked about public education in Oklahoma, set a vision, and developed exemplary state curriculum standards and a testing program to measure student achievement relative to those standards. During the 1993–94 school year, committees of Oklahoma educators established *Priority Academic Student Skills (PASS)* as the set of academic skills and knowledge public school students are expected to master at each grade level. *PASS* now comes under the umbrella of all state standards entitled *Oklahoma C^3 Standards—C^3* standing for college, career, and citizen ready.

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. Beginning with the freshman class of 2008–2009, Oklahoma students are required to show mastery in Algebra I, English II, and two of the other five EOI tests in order to graduate from high school. To demonstrate mastery, the student shall attain at least a Proficient/Satisfactory score on the end-of-instruction criteria. Students who do not attain at least a Proficient/Satisfactory score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test up to three times each calendar year or will be allowed to substitute approved alternate tests in order to meet this requirement. School districts shall report the student's performance levels on the end-of-instruction tests on the student's high school transcript.

Oklahoma stakeholders are active participants in the development of test items. Each year, test items are reviewed and approved by committees of teachers from across the state and by SDE representatives. CTB/McGraw-Hill and SDE representatives then review the performance of the test items and make final recommendations for placement in the item pool for future use on tests.

OCCT scores are intended for criterion-referenced interpretations that involve comparing an individual's performance in an achievement domain to the expected competencies. The focus is on measuring a student's achievement with respect to *Oklahoma C^3 Standards.*

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The OMAAP was developed for students for whom the Oklahoma Alternate Assessment Program (OAAP), which are portfolio assessments, and the regular OCCT assessments are inappropriate. The first operational administration of the OMAAP occurred in the spring of 2007.

OCCT and OMAAP Components and Concepts

This section describes the key components and concepts that ensure the validity and reliability of the OCCT and OMAAP programs, as well as the reports that are produced. Performance Level Descriptors, OPI scores, and additional components and concepts relevant to OCCT and OMAAP are described in the following section.

Oklahoma C³ Standards: The purpose of the OCCT and OMAAP is to obtain information about the performance of Oklahoma students to ensure they meet high academic standards and to evaluate the success of the core curriculum as presented in the *Oklahoma C³ Standards*. *Oklahoma C³ Standards* are the basis for the development of the OMAAP. These skills are grouped into standards, with specific objectives detailed for each standard.

The Oklahoma SDE's Web site provides all *Oklahoma C³* standards and objectives for each grade and each subject along with many additional resources about the OCCTs. See page 51 for the list of modifications to the OMAAP.

Item Response Theory and the Oklahoma Performance Index (OPI) Scale Score: Item Response Theory (IRT) is a modern approach to test scoring that is based on the idea that a correct answer to a test item is a function of both the item and the ability of the student. For OCCT, one advantage of using IRT is that it can provide information about guessing, the difficulty of the item, and how well the item discriminates among students with different abilities. Since test forms vary in difficulty from one administration to another, raw scores cannot be compared directly.

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

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

The OCCT and OMAAP assessments are designed to assess the *Oklahoma C^3* frameworks for a wide range of abilities. The cut scores for these assessments are established through a content-based judgment process where committees are asked to make judgments mapping expectations of student performance to performance on a range of items. When making these judgments, committee members do not consider percent correct; they only match expectations of student performance to the knowledge, skills, and ability assessed by the items. As a result, scoring in the Advanced performance level does not necessarily mean students scored a percent correct of 91 percent or higher; it means they have mastered the content expected of an Advanced student.

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

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

Criterion-Referenced Test	Norm-Referenced Test
• Covers a delimited domain of learning tasks with a relatively large number of items measuring each specific task.	• Focuses on a large domain of learning tasks with a few items measuring each specific task.
• Focuses on describing learning tasks students can perform.	• Focuses on discriminating among students in relation to relative level of learning.
• Test constructors typically try to match the difficulty of an item to learning tasks.	• Test constructors prefer items of average difficulty and typically omit very easy and very hard items.
• Interpretation of a CRT requires a clearly defined group.	• Interpretation of an NRT requires a clearly defined achievement domain.

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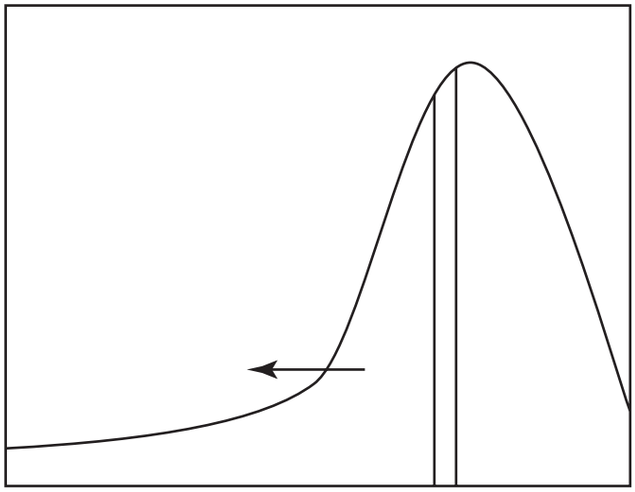
Median: The median is the middle score in a set of ordered scores. It is the most accurate measurement of central tendency in a distribution of scores that are skewed toward a criterion rather than distributed according to a normal curve. As the median resists the effect of skewness in a criterion-referenced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



MEAN VS MEDIAN

20	40	40	50	50	55	55

Mean = 44.3
Median = 50

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

Standard/Objective Obtained Score and Percentage: Reports include the obtained score and the corresponding percentage for each OCCT and OMAAP standard with six or more items and each OCCT objective with four or more items. Reporting of the obtained standard/objective score provides diagnostic information to teachers, parents, and students regarding the strengths and weaknesses of the student in a given content area. For OCCT obtained score reporting, if a student answered three out of four items in one objective correctly, three would be reported as the obtained score and 75 percent as the corresponding percentage. For OCCT and OMAAP obtained score reporting, if a student answered four out of six items in one standard correctly, four would be reported as the obtained score and 67 percent as the corresponding percentage. **Note:** Because the number of items at the standard/objective level and their characteristics vary from year to year, obtained scores across different test forms are not directly comparable. Similarly, obtained scores aggregated at the school or district level should not be compared across years.

OPI Score: The Oklahoma Performance Index (OPI) is a scaled score resulting from the mathematical transformation of the number-correct scoring. There is a one-to-one relationship between the raw-score and the OPI score; for each raw-score there is a corresponding OPI score. These scaled scores are used to report an objective measure of achievement within a given subject area and to place students in one of the four performance levels. OPI scores are useful for comparing student scores for the same grade and subject area from year to year. OPI scores cannot be used to accurately compare scores across grades (e.g., fourth grade to fifth grade) or to compare scores across subject areas. Instead, it is the student's performance-level placement that can be used to make these kinds of comparisons.

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OPI scores for the OMAAP assessments are reported on a scale from 100 to 350. OPI scores for the OCCT EOI assessment range from 440 to 999. OPI scores are reported on a scale because tests have different questions from one year to the next, causing a test to be slightly more or less difficult than the previous year, although an effort is made to maintain similar form difficulty levels across years. OPI scores take into account differences in difficulty and report scores on a common scale so that OPI scores mean the same thing from year to year. For example, students one year may need to answer 16 questions correctly to obtain an OPI score of 250. If the test the next year is a little more difficult, students may need to answer only 15 questions correctly to obtain the same 250 OPI score. This way, scores for groups of students can be accurately compared from one year to the next using OPI scores. The processes and formulas used to produce these scale scores can be found in the OCCT and OMAAP Technical Manuals located at ok.gov/sde/accountability-state-testing-results.

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

Performance Level Descriptors: These are written statements describing performance levels in terms of what students have learned and can do. (Performance level descriptors for the OCCT and OMAAP are documented elsewhere in this manual.) These statements give meaning to the score by linking the skills being measured to expected outcomes. Descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient, Limited Knowledge, Unsatisfactory. The Performance Level Descriptors were developed by panels of Oklahoma educators and approved by the Oklahoma State Board of Education. The No Child Left Behind Act (NCLB) mandates that states define levels of performance on statewide assessments. These descriptors appear on the Oklahoma SDE Web site at www.ok.gov/sde.

Test Forms, Raw Scores, and Performance Levels—A Caution: During some test administrations, more than one operational form of a test may be used. The set of operational forms can include equivalent forms, Braille forms, retest forms, and more than one core form. Although CTB/McGraw-Hill makes an effort to ensure that concurrently-developed test forms are of equal difficulty, sometimes two forms have slightly different difficulty levels. When this occurs, it is psychometrically appropriate for the two forms' raw cut scores to differ in order to maintain fairness across forms. Such differences in raw cut scores across forms are rare, and when they do occur they are usually very small. (For example, the Advanced cut scale score of 275 for Form A may correspond to a raw score of 30 and for Form B may correspond to a raw score of 31 due to minor differences in form difficulty).

Cut scores on the reportable scale score metric are not affected by form differences in difficulty because steps are taken to adjust for differences in form difficulty when converting raw scores to scale scores. Therefore, although some forms may have different raw score cuts at one or more performance level, the scale score cuts will always be consistent across forms that are administered during the same testing window.

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

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

OMAAP EOI Holistic Writing Score: Each student's Writing response is reviewed against a scoring rubric. Two trained readers independently read each response and assign a holistic score that focuses on specific writing skills. These ratings range from 3 (the highest score) to 1 (the lowest score). The final score provides a profile of the student's writing ability.

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

Building Understanding

Understanding is the key to using the test results constructively at any level. Prior sections of this manual discuss the history and purpose of the OSTP and key components and concepts of OCCT and OMAAP. This section in this manual describes score reports and each OCCT and OMAAP test for EOI.

Understanding the Test Content

The OCCT and OMAAP are samples of the skills and content specified in the *Oklahoma C^3* standards and objectives (OMAAP by modifying OCCT items based on the rules listed on pages 51 through 54). Informed use of the results for individual students, classes, schools, or districts begins with a comprehensive understanding of both the *Oklahoma C^3* standards and objectives and the test content descriptions contained in this manual. By comparing the *Oklahoma C^3* standards and objectives and the test content descriptions with local curriculum and instructional practices, teachers and school administrators are in a better position to anticipate, explain, and act upon results.

Understanding the Performance Level Descriptors

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

Understanding the Writing Score

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

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

For EOI students, Writing scores are included as part of the English II and English III reports.

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Understanding the OPI, Scoring, and Performance Levels

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

The OPI score for an individual student is translated into a given performance level. The relationship between the OPI score and the performance levels (Advanced, Proficient/Satisfactory, Limited Knowledge, and Unsatisfactory) allows for criterion-referenced interpretations. Each performance level corresponds to a range of OPI scores. For example, on the OCCT EOI ACE Algebra I test, the performance of a student earning an OPI score of 700 and the performance of a student earning an OPI score of 740 are both classified at the Proficient level. The performance of the student with a score of 700 is more similar to the performance of a student scoring 690 (Limited Knowledge) than it is to the student scoring 740. Understanding where within the performance level a student has scored and what it would take to move him or her to the next performance level enables the teacher to more effectively use the test results for instructional purposes.

Using and Interpreting Test Results

Student Level

Individual student results from a statewide test serve to indicate the extent to which a student is meeting the state curriculum standards, allowing teachers to monitor student progress, improve instruction, and promote student achievement. Results from the tests can be used to identify a student's strengths and weaknesses within the given subject area. The teacher can then adjust instruction and help improve the academic skills of individual students. It is important to remember that a test score represents a single snapshot of a student's performance. If the student had a bad day, the test score may underestimate his or her true level of achievement. Under other circumstances, a test score may overestimate a student's level of achievement. For example, a student's test score may be inflated if he or she was able to demonstrate certain knowledge recently read in a book or seen in a movie.

Spring student test results are returned to the school site in August to be shared with parents. These results should confirm results of the year-long classroom assessment activities. Results from all other test administrations are delivered according to the schedule in the section titled Testing and Reporting Dates.

Class Level

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

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

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Distribution of Students' Performance Across Performance Levels by Subject Area

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

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

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

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

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

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

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

School and District Levels

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

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

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

When examining test results at the school or district level, it is also possible to begin to disaggregate, or reaggregate, the test scores. Differences in performance among various subgroups of students may be hidden within results for the entire school or district. The school and district reports provide OCCT and OMAAP results for All Students, Special Education Students, English

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Language Learners, Non-English Language Learners, Full/Non-Full Academic Year Students, and Regular Education Students. The school and district reports also provide OMAAP results for Individualized Education Program (IEP) students with and without accommodations. The All Students category is further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch. The Regular Education Students category is further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch.

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

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

Examining OCCT and OMAAP results at the school and district levels offers the opportunity for all teachers to become involved in the evaluation of curriculum and instruction. Too often when tests are administered at the secondary level, undue focus and pressure are placed on secondary-level teachers. There is no question that the process that results in students achieving the *Oklahoma C³ Standards* at the secondary level begins well before students reach this level. An entire faculty or content-area team that examines school and district test results can help in developing a coordinated curriculum that will relieve pressure on secondary-level teachers.

State Level

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

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

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

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Interpreting Reports

This section provides information about the 2012–2013 OCCT and OMAAP EOI score reports. The score reports are designed to convey information that will inform classroom instruction and guide curriculum decisions at the classroom, school, and district levels.

Presented in this manual are samples of the following reports, along with explanations of the key elements of the reports:

- ❑ Student Label
- ❑ Student Report
- ❑ Student Writing Responses
- ❑ Student Roster by Student Name*
- ❑ Student Roster by OPI Score*
- ❑ Summary Reports—School and District*
- ❑ Class Summary Report—OCCT EOI and OMAAP*

For all reports presented in this manual, identifying information, such as student names/data and school/district names, has been removed to protect confidentiality. This year, EOI report headings are green.

In addition to these reports, Student Data Files for School and District levels are mailed to districts on CD.

*Items posted to the CTB Oklahoma Web Portal.

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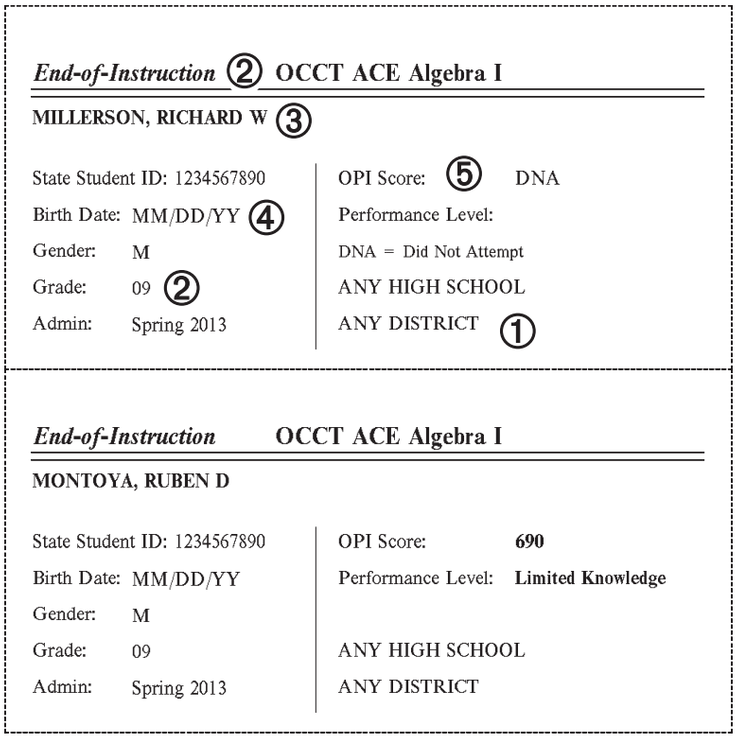
Student Labels

Student labels are generated for all students at each school. The labels summarize results, providing a quick and comprehensive overview of a student's performance. One student label is provided per student, showing results for all subjects tested. The labels can be affixed to either the student's transcript or their cumulative file. The student label indicates the student's total Oklahoma Performance Index (OPI) score range and performance level. The OPI is a scale score that places a student into one of the four performance levels.


End-of-Instruction ② **OCCT ACE Algebra I**

MILLERSON, RICHARD W ③

State Student ID:	1234567890	OPI Score: ⑤	DNA
Birth Date:	MM/DD/YY ④	Performance Level:	
Gender:	M	DNA = Did Not Attempt	
Grade:	09 ②	ANY HIGH SCHOOL	
Admin:	Spring 2013	ANY DISTRICT ①	

End-of-Instruction **OCCT ACE Algebra I**

MONTOYA, RUBEN D

State Student ID:	1234567890	OPI Score:	**690**
Birth Date:	MM/DD/YY	Performance Level:	**Limited Knowledge**
Gender:	M		
Grade:	09	ANY HIGH SCHOOL	
Admin:	Spring 2013	ANY DISTRICT	

① District name and school name

② Test administration and grade level/subject

③ Student name

④ Student information

⑤ OPI score/performance level

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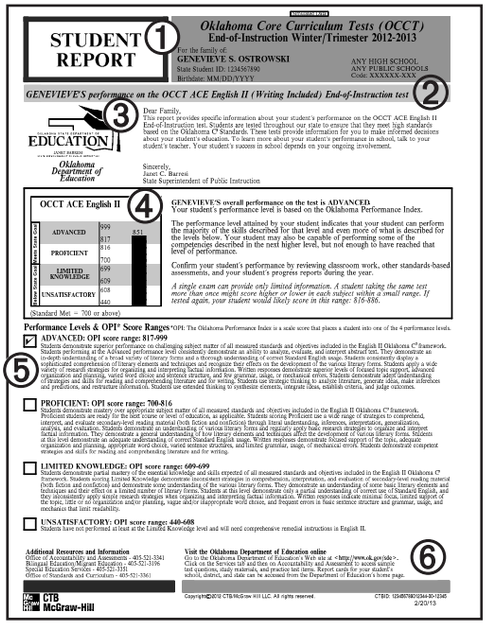
Student Reports

The Student Report communicates to students, parents, and schools the test results of an individual student and shows the extent of mastery of the *Oklahoma C³ Standards* of a particular subject. These reports provide information to help parents make important decisions about their child's education. They are intended to provide a comprehensive, yet easy-to-understand portrait of a student's test performance. Because students and their parents may have questions about these reports, it is important that teachers and principals understand what information is included on them. Parents should be encouraged to contact the school for more information about their child's test performance.



STUDENT REPORT

Oklahoma Core Curriculum Tests (OCCT)
End-of-Instruction Winter/Trimester 2012-2013

For the family of:
GENEVIEVE S. OSTROWSKI
State Student ID: 1234567890
Birthdate: MM/DD/YYYY

ANY HIGH SCHOOL
ANY PUBLIC SCHOOLS
Code: XXXXXX-XXX

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

Dear Family,
This report provides specific information about your student's performance on the OCCT ACE English II End-of-Instruction test. Students are tested throughout our state to ensure that they meet high standards based on the Oklahoma C³ Standards. These tests provide information for you to make informed decisions about your student's education. To learn more about your student's performance in school, talk to your student's teacher. Your student's success in school depends on your ongoing involvement.

Sincerely,
Janet C. Barresi
State Superintendent of Public Instruction

OCCT ACE English II

ADVANCED	999	851
	817	
PROFICIENT	816	
	700	
LIMITED KNOWLEDGE	699	
	609	
UNSATISFACTORY	608	
	440	

(Standard Met = 700 or above)

GENEVIEVE'S overall performance on the test is ADVANCED
Your student's performance level is based on the Oklahoma Performance Index.

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

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

A single exam can provide only limited information. A student taking the same test more than once might score higher or lower in each subject within a small range. If tested again, your student would likely score in this range: 818-886.

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

☑ **ADVANCED: OPI score range: 817-999**
Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English II Oklahoma C³ framework. Students performing at the Advanced performance level consistently demonstrate an ability to analyze, evaluate, and interpret abstract texts. They demonstrate an sophisticated command of literary elements and techniques and understanding of how word choice affects the development of the various literary forms. Students apply a wide variety of research strategies for organizing and interpreting factual information. Written responses demonstrate superior levels of focused topic support, advanced organization and planning, varied word choice and sentence structure, and few grammar, usage, or mechanical errors. Students demonstrate adept understanding of strategies and skills for reading and comprehending literature and for writing. Students use strategic thinking to analyze literature, generate ideas, make inferences and predictions, and restructure information. Students use extended thinking to synthesize elements, integrate ideas, establish criteria, and judge outcomes.

☐ **PROFICIENT: OPI score range: 700-816**
Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English II Oklahoma C³ framework. Proficient students are ready for the next course or level of education, as applicable. Students scoring Proficient use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) through literal understanding, inferences, interpretation, generalization, analysis, and evaluation. Students demonstrate an understanding of various literary forms and regularly apply basic research strategies to organize and interpret information. They demonstrate an understanding of some basic literary elements and techniques. Written responses demonstrate adequate topic support, organization and planning, and few grammar, usage, or mechanical errors. Students at this level demonstrate an adequate understanding of correct Standard English usage. Written responses demonstrate focused support of the topic, adequate organization and planning, appropriate word choice, varied sentence structures, and limited grammar, usage, or mechanical errors. Students demonstrated competent strategies and skills for reading and comprehending literature and for writing.

☐ **LIMITED KNOWLEDGE: OPI score range: 609-699**
Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English II Oklahoma C³ framework. Students scoring Limited Knowledge demonstrate inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (both fiction and nonfiction) and demonstrate some understanding of the various literary forms. They demonstrate an understanding of some basic literary elements and techniques. They demonstrate an understanding of some basic research strategies for organizing and interpreting factual information. They demonstrate an understanding of correct Standard English usage. Written responses indicate minimal focus, limited support of the topic, little or no organization and/or planning, vague and/or inappropriate word choice, and frequent errors in basic sentence structure and grammar, usage, and mechanics that limit readability.

☐ **UNSATISFACTORY: OPI score range: 440-608**
Students have not performed at least at the Limited Knowledge level and will need comprehensive remedial instructions in English II.

Additional Resources and Information
Office of Accountability and Assessments - 405-521-3341
Bilingual Education/Migrant Education - 405-521-3106
Special Education Services - 405-521-3351
Office of Standards and Curriculum - 405-521-3361

Visit the Oklahoma Department of Education online
Go to the Oklahoma Department of Education's Web site at <http://www.ok.gov/sde>.
Click on the Services tab and then on Accountability and Assessment to access test questions, study materials, and practice test items. Report cards for your student's school, district, and state can be accessed from the Department of Education's home page.

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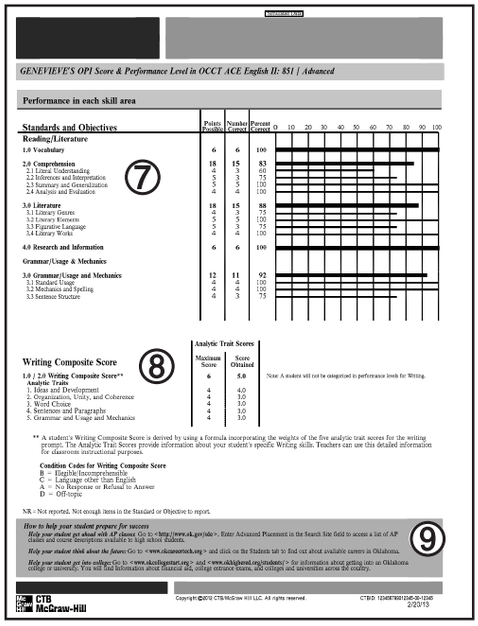

GENEVIEVE'S OPI Score & Performance Level in OCCT ACE English II: 851 | Advanced

Performance in each skill area

Standards and Objectives	Points Possible	Number Correct	Percent Correct
Reading/Literature			
1.0 Vocabulary	6	6	100
2.0 Comprehension	18	15	83
2.1 Literal Understanding	4	3	60
2.2 Inferences and Interpretation	5	3	75
2.3 Summary and Generalization	5	5	100
2.4 Analysis and Evaluation	4	4	100
3.0 Literature	18	15	88
3.1 Literary Genres	4	3	75
3.2 Literary Elements	5	5	100
3.3 Figurative Language	5	3	75
3.4 Literary Works	4	4	100
4.0 Research and Information	6	6	100
Grammar/Usage & Mechanics			
3.0 Grammar/Usage and Mechanics	12	11	92
3.1 Standard Usage	4	4	100
3.2 Mechanics and Spelling	4	4	100
3.3 Sentence Structure	4	3	75

Writing Composite Score

Analytic Trait Scores	Maximum Score	Score Obtained
1.0 / 2.0 Writing Composite Score**	6	5.0
Analytic Traits		
1. Ideas and Development	4	4.0
2. Organization, Unity, and Coherence	4	3.0
3. Word Choice	4	3.0
4. Sentences and Paragraphs	4	3.0
5. Grammar and Usage and Mechanics	4	3.0

Note: A student will not be categorized in performance levels for Writing.

** A student's Writing Composite Score is derived by using a formula incorporating the weights of the five analytic trait scores for the writing prompt. The Analytic Trait Scores provide information about your student's specific Writing skills. Teachers can use this detailed information for classroom instructional purposes.

Condition Codes for Writing Composite Score
B = Illegible/Incomprehensible
C = Language other than English
A = No Response or Refusal to Answer
D = Off-topic

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

How to help your student prepare for success
Help your student get ahead with AP classes: Go to: <http://www.ok.gov/sde>. Enter Advanced Placement in the Search Site field to access a list of AP classes and course descriptions available to high school students.

Help your student think about the future: Go to: <www.okcareertech.org> and click on the Students tab to find out about available careers in Oklahoma.

Help your student get into college: Go to: <www.okcollegestart.org> and <www.okhighered.org/students/> for information about getting into an Oklahoma college or university. You will find information about financial aid, college entrance exams, and colleges and universities across the country.

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1. Heading includes the name of the assessment, the testing administration window, student name, state student ID, birthdate, and identifying information for the school and district.
2. This section contains the testing administration window, grade/and or content area tested. A separate report is produced for each content area tested.
3. Message from Oklahoma's State Superintendent of Education, Janet Barresi.
4. Shows the performance level achieved by the student. Each performance level has a range of scaled scores that places the student in a specific level. This is called the Oklahoma Performance Index (OPI).
5. The checked box indicates the performance level attained by the student.
6. Contact information for the Oklahoma SDE and Web site resources for additional information about the assessments. Resources are also provided to help prepare your student for success.
7. Page 2 of the Student Report lists the standards and objectives tested, the number of test items, the number correct, and the percent correct.
8. For ACE English II and ACE English III, the Student Report lists the Writing Composite Score and Analytic Trait Scores.
9. The bottom section of page 2 provides a brief listing of helpful resources for students.

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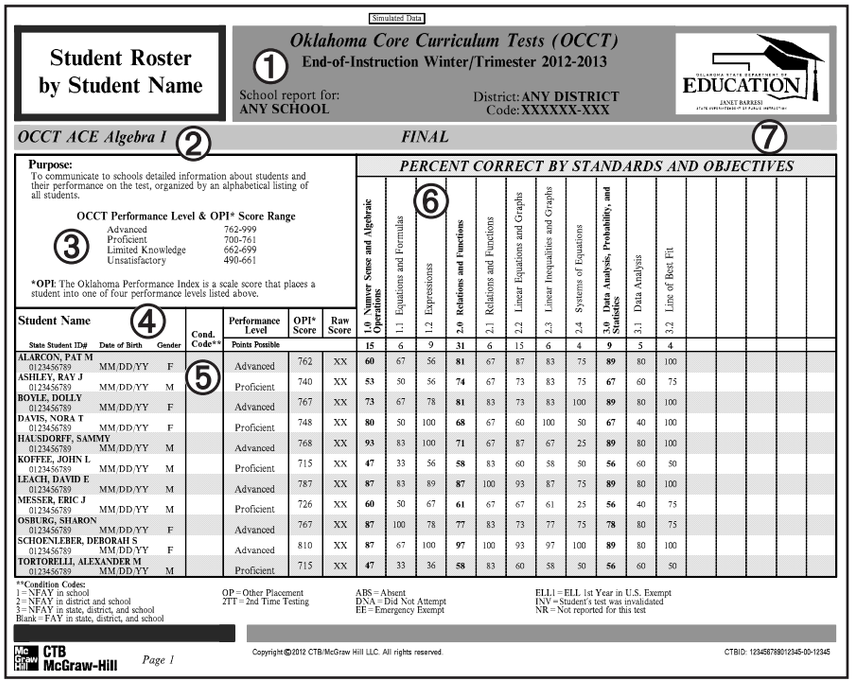
Student Roster by Student Name

The Student Roster by Student Name communicates to teachers and schools detailed information about students and their performance on the test. This report is generated at both the class and school levels and shows one subject per report.



Simulated Data

Student Roster by Student Name

Oklahoma Core Curriculum Tests (OCCT)
End-of-Instruction Winter/Trimester 2012-2013

School report for: **ANY SCHOOL**
District: **ANY DISTRICT**
Code: **XXXXXX-XXX**

OKLAHOMA STATE DEPARTMENT OF EDUCATION
JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

OCCT ACE Algebra I *FINAL*

Purpose:
To communicate to schools detailed information about students and their performance on the test, organized by an alphabetical listing of all students.

OCCT Performance Level & OPI* Score Range

Advanced	762-999
Proficient	700-761
Limited Knowledge	662-699
Unsatisfactory	490-661

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

PERCENT CORRECT BY STANDARDS AND OBJECTIVES

Student Name / State Student ID#	Date of Birth	Gender	Cond. Code**	Performance Level	OPI* Score	Raw Score	1.0 Number Sense and Algebraic Operations	1.1 Equations and Formulas	1.2 Expressions	2.0 Relations and Functions	2.1 Relations and Functions	2.2 Linear Equations and Graphs	2.3 Linear Inequalities and Graphs	2.4 Systems of Equations	3.0 Data Analysis, Probability, and Statistics	3.1 Data Analysis	3.2 Line of Best Fit
				Points Possible			15	6	9	31	6	15	6	4	9	5	4
ALARCON, PAT M 0123456789	MM/DD/YY	F		Advanced	762	XX	60	67	56	81	67	87	83	75	89	80	100
ASHLEY, RAY J 0123456789	MM/DD/YY	M		Proficient	740	XX	53	50	56	74	67	73	83	75	67	60	75
BOYLE, DOLLY 0123456789	MM/DD/YY	F		Advanced	767	XX	73	67	78	81	83	73	83	100	89	80	100
DAVIS, NORA T 0123456789	MM/DD/YY	F		Proficient	748	XX	80	50	100	68	67	60	100	50	67	40	100
HAUSDORFF, SAMMY 0123456789	MM/DD/YY	M		Advanced	768	XX	93	83	100	71	67	87	67	25	89	80	100
KOFFEE, JOHN L 0123456789	MM/DD/YY	M		Proficient	715	XX	47	33	56	58	83	60	58	50	56	60	50
LEACH, DAVID E 0123456789	MM/DD/YY	M		Advanced	787	XX	87	83	89	87	100	93	87	75	89	80	100
MESSER, ERIC J 0123456789	MM/DD/YY	M		Proficient	726	XX	60	50	67	61	67	67	61	25	56	40	75
OSBURG, SHARON 0123456789	MM/DD/YY	F		Advanced	767	XX	87	100	78	77	83	73	77	75	78	80	75
SCHOENLEBER, DEBORAH S 0123456789	MM/DD/YY	F		Advanced	810	XX	87	67	100	97	100	93	97	100	89	80	100
TORTORELLI, ALEXANDER M 0123456789	MM/DD/YY	M		Proficient	715	XX	47	33	36	58	83	60	58	50	56	60	50

**Condition Codes:
1 = NFAY in school
2 = NFAY in district and school
3 = NFAY in state, district, and school
Blank = FAY in state, district, and school

OP = Other Placement
2TT = 2nd Time Testing

ABS = Absent
DNA = Did Not Attempt
EE = Emergency Exempt

ELL1 = ELL 1st Year in U.S. Exempt
INV = Student's test was invalidated
NR = Not reported for this test

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1. Test, testing administration window, district name, school name, and CDS (county/district/site) code.
2. This area lists the content area and/or grade, as well as test form type, for each report. A separate report is produced for each content area tested. Writing is included in the English II/III reports.
3. The purpose of the report, OPI score ranges, and corresponding performance level are provided and explained. The total number of students included on the report is also listed.
4. The student's name is listed in the first column with the student's performance level and OPI score in the third and fourth columns.
5. A condition code will be placed beside a student's name if the student is Other Placement, a second time tester, or has NFAY status. If a student was absent, did not attempt the test, or had an invalidation or an exemption, it will be recorded in the section under Performance Level/OPI score. See the footnotes for a complete list of descriptions.
6. This section shows the percent correct for the standards. If NR (Not Reported) is indicated, there were not enough items in the Standard to report.
7. If you have a Student Roster for Equivalent, Braille, or Optional Retests, it will be noted here.

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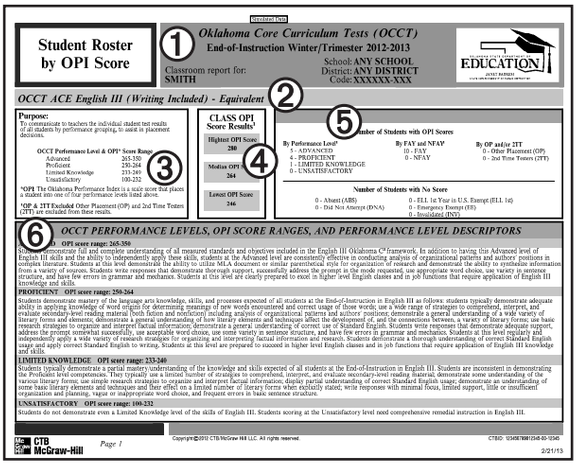
Student Roster by OPI Score

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



Student Roster by OPI Score

Oklahoma Core Curriculum Tests (OCCT)
End-of-Instruction Winter/Trimester 2012-2013
Classroom report for: SMITH
School: ANY SCHOOL
District: ANY DISTRICT
Code: XXXXXX-XXX

OCCT ACE English III (Writing Included) - Equivalent

Purpose:
To communicate to teachers the individual student test results of all students by performance grouping to assist in placement decisions.

OCCT Performance Level & OPI* Score Range

Advanced	265-350
Proficient	250-264
Limited Knowledge	233-249
Unsatisfactory	100-232

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

*OP & 2TT Excluded Other Placement (OP) and 2nd Time Testers (2TT) are excluded from these results.

CLASS OPI Score Results[1]
Highest OPI Score: 280
Median OPI Score: 264
Lowest OPI Score: 246

Number of Students with OPI Scores

By Performance Level*
5 - ADVANCED
4 - PROFICIENT
1 - LIMITED KNOWLEDGE
0 - UNSATISFACTORY

By FAY and NFAY
10 - FAY
0 - NFAY

By OP and/or 2TT
0 - Other Placement (OP)
0 - 2nd Time Testers (2TT)

Number of Students with No Score
0 - Absent (ABS)
0 - Did Not Attempt (DNA)
0 - ELL 1st Year in U.S. Exempt (ELL 1st)
0 - Emergency Exempt (EE)
0 - Invalidated (INV)

OCCT PERFORMANCE LEVELS, OPI SCORE RANGES, AND PERFORMANCE LEVEL DESCRIPTORS

ADVANCED OPI score range: 265-350
Students demonstrate full and complete understanding of all measured standards and objectives included in the English III Oklahoma C0 framework. In addition to having the Advanced level of English III skills and the ability to independently apply these skills, students at the Advanced level are consistently effective in conducting analysis of organizational patterns and authors' positions in complex literature. Students at this level demonstrate the ability to utilize MLA document or similar parenthetical style for organization of research and demonstrate the ability to synthesize information from a variety of sources. Students write responses that demonstrate thorough support, successfully address the prompt in the mode requested, use appropriate word choice, use variety in sentence structure, and have few errors in grammar and mechanics. Students at this level are clearly prepared to excel in higher level English classes and in job functions that require application of English III knowledge and skills.

PROFICIENT OPI score range: 250-264
Students demonstrate mastery of the language arts knowledge, skills, and processes expected of all students at the End-of-Instruction in English III as follows: students typically demonstrate adequate ability in applying knowledge of word origins for determining meanings of new words encountered and correct usage of those words; use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) including analysis of organizational patterns and authors' positions; demonstrate a general understanding of a wide variety of literary forms and elements; demonstrate a general understanding of how literary elements and techniques affect the development of, and the connections between, a variety of literary forms; use basic research strategies to organize and interpret factual information; demonstrate a general understanding of correct use of Standard English. Students write responses that demonstrate adequate support, address the prompt somewhat successfully, use acceptable word choice, use some variety in sentence structure, and have few errors in grammar and mechanics. Students at this level regularly and independently apply a wide variety of research strategies for organizing and interpreting factual information and research. Students demonstrate a thorough understanding of correct Standard English usage and apply correct Standard English to writing. Students at this level are prepared to succeed in higher level English classes and in job functions that require application of English III knowledge and skills.

LIMITED KNOWLEDGE OPI score range: 233-249
Students typically demonstrate a partial mastery/understanding of the knowledge and skills expected of all students at the End-of-Instruction in English III. Students are inconsistent in demonstrating the Proficient level competencies. They typically use a limited number of strategies to comprehend, interpret, and evaluate secondary-level reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

UNSATISFACTORY OPI score range: 100-232
Students do not demonstrate even a Limited Knowledge level of the skills of English III. Students scoring at the Unsatisfactory level need comprehensive remedial instruction in English III.

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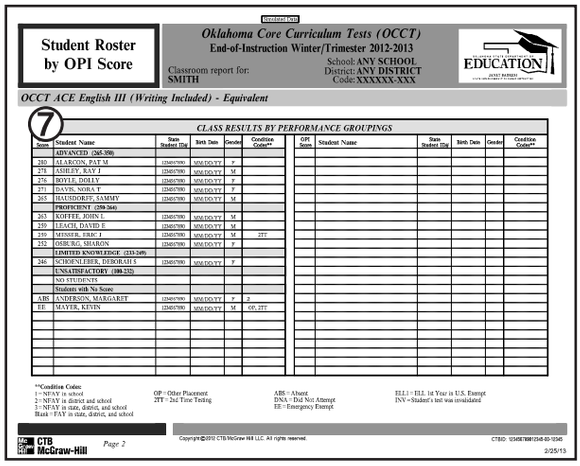

Student Roster by OPI Score

Oklahoma Core Curriculum Tests (OCCT)
End-of-Instruction Winter/Trimester 2012-2013
Classroom report for: SMITH
School: ANY SCHOOL
District: ANY DISTRICT
Code: XXXXXX-XXX

OCCT ACE English III (Writing Included) - Equivalent

CLASS RESULTS BY PERFORMANCE GROUPINGS

OPI Score	Student Name	State Student ID#	Birth Date	Gender	Condition Codes**
	ADVANCED (265-350)				
280	ALARCON, PAT M	12345678901	MM/DD/YY	F	
278	ASHLEY, RAY J	12345678901	MM/DD/YY	M	
276	BOYLE, DOLLY	12345678901	MM/DD/YY	F	
271	DAVIS, NORA T	12345678901	MM/DD/YY	F	
265	HAUSSORFF, SAMMY	12345678901	MM/DD/YY	M	
	PROFICIENT (250-264)				
263	COFFEE, JOHN L	12345678901	MM/DD/YY	M	
259	LEACH, DAVID E	12345678901	MM/DD/YY	M	
259	MINSER, ERIC J	12345678901	MM/DD/YY	M	2TT
252	OSBURG, SHARON	12345678901	MM/DD/YY	F	
	LIMITED KNOWLEDGE (233-249)				
246	SCHOENLEBER, DEBORAH S	12345678901	MM/DD/YY	F	
	UNSATISFACTORY (100-232)				
	NO STUDENTS				
	Students with No Score				
ABS	ANDERSON, MARGARET	12345678901	MM/DD/YY	F	2
EE	MAYER, KEVIN	12345678901	MM/DD/YY	M	OP, 2TT

**Condition Codes:
1 = NFAY in school
2 = NFAY in district and school
3 = NFAY in state, district, and school
Blank = FAY in state, district, and school

OP = Other Placement
2TT = 2nd Time Testing

ABS = Absent
DNA = Did Not Attempt
EE = Emergency Exempt

ELL1 = ELL 1st Year in U.S. Exempt
INV = Student's test was invalidated

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1. Test, testing administration window, district name, school name, teacher name, and CDS (county/district/site) code.
2. This area lists the content area and/or grade, as well as test form type, for each report.
3. The purpose of the report, OPI score ranges, corresponding performance level, and condition codes are provided and explained.
4. Shows OPI Score results for the class
5. This area lists the total number of students listed on the report, categorized by performance level FAY (Full Academic Year), NFAY (Non-Full Academic Year), OP (Other Placement), 2TT (2nd Time Testers), and No Scores.
6. This section provides a description of each performance level. Performance levels are defined by an OPI score range, as shown above each descriptor.
7. Page 2 of the report shows the class results by performance groupings.

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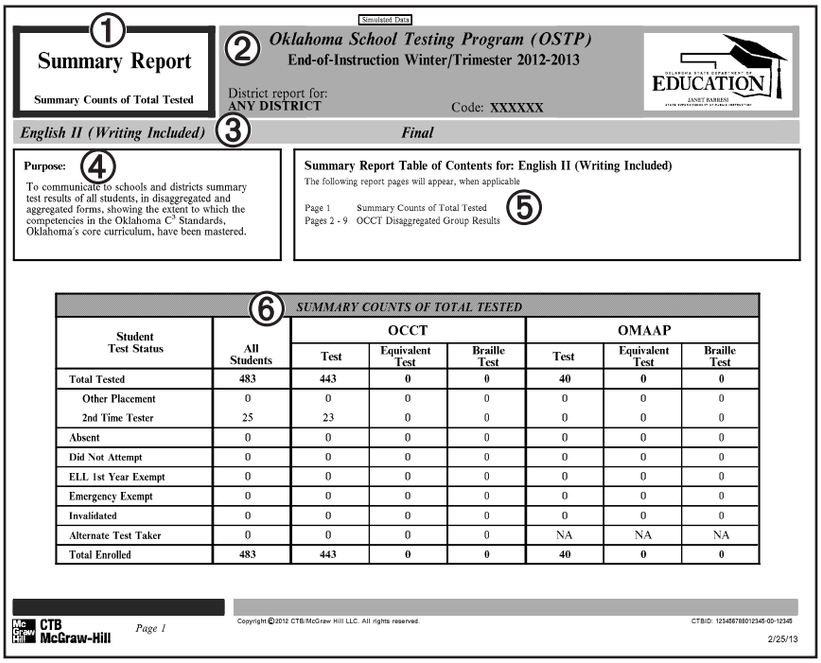
Summary Reports—School and District

A School Summary Report is shown on the following pages. The Summary Report communicates summary results of all students tested, in disaggregated form, showing the extent to which the competencies in the *Oklahoma C³ Standards*, Oklahoma's core curriculum, have been mastered. The Summary Report presents these results in three sections: summary counts, the number of students in each student group who obtained each performance level (titled Disaggregated Group Results by Performance Level), and the performance of each student group in each content area (titled Disaggregated Group Results by Standards and Objectives). Group results showing performance levels include pages for Full Academic Year (FAY), Non-Full Academic Year (NFAY), and Total Tested.



Simulated Data

1 **Summary Report**

Summary Counts of Total Tested

2 *Oklahoma School Testing Program (OSTP)*

End-of-Instruction Winter/Trimester 2012-2013

District report for: ANY DISTRICT Code: XXXXXX

English II (Writing Included) 3 *Final*

Purpose: 4

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated forms, showing the extent to which the competencies in the Oklahoma C³ Standards, Oklahoma's core curriculum, have been mastered.

Summary Report Table of Contents for: English II (Writing Included)

The following report pages will appear, when applicable

Page 1 Summary Counts of Total Tested

Pages 2 - 9 OCCT Disaggregated Group Results 5

6 *SUMMARY COUNTS OF TOTAL TESTED*

Student Test Status	All Students	OCCT			OMAAP		
		Test	Equivalent Test	Braille Test	Test	Equivalent Test	Braille Test
Total Tested	483	443	0	0	40	0	0
Other Placement	0	0	0	0	0	0	0
2nd Time Tester	25	23	0	0	0	0	0
Absent	0	0	0	0	0	0	0
Did Not Attempt	0	0	0	0	0	0	0
ELL 1st Year Exempt	0	0	0	0	0	0	0
Emergency Exempt	0	0	0	0	0	0	0
Invalidated	0	0	0	0	0	0	0
Alternate Test Taker	0	0	0	0	NA	NA	NA
Total Enrolled	483	443	0	0	40	0	0

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1 Type of report

2 Test, testing administration window, district name, school name, and CDS (county/district/site) code

3 Grade/Subject tested (Equivalent tests are reported separately.)

4 Purpose of the report

5 Table of contents summary for type of reports included

6 Summary counts of Total Tested: OMAAP and OCCT Summary Reports are combined. If only OCCT was tested, only OCCT is listed.

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Summary Report–Disaggregated Group Results by Performance Level (FAY, NFAY, or Total Tested)

This page of the Summary Report shows the number of students within each student group of Full Academic Year (FAY), Non-Full Academic Year (NFAY), or Total Tested testers who obtained each performance level.

Simulated Data

Summary Report

Disaggregated Group Results by Performance Level

Oklahoma Core Curriculum Tests (OCCT)

End-of-Instruction Winter/Trimester 2012-2013

District report for:
ANY DISTRICT Code: **XXXXXX**

OKLAHOMA STATE DEPARTMENT OF EDUCATION
JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

OCCT ACE English II (Writing Included) ***Final*** ***FAY***

FULL ACADEMIC YEAR (FAY)[1] (Only FAY scores are used for Accountability) ⑦		NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
		Number of Valid Scores (OCCT)	OPI Score Range 817-999 ADVANCED		OPI Score Range 700-816 PROFICIENT		OPI Score Range 609-699 LIMITED KNOWLEDGE		OPI Score Range 440-608 UNSATISFACTORY		Median OPI[2] Score
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1	**REGULAR EDUCATION[3]**	**79**	**20**	**25%**	**50**	**63%**	**9**	**11%**	**0**	**0%**	**758**
2	**Ethnicity**										
3	Hispanic or Latino	4	0	0%	4	100%	0	0%	0	0%	724
4	**Race**										
5	American Indian/Alaskan Native	31	9	29%	19	61%	3	10%	0	0%	766
6	Asian	3	2	67%	1	33%	0	0%	0	0%	817
7	Black/African American	1	0	0%	1	100%	0	0%	0	0%	799
8	Pacific Islander	0									
9	White/Caucasian	28	7	25%	18	57%	5	18%	0	0%	757
10	Two or More Races	12	2	17%	9	75%	1	8%	0	0%	768
11	**Gender**										
12	Female	37	12	32%	21	57%	4	11%	0	0%	770
13	Male	42	8	19%	29	69%	5	12%	0	0%	747
14	Not Indicated	0									
15	**Other**										
16	Economically Disadvantaged	55	16	29%	34	62%	5	9%	0	0%	766
17	Non-Economically Disadvantaged	24	4	17%	16	67%	4	17%	0	0%	749
18	Migrant	0									
19	ELL 1st - Year Proficient	0									
20	ELL 2nd - Year Proficient	0									
21	**ENGLISH LANGUAGE LEARNERS (ELL)**	0									
22	**NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)**	80	20	25%	51	64%	9	11%	0	0%	761

continued on next page

[1]**BR, BQ, OP, and 2TT EXCLUDED** - Braille, Equivalent, Other Placement, and 2nd Time Testers are excluded from these results.
[2]**OPI** - The Oklahoma Performance Index is a scale score that places a student into one of four performance levels.
[3]**Regular Education** - Includes all students except Special Education (IEP) and English Language Learners (ELL).
*__All Students__ - Includes all students with valid scores on the Oklahoma Core Curriculum Tests. ⑧

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⑦ The first column of this page shows Disaggregated Group Results by Performance Level for Full Academic Year (FAY), Non-Full Academic Year (NFAY), or Total Tested testers. The remaining columns show the number and percent of students at each performance level and include the number of valid scores and median OPI score.

⑧ The bottom of the report provides explanations of the abbreviated codes and notes that Braille, Equivalent, 2nd Time Testers and Other Placement are excluded from the summary results.

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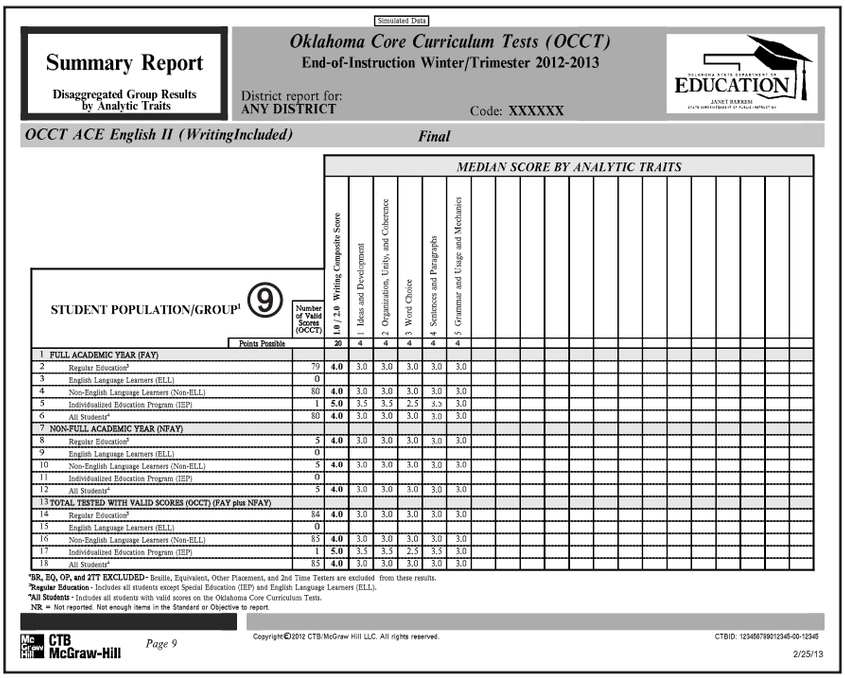
Summary Report–Disaggregated Group Results by Standards and Objectives or Analytic Traits

This section of the Summary Report shows the performance of each student group of all students tested in each content area.

Summary Reports for Biology I include one important difference from reports for other subject tests. *Oklahoma C³ Standards* for science have two categories of standards and objectives: process/inquiry and content. Each category of standards and objectives is presented separately in the disaggregated group results.

Also, for the Writing tests, this section of the summary report presents disaggregated results for the analytic traits.



Simulated Data

Summary Report

Disaggregated Group Results by Analytic Traits

Oklahoma Core Curriculum Tests (OCCT)
End-of-Instruction Winter/Trimester 2012-2013

District report for:
ANY DISTRICT

Code: XXXXXX

OCCT ACE English II (WritingIncluded) *Final*

	STUDENT POPULATION/GROUP[1] (9)	Number of Valid Scores (OCCT)	MEDIAN SCORE BY ANALYTIC TRAITS: 1.0 / 2.0 Writing Composite Score	1 Ideas and Development	2 Organization, Unity, and Coherence	3 Word Choice	4 Sentences and Paragraphs	5 Grammar and Usage and Mechanics
	Points Possible		20	4	4	4	4	4
1	FULL ACADEMIC YEAR (FAY)							
2	Regular Education[2]	79	**4.0**	3.0	3.0	3.0	3.0	3.0
3	English Language Learners (ELL)	0						
4	Non-English Language Learners (Non-ELL)	80	**4.0**	3.0	3.0	3.0	3.0	3.0
5	Individualized Education Program (IEP)	1	**5.0**	3.5	3.5	2.5	3.5	3.0
6	All Students[4]	80	**4.0**	3.0	3.0	3.0	3.0	3.0
7	NON-FULL ACADEMIC YEAR (NFAY)							
8	Regular Education[2]	5	**4.0**	3.0	3.0	3.0	3.0	3.0
9	English Language Learners (ELL)	0						
10	Non-English Language Learners (Non-ELL)	5	**4.0**	3.0	3.0	3.0	3.0	3.0
11	Individualized Education Program (IEP)	0						
12	All Students[4]	5	**4.0**	3.0	3.0	3.0	3.0	3.0
13	TOTAL TESTED WITH VALID SCORES (OCCT) (FAY plus NFAY)							
14	Regular Education[2]	84	**4.0**	3.0	3.0	3.0	3.0	3.0
15	English Language Learners (ELL)	0						
16	Non-English Language Learners (Non-ELL)	85	**4.0**	3.0	3.0	3.0	3.0	3.0
17	Individualized Education Program (IEP)	1	**5.0**	3.5	3.5	2.5	3.5	3.0
18	All Students[4]	85	**4.0**	3.0	3.0	3.0	3.0	3.0

*BR, EQ, OP, and 2TT EXCLUDED - Braille, Equivalent, Other Placement, and 2nd Time Testers are excluded from these results.
[2]Regular Education - Includes all students except Special Education (IEP) and English Language Learners (ELL).
[4]All Students - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.
NR = Not reported. Not enough items in the Standard or Objective to report.

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(9) The first column of this page shows Full Academic Year (FAY), Non-Full Academic Year (NFAY), and Total Tested testers populations broken down by Regular Education, ELL, Non ELL, IEP, and All Students. The remaining columns provide the number of valid scores and the median percent correct by *Oklahoma C³ Standard* for each of the student population/groups. Writing reports show the performance on each analytic trait of each student group. The bottom of the report provides explanations of the abbreviated codes and notes that Braille, Equivalent, 2nd Time Testers, and Other Placement are excluded from the summary results.

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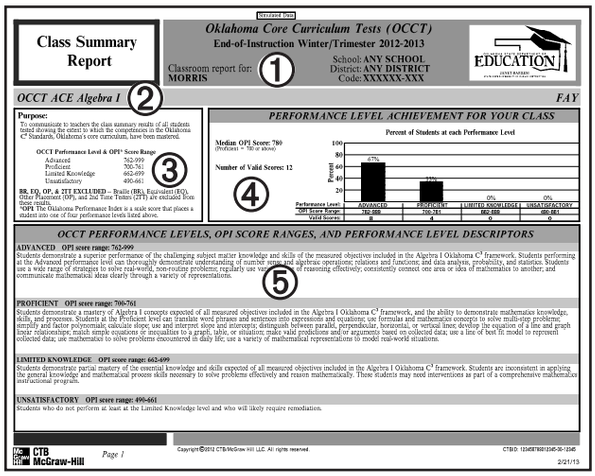
Class Summary Report—OCCT and OMAAP EOI

OCCT EOI and OMAAP EOI Class Summary Reports have an identical format. The Class Summary Report communicates to teachers the class summary results of all students tested showing the extent to which the competencies in the *Oklahoma C³ Standards*, Oklahoma's core curriculum, have been mastered.



Class Summary Report

Oklahoma Core Curriculum Tests (OCCT)
End-of-Instruction Winter/Trimester 2012-2013

Classroom report for: MORRIS (1)
School: ANY SCHOOL
District: ANY DISTRICT
Code: XXXXXX-XXX

OCCT ACE Algebra 1 (2) FAY

Purpose:
To communicate to teachers the class summary results of all students tested showing the extent to which the competencies in the Oklahoma C³ Standards, Oklahoma's core curriculum, have been mastered.

OCCT Performance Level & OPI* Score Range (3)

Advanced	762-999
Proficient	700-761
Limited Knowledge	662-699
Unsatisfactory	490-661

BR, EQ, OP, & ZTT EXCLUDED – Braille (BR), Equivalent (EQ), Other Placement (OP), and 2nd Time Testers (ZTT) are excluded from this report.

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

PERFORMANCE LEVEL ACHIEVEMENT FOR YOUR CLASS (4)

Median OPI Score: 780
(Proficient + 780 or above)

Number of Valid Scores: 12

Percent of Students at each Performance Level

Performance Level:	ADVANCED	PROFICIENT	LIMITED KNOWLEDGE	UNSATISFACTORY
OPI Score Range:	762-999	700-761	662-699	490-661
Valid Scores:	8	4	0	0
Percent:	67%	33%	0%	0%

OCCT PERFORMANCE LEVELS, OPI SCORE RANGES, AND PERFORMANCE LEVEL DESCRIPTORS (5)

ADVANCED OPI score range: 762-999
Students demonstrate a superior performance of the challenging subject matter knowledge and skills of the measured objectives included in the Algebra I Oklahoma C³ framework. Students performing at the Advanced performance level can thoroughly demonstrate understanding of number sense and algebraic operations; relations and functions; and data analysis, probability, and statistics. Students use a wide range of strategies to solve real-world, non-routine problems; regularly use various forms of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations.

PROFICIENT OPI score range: 700-761
Students demonstrate a mastery of Algebra I concepts expected of all measured objectives included in the Algebra I Oklahoma C³ framework, and the ability to demonstrate mathematics knowledge, skills, and processes. Students at the Proficient level can: translate word phrases and sentences into expressions and equations; use formulas and mathematics concepts to solve multi-step problems; simplify and factor polynomials; calculate slope; use and interpret slope and intercepts; distinguish between parallel, perpendicular, horizontal, or vertical lines; develop the equation of a line and graph linear relationships; match simple equations or inequalities to a graph, table, or situation; make valid predictions and/or arguments based on collected data; use a line of best fit model to represent collected data; use mathematics to solve problems encountered in daily life; use a variety of mathematical representations to model real-world situations.

LIMITED KNOWLEDGE OPI score range: 662-699
Students demonstrate partial mastery of the essential knowledge and skills expected of all measured objectives included in the Algebra I Oklahoma C³ framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically. These students may need interventions as part of a comprehensive mathematics instructional program.

UNSATISFACTORY OPI score range: 490-661
Students who do not perform at least at the Limited Knowledge level and who will likely require remediation.

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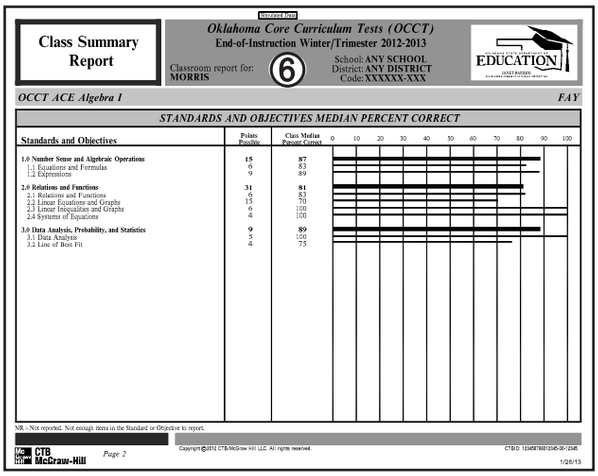

Class Summary Report

Oklahoma Core Curriculum Tests (OCCT)
End-of-Instruction Winter/Trimester 2012-2013

Classroom report for: MORRIS (6)
School: ANY SCHOOL
District: ANY DISTRICT
Code: XXXXXX-XXX

OCCT ACE Algebra 1 FAY

STANDARDS AND OBJECTIVES MEDIAN PERCENT CORRECT

Standards and Objectives	Points Possible	Class Median Percent Correct
1.0 Number Sense and Algebraic Operations	15	87
1.1 Equations and Formulas	6	83
1.2 Expressions	9	89
2.0 Relations and Functions	31	81
2.1 Relations and Functions	6	83
2.2 Linear Equations and Graphs	15	70
2.3 Linear Inequalities and Graphs	6	100
2.4 Systems of Equations	4	100
3.0 Data Analysis, Probability, and Statistics	9	89
3.1 Data Analysis	5	100
3.2 Line of Best Fit	4	75

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

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(1) Test, testing administration window, district name, school name, teacher name, and CDS (county/district/site) code

(2) Subject tested

(3) This area lists the Oklahoma Performance Index (OPI) score range for each performance level. The OPI is a scale score that places a student into one of the four performance levels.

(4) This area presents class performance level achievement by listing the median class OPI Score, number of valid scores, and percent of students in each of the performance levels.

(5) Performance level descriptors and OPI score ranges for each of the four performance levels

(6) Page 2 of the report lists the standards for the content area and shows the number of test items and class median percent correct for each of the standards. The EOI OCCT Summary Report lists this information in reference to the standards and objectives. Pages are grouped as FAY, NFAY, and Total Tested.

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OCCT Test Content and Performance Descriptors

This section provides the following information about each OCCT subject test for EOI.

- ❑ Test blueprint—The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test.
- ❑ Performance levels as defined by OPI score ranges.
- ❑ Performance level descriptors—**"The Performance level descriptors..."** identify the student performance level according to what the student has learned or can do. Descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient, Limited Knowledge, Unsatisfactory. These descriptors appear on several of the reports: Student Report, Student Roster by OPI Score, and Class Summary Report.

Refer to *OCCT* and *OMAAP Components and Concepts* for an explanation of these terms.

OCCT Performance Levels as Defined by OPI Score Ranges

EOI OCCT subject tests are criterion-referenced tests that compare a student's performance with the performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each grade and subject area tested. This is a scaled score used to report an overall measure of achievement within a given area. A student's test performance is reported according to one of four Performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

The following table shows the OPI score ranges and the Performance Level that each range represents.

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OCCT EOI Performance Levels

Optional Retest & Operational Test Windows[1]

Performance Level	OPI Score Ranges						
	ACE Algebra I	ACE Algebra II	ACE Geometry	ACE Biology I	ACE U.S. History	ACE English II	ACE English III
Advanced	762–999	783–999	777–999	773–999	773–999	817–999	802–999
Proficient	700–761	700–782	700–776	700–772	700–772	700–816	700–801
Limited Knowledge	662–699	654–699	635–699	651–699	627–699	609–699	670–699
Unsatisfactory	490–661	440–653	440–634	440–650	440–626	440–608	440–669

1 *Score ranges apply to the Optional Retest and Operational test administration windows, with the exception of Biology I and U.S. History. Optional Retest Score Ranges for these content areas are provided in a separate table.*

OCCT EOI Performance Levels

Optional Retest Window (Biology/U.S. History)

Performance Level	OPI Score Ranges	
	ACE Biology I (Retest)	ACE U.S. History (Retest)
Advanced	794–999	773–999
Proficient	700–793	700–772
Limited Knowledge	634–699	627–699
Unsatisfactory	440–633	440–626

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EOI ACE Algebra I

The EOI OCCT in ACE Algebra I asks students to respond to items representing the *Oklahoma C³ Standards* of Number Sense and Algebraic Operations, Relations and Functions, and Data Analysis, Probability, and Statistics. The Number Sense and Algebraic Operations standard requires students to use expressions and equations to model number relationships. The Relations and Functions standard requires students to use relations and functions to model number relationships. The Data Analysis, Probability, and Statistics standard requires students to use data analysis, probability, and statistics to formulate and justify predictions from a set of data. Student performance is reported at the standard and objective levels.

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

ACE Algebra I Test Blueprint: 2012–2013

Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
Number Sense and Algebraic Operations (1.0)		**15**	**27%**	**15**	**15**	**15**
1.1	Equations and Formulas	6		6	6	6
1.2	Expressions	9		9	9	9
Relations and Functions (2.0)		**31**	**56%**	**31**	**31**	**31**
2.1	Relations/Functions	6		6	6	6
2.2	Linear Equations and Graphs	15		15	15	15
2.3	Linear Inequalities and Graphs	6		6	6	6
2.4	Systems of Equations	4		4	4	4
Data Analysis, Probability, and Statistics (3.0)		**9**	**16%**	**9**	**9**	**9**
3.1	Data Analysis	5		5	5	5
3.2	Line of Best Fit	4		4	4	4
Total Test		**55**	**100%**	**55**	**55**	**55**

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- The *Oklahoma C³ Standards* correspond to the *PASS* standards.

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Performance Levels: EOI ACE Algebra I

Students received an OPI score based on their performance on the test. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
762–999	Advanced
700–761	Proficient
662–699	Limited Knowledge
490–661	Unsatisfactory

EOI ACE Algebra I—Performance Level Descriptors

Advanced: Students demonstrate a superior performance of the challenging subject matter knowledge and skills of the measured objectives included in the Algebra I *Oklahoma C³* framework. Students performing at the Advanced performance level can thoroughly demonstrate understanding of number sense and algebraic operations; relations and functions; and data analysis, probability, and statistics. Students use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations.

Proficient: Students demonstrate a mastery of Algebra I concepts expected of all measured objectives included in the Algebra I *Oklahoma C³* framework, and the ability to demonstrate mathematics knowledge, skills, and processes. Students at the Proficient level can translate word phrases and sentences into expressions and equations; use formulas and mathematics concepts to solve multi-step problems; simplify and factor polynomials; calculate slope; use and interpret slope and intercepts; distinguish between parallel, perpendicular, horizontal, or vertical lines; develop the equation of a line and graph linear relationships; match simple equations or inequalities to a graph, table, or situation; make valid predictions and/or arguments based on collected data; use a line-of-best-fit model to represent collected data; use mathematics to solve problems encountered in daily life; use a variety of mathematical representations to model real world situations.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured objectives included in the Algebra I *Oklahoma C³* framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically. These students may need interventions as part of a comprehensive mathematics instructional program.

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

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EOI ACE Algebra II

The EOI OCCT in ACE Algebra II asks students to respond to items representing the *Oklahoma C³ Standards* of Number Systems and Algebraic Operations, Relations and Functions, and Data Analysis, Probability, and Statistics. The Number Systems and Algebraic Operations standard requires students to perform operations with rational, radical, and polynomial expressions, as well as expressions involving complex numbers. The Relations and Functions standard requires students to use relationships among the solution of an equation, zero of a function, x-intercepts of a graph, and factors of a polynomial expression to solve problems involving relations and functions. The Data Analysis, Probability, and Statistics standard requires students to use data analysis and statistics to formulate and justify predictions from a set of data. Student performance is reported at the standard and objective levels.

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

ACE Algebra II Test Blueprint: 2012–2013

Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
Number Sense and Algebraic Operations		**15**	**27%**	**15**	**15**	**15**
1.1	Rational Exponents	5–6		5	6	5
1.2	Polynomial and Rational Expressions	5–6		6	5	6
1.3	Complex Numbers	4		4	4	4
Relations and Functions		**31**	**56%**	**31**	**31**	**31**
2.1	Functions and Function Notation	5		5	5	5
2.2	Systems of Equations	5		5	5	5
2.3	Quadratic Equations and Functions	5		5	5	5
2.4	Conic Sections	4		4	4	4
2.5	Exponential and Logarithmic Functions	4		4	4	4
2.6	Polynomial Equations and Functions	4		4	4	4
2.7	Rational Equations and Functions	4		4	4	4
Data Analysis, Probability, and Statistics		**9**	**16%**	**9**	**9**	**9**
3.1	Analysis of Collected Data	5		5	5	5
3.3	Arithmetic and Geometric Sequences	4		4	4	4
Total Test		**55**	**100%**	**55**	**55**	**55**

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- The *Oklahoma C³ Standards* correspond to the *PASS* standards.

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Performance Levels: EOI ACE Algebra II

Students received an OPI score based on their performance on the test. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
783–999	Advanced
700–782	Proficient
654–699	Limited Knowledge
440–653	Unsatisfactory

EOI ACE Algebra II—Performance Level Descriptors

Advanced: Students demonstrate full and complete understanding of all measured standards and objectives included in the Algebra II *Oklahoma C³* framework. In addition to having this advanced level of Algebra II skills and the ability to independently apply these skills, students at the Advanced level consistently use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations. Students at this level are clearly prepared to excel in higher level mathematics classes and in job functions that require application of Algebra II knowledge and skills.

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

Limited Knowledge: Students typically demonstrate a partial mastery/understanding of the mathematics knowledge, skills, and processes expected of students at the end of instruction in Algebra II. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and to reason mathematically. These students may need interventions as a part of a comprehensive mathematics instructional program.

Unsatisfactory: Students demonstrate less than a Limited Knowledge level of the skills expected of all students at the end of instruction in Algebra II. These students should be given intensive interventions as a part of a comprehensive mathematics instructional program.

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EOI ACE Biology I

The EOI OCCT in ACE Biology I asks students to respond to a variety of items representing *Oklahoma C³* Process/Inquiry standards and Content standards. The Process/Inquiry standards require students to Observe and Measure, Classify, use Experimental Design, Interpret and Communicate, and Model. The Content standards require students to respond to items about The Cell, The Molecular Basis of Heredity, Biological Diversity, The Interdependence of Organisms and Matter/Energy/Organization in Living Systems. Student performance is reported at the standard and objective levels for Process/Inquiry and Content.

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

ACE Biology I Test Blueprint for Process/Inquiry Standards and Objectives: 2012–2013

Process/Inquiry Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
Observe and Measure (P1.0)		**6**	**10%**	**6**	**6**	**6**
P1.1	Qualitative/quantitative observations and changes	4		3	4	4
P1.2 P1.3	Use appropriate System International (SI) units and tools	2		3	2	2
Classify (P2.0)		**7–8**	**12–13%**	**8**	**8**	**7**
P2.1	Use observable properties to classify	4		4	4	3
P2.2	Identify properties of a classification system	3–4		4	4	4
Experimental Design (P3.0)		**16–19**	**27–32%**	**15**	**17**	**17**
P3.1	Evaluate the design of investigations	4–5		3	5	7
P3.2 P3.4	Identify a testable hypothesis, controlled variables, and experimental controls in an experiment	5–6		5	4	2
P3.3	Use mathematics to show relationships	4–6		4	5	5
P3.5	Identify potential hazards and practice safety procedures in all science activities	3		3	3	3
Interpret and Communicate (P4.0)		**20–24**	**33–40%**	**23**	**21**	**22**
P4.1	Select predictions based on observed patternsof evidence	4–5		6	4	4
P4.3	Interpret line, bar, trend, and circle graphs	4–5		3	4	4
P4.4	Accept or reject a hypothesis	4–5		4	5	4
P4.5	Make logical conclusions based on experimental data	4–5		7	4	6
P4.8	Identify an appropriate graph or chart	4		3	4	4
Model (P5.0)		**8**	**13**	**8**	**8**	**8**
P5.1	Interpret a model which explains a given set of observations	4		4	4	4
P5.2	Select predictions based on models, using mathematics when appropriate	4		4	4	4
Total Test		**60**	**100%**	**60**	**60**	**60**

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ACE Biology I Test Blueprint for Content Standards and Objectives: 2012–2013

Content Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
The Cell (1.0)	**12–15**	**21%–27%**	**12**	**12**	**12**
Cell structures and functions (1.1)	4–6		4	4	4
Differentiation of cells (1.2)	4–6		4	4	4
Specialized cells (1.3)	4		4	4	4
The Molecular Basis of Heredity (2.0)	**12–15**	**21%–27%**	**12**	**12**	**12**
DNA structure and function in heredity (2.1)	6–8		5	6	5
Sorting and recombination of genes (2.2)	6–7		7	6	7
Biological Diversity (3.0)	**12–15**	**21%–27%**	**13**	**12**	**13**
Variation among organisms (3.1)	4–6		5	4	4
Natural selection and biological adaptations (3.2)	4–6		4	4	5
Behavior patterns can be used to ensure reproductive success (3.3)	4		4	4	4
The Interdependence of Organisms (4.0)	**8–10**	**14%–18%**	**8**	**8**	**8**
Organisms both cooperate and compete (4.1)	4–6		4	4	4
Population dynamics (4.2)	4–6		4	4	4
Matter/Energy/Organization in Living Systems (5.0)	**12–15**	**21%**	**11**	**13**	**12**
Complexity and organization used for survival (5.1)	4		4	5	4
Matter and energy flow in living and nonliving systems (5.2)	4		4	4	4
Earth cycles including abiotic and biotic factors (5.3)	4		3	4	4
Total Test	**57**[1]	**100%**	**56**[1]	**57**	**57**

[1] Three out of the 60 total items assess the "Safety" process standard for which there is no corresponding content standard.

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- Biology I standards correspond to the *PASS* Biology I standard revision 2011.

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Performance Levels: EOI ACE Biology I

Students received an OPI score based on their performance on the test. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
773–999	Advanced
700–772	Proficient
651–699	Limited Knowledge
440–650	Unsatisfactory

EOI ACE Biology I—Performance Level Descriptors

Advanced: Students demonstrate a superior performance and understanding of the subject matter knowledge and skills of the science concepts expected of the measured standards and objectives included in the Biology I *Oklahoma C³* framework, and they have the ability to apply their understanding to challenging scenarios. Students performing at the Advanced performance level can thoroughly demonstrate the ability to recognize and use scientific processes as defined in *Oklahoma C³*. They analyze research questions and evaluate the design of investigations for a scientific problem; solve non-routine problems that demand multi-step reasoning, integrating Biology I content knowledge and mathematical skills; and form conclusions from experimental data, justifying the reasoning for the conclusions.

Proficient: Students demonstrate a mastery of Biology I concepts expected of all measured standards and objectives included in the Biology I *Oklahoma C³* framework, and the ability to apply science practices, reasoning and content knowledge to biological scenarios. Proficient students are ready for the next course, or level of education, as applicable. Proficient students can:

- ❑ make predictions/inferences regarding qualitative and quantitative changes;
- ❑ classify organisms with biochemical and taxonomic properties;
- ❑ evaluate the components of experimental design;
- ❑ use data (single and multiple sets) to: create an appropriate graph, make predictions, and infer outcomes that support conclusions;
- ❑ apply appropriate mathematical calculations;
- ❑ interpret and apply information from models;
- ❑ associate cell structures to their functions;
- ❑ interpret the cell cycle with an emphasis on mitosis;
- ❑ analyze and interpret gene recombination as related to heredity;
- ❑ analyze evidence of common ancestry related to biological diversity and natural selection;
- ❑ interpret interactions between abiotic and biotic components of the ecosystem and their impact on population dynamics; and
- ❑ understand the dynamic interactions of the reactants and products of photosynthesis and cellular respiration.

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Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the Biology I *Oklahoma C*^{3} framework. Students performing at Limited Knowledge are inconsistent in applying the general Biology I concepts and science practices, reasoning and content knowledge to biological scenarios. Students are partially able to interpret information, design simple investigations, and explain scientific processes and experimental procedures in biological investigations. Some gaps in knowledge and skills are evident and may require additional instruction in order to achieve a proficient level of understanding.

Unsatisfactory: Students do not perform at the Limited Knowledge level and will require Biology I remediation in order to achieve a proficient level of understanding.

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EOI ACE English II

The EOI OCCT in ACE English II asks students to respond to items representing the *Oklahoma C³ Standards* of Vocabulary, Comprehension, Literature, and Research and Information under the Reading/Literature Strand. This test also asks students to respond to a writing prompt representing the *Oklahoma C³ Standards* of Writing and to items representing the *Oklahoma C³ Standards* of Grammar/Usage and Mechanics under the Writing/Grammar/Usage and Mechanics Strand. Student performance is reported at the standard and objective levels.

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

ACE English II Test Blueprint: 2012–2013

Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
Reading/Literature						
Vocabulary (1.0)		**6–8**	**9%–12%**	**6**	**6**	**6**
Comprehension (2.0)		**16–20**	**24%–30%**	**18**	**18**	**18**
2.1	Literal Understanding	4–5		4	4	4
2.2	Inferences and Interpretation	4–5		5	5	5
2.3	Summary and Generalization	4–5		5	4	4
2.4	Analysis and Evaluation	4–5		4	5	5
Literature (3.0)		**17–20**	**26%–30%**	**18**	**18**	**18**
3.1	Literary Genres	4–5		4	4	4
3.2	Literary Elements	5–6		5	6	6
3.3	Figurative Language	4–5		5	4	4
3.4	Literary Works	4–5		4	4	4
Research and Information (4.0)		**6**	**9%**	**6**	**6**	**6**
Writing/Grammar/Usage and Mechanics						
Writing (1.0/2.0)		**1**	**9%**	**1**	**1**	**1**
	Writing Prompt	1 (6 pts)		1 (6 pts)	1 (6 pts)	1 (6 pts)
Grammar/Usage and Mechanics (3.0)		**12**	**18%**	**12**	**12**	**11**
3.1	Standard Usage	4		4	4	4
3.2	Mechanics and Spelling	4		4	4	4
3.3	Sentence Structure	4		4	4	3
Total Test		**61 (66 pts)**	**100%**	**61 (66 pts)**	**61 (66 pts)**	**60 (65 pts)**

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- The *Oklahoma C³ Standards* correspond to the *PASS* standards.

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Performance Levels: EOI ACE English II

Students received an OPI score based on their performance on the test. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
817–999	Advanced
700–816	Proficient
609–699	Limited Knowledge
440–608	Unsatisfactory

EOI ACE English II—Performance Level Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter of all measured standards and objectives included in the English II *Oklahoma C³* framework. Students performing at the Advanced performance level consistently demonstrate an ability to analyze, evaluate, and interpret abstract text. They demonstrate an in-depth understanding of a broad variety of literary forms and a thorough understanding of correct Standard English usage. Students consistently display a sophisticated comprehension of literary elements and techniques and recognize their effects on the development of the various literary forms. Students apply a wide variety of research strategies for organizing and interpreting factual information. Written responses demonstrate superior levels of focused topic support, advanced organization and planning, varied word choice and sentence structure, and few grammar, usage, or mechanical errors. Students demonstrate adept understanding of strategies and skills for reading and comprehending literature and for writing. Students use strategic thinking to analyze literature, generate ideas, make inferences and predictions, and restructure information. Students use extended thinking to synthesize elements, integrate ideas, establish criteria, and judge outcomes.

Proficient: Students demonstrate mastery over appropriate subject matter of all measured standards and objectives included in the English II *Oklahoma C³* framework. Proficient students are ready for the next course or level of education, as applicable. Students scoring Proficient use a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (both fiction and nonfiction) through literal understanding, inferences, interpretation, generalization, analysis, and evaluation. Students demonstrate an understanding of various literary forms and regularly apply basic research strategies to organize and interpret factual information. They demonstrate a general understanding of how literary elements and techniques affect the development of various literary forms. Students at this level demonstrate an adequate understanding of correct Standard English usage. Written responses demonstrate focused support of the topic, adequate organization and planning, appropriate word choice, varied sentence structures, and limited grammar, usage, or mechanical errors. Students demonstrate competent strategies and skills for reading and comprehending literature and for writing.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the English II *Oklahoma C³* framework. Students scoring Limited Knowledge demonstrate inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (both fiction and nonfiction) and demonstrate some understanding of the various literary forms. They demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms. Students at this level demonstrate only a partial understanding of correct use of Standard English, and they inconsistently apply simple research strategies when organizing and interpreting factual information. Written responses indicate minimal focus, limited support of the

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topic, little or no organization and/or planning, vague and/or inappropriate word choice, and frequent errors in basic sentence structure and grammar, usage, and mechanics that limit readability.

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

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EOI ACE English II Writing

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

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

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

- ❑ No response or refusal to answer (shows as condition code "A" on Winter/Trimester reports / "N" on Spring reports)
- ❑ Response in a language other than English (shows as condition code "C" on Winter/Trimester reports / "L" on Spring reports)
- ❑ Response that is illegible or incomprehensible (shows as condition code "B" on Winter/Trimester reports / "I" on Spring reports)
- ❑ Response that is off the topic of the writing task (shows as condition code "D" on Winter/Trimester reports / "O" on Spring reports)

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

Final Scoring Weights for Analytic Traits

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

Composite Score

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

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Steps to Calculate ACE English II Writing Scores

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

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

STEP 2: Apply the weights to the trait scores. Multiply the numbers in Column B and Column E, and write the results in Column F.

STEP 3: Sum all the weighted trait scores in Column F (lower right corner).

STEP 4: Transform the sum of the weighted trait scores. Multiply the weighted sum of trait scores by 1.7 and subtract 1.025.

STEP 5: Round this transformed Writing score to the nearest whole number to obtain the final English II Writing score. After calculation, the final ACE English II Writing score value will range from 1 to 6.

Calculating Scaled Composite Scores for 2012–2013 ACE English II Test

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

Transformed ACE English II Writing Score = 2.625 × 1.7 – 1.025 = 3.4375

Final ACE English II Writing Score = 3

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Analytic Scores

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

Score	Ideas and Development
4	• The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	• The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	• The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	• The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	• Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	• Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	• May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	• Lacks logical direction • No evidence of organizational structure

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Analytic Scores (continued)

Score	Word Choice
4	• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to – Lively verbs – Vivid nouns – Imaginative adjectives – Figurative language – Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	• Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by – Attempts at figurative language and dialogue – Some use of lively verbs, vivid nouns, and imaginative adjectives – Few vague, overused, and repetitive words are used
2	• Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	• Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

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Analytic Scores (continued)

Score	Sentences and Paragraphs
4	• Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	• Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	• Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	• Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

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Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	• The writer demonstrates appropriate use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are minor and do not affect readability
3	• The writer demonstrates adequate use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be more noticeable but do not significantly affect readability
2	• The writer demonstrates minimal use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be distracting and interfere with readability
1	• The writer demonstrates very limited use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are numerous and severely impede readability

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EOI ACE English III

The EOI OCCT in ACE English III asks students to respond to items representing the *Oklahoma C³ Standards* of Vocabulary, Comprehension, Literature, and Research and Information under the Reading/Literature Strand. This test also asks students to respond to a writing prompt representing the *Oklahoma C³ Standards* of Writing and to items representing the *Oklahoma C³ Standards* of Grammar/Usage and Mechanics under the Writing/Grammar/Usage and Mechanics Strand. Student performance is reported at the standard and objective levels.

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

ACE English III Test Blueprint: 2012–2013

Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
Reading/Literature						
Vocabulary (1.0)		**6–8**	**8%–11%**	**6**	**8**	**7**
Comprehension (2.0)		**16–20**	**22%–28%**	**18**	**18**	**16**
2.1	Literal Understanding	4–5		5	5	5
2.2	Inferences and Interpretation	4–5		5	3	3
2.3	Summary and Generalization	4–5		4	6	4
2.4	Analysis and Evaluation	4–5		4	4	4
Literature (3.0)		**17–20**	**24%–28%**	**17**	**17**	**19**
3.1	Literary Genres	4–5		4	3	3
3.2	Literary Elements	5–6		5	7	8
3.3	Figurative Language	4–5		4	3	4
3.4	Literary Works	4–5		4	4	4
Research and Information (4.0)		**6–7**	**8%–10%**	**6**	**5**	**6**
Writing/Grammar/Usage and Mechanics						
Writing (1.0/2.0)		**1**	**14%**	**1**	**1**	**1**
	Writing Prompt	1 (10 pts)		1 (10 pts)	1 (10 pts)	1 (10 pts)
Grammar/Usage and Mechanics (3.0)		**14**	**19%**	**15**	**13**	**13**
3.1	Standard Usage	**4–5**		5	3	2
3.2	Mechanics and Spelling	**0–2**		2	1	1
3.3	Sentence Structure	**4–5**		4	5	2
3.4	Manuscript Conventions	**4–5**		4	4	8
Total Test		**63 (72 pts)**	**100%**	**63 (72 pts)**	**62 (71 pts)**	**62 (71 pts)**

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- The *Oklahoma C³ Standards* correspond to the *PASS* standards.

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Performance Levels: EOI ACE English III

Students received an OPI score based on their performance on the test. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
802–999	Advanced
700–801	Proficient
670–699	Limited Knowledge
440–669	Unsatisfactory

EOI ACE English III—Performance Level Descriptors

Advanced: Students demonstrate full and complete understanding of all measured standards and objectives included in the English III *Oklahoma C³* framework. In addition to having this advanced level of English III skills and the ability to independently apply these skills, students at the Advanced level are consistently effective in conducting analysis of organizational patterns and authors' positions in complex literature. Students at this level demonstrate the ability to utilize MLA document or similar parenthetical style for organization of research and demonstrate the ability to synthesize information from a variety of sources. Students write responses that demonstrate thorough support, successfully address the prompt in the mode requested, use appropriate word choice, use variety in sentence structure, and have few errors in grammar and mechanics. Students at this level are clearly prepared to excel in higher level English classes and in job functions that require application of English III knowledge and skills.

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

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

Unsatisfactory: Students do not demonstrate even a Limited Knowledge level of the skills expected of English III. Students scoring at the Unsatisfactory level need comprehensive remedial instruction in English III.

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EOI ACE English III Writing

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

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

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

- ❑ No response or refusal to answer (shows as condition code "A" on Winter/Trimester reports / "N" on Spring reports)
- ❑ Response in a language other than English (shows as condition code "C" on Winter/Trimester reports / "L" on Spring reports)
- ❑ Response that is illegible or incomprehensible (shows as condition code "B" on Winter/Trimester reports / "I" on Spring reports)
- ❑ Response that is off the topic of the writing task (shows as condition code "D" on Winter/Trimester reports / "O" on Spring reports)

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

Final Scoring Weights for Analytic Traits

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

Composite Score

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

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Steps to Calculate ACE English III Writing Scores

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

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

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

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

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

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

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

Calculating Scaled Composite Scores for 2012–2013 ACE English III Test

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

Transformed ACE English III Writing Score = 11.625 × .58 – 1.67843 = 5.06407

Final ACE English III Writing Score = 5

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Analytic Scores

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

Score	Ideas and Development
4	• The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	• The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	• The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	• The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	• Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	• Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	• May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	• Lacks logical direction • No evidence of organizational structure

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Analytic Scores (continued)

Score	Word Choice
4	• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to – Lively verbs – Vivid nouns – Imaginative adjectives – Figurative language – Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	• Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by – Attempts at figurative language and dialogue – Some use of lively verbs, vivid nouns, and imaginative adjectives – Few vague, overused, and repetitive words are used
2	• Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	• Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	• Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	• Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	• Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	• Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

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Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	• The writer demonstrates appropriate use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are minor and do not affect readability
3	• The writer demonstrates adequate use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be more noticeable but do not significantly affect readability
2	• The writer demonstrates minimal use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors may be distracting and interfere with readability
1	• The writer demonstrates very limited use of correct – Spelling – Punctuation – Capitalization – Grammar – Usage • Errors are numerous and severely impede readability

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EOI ACE Geometry

The EOI OCCT in ACE Geometry asks students to respond to items representing the *Oklahoma C³* content standards of Logical Reasoning, Properties of 2-Dimensional Figures, Triangles and Trigonometric Ratios, Properties of 3-Dimensional Figures, and Coordinate Geometry. The Logical Reasoning standard requires students to use deductive and inductive reasoning to solve problems. The Properties of 2-Dimensional Figures standard requires students to use the properties and formulas of geometric figures to solve problems. The Triangles and Trigonometric Ratios standard requires students to use the properties of right triangles and trigonometric ratios to solve problems. The Properties of 3-Dimensional Figures standard requires students to use the properties and formulas of geometric figures to solve problems. The Coordinate Geometry standard requires students to solve problems with geometric figures in the coordinate plane. Student performance is reported at the standard and objective levels.

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

ACE Geometry Test Blueprint: 2012–2013

Standards and Objectives		Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
				Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
Logical Reasoning (1.0)		**6**	**11%**	**6**	**6**	**6**
1.1	Inductive and Deductive Reasoning	4		4	4	4
1.2	Conditional Statements	2		2	2	2
Properties of 2-Dimensional Figures (2.0)		**20**	**36%**	**20**	**20**	**20**
2.2	Line and Angle Relationships	4		4	4	4
2.3	Polygons and Other Plane Figures	4		4	4	4
2.4	Similarity	4		4	4	4
2.5	Congruence	4		4	4	4
2.6	Circles	4		4	4	4
Triangles and Trigonometric Ratios (3.0)		**12**	**22%**	**12**	**12**	**12**
3.1	Pythagorean Theorem	4		4	4	4
3.2	Right Triangle Relationships	4		4	4	4
3.3	Trigonometric Functions	4		4	4	4
Properties of 3-Dimensional Figures (4.0)		**10**	**18%**	**10**	**10**	**10**
4.1	Polyhedra and Other Solids	6		6	6	6
4.2	Similarity	2		2	2	2
4.3	Models and Perspective	2		2	2	2
Coordinate Geometry (5.0)		**7**	**13%**	**7**	**7**	**7**
5.1	Properties of Points, Segments, and Lines	4		4	4	4
5.2	Properties of Figures	3		3	3	3
Total Test		**55**	**100%**	**55**	**55**	**55**

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percents are approximations and may result in a sum other than 100 due to rounding.
- The *Oklahoma C³ Standards* correspond to the *PASS* standards.

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Performance Levels: EOI ACE Geometry

Students received an OPI score based on their performance on the test. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
777–999	Advanced
700–776	Proficient
635–699	Limited Knowledge
440–634	Unsatisfactory

EOI ACE Geometry—Performance Level Descriptors

Advanced: Students demonstrate a full and complete understanding of all measured standards and objectives included in the Geometry *Oklahoma C³* framework. In addition to having this advanced level of Geometry skills and the ability to independently apply these skills, students at the Advanced level consistently use a wide range of strategies to solve real-world, non-routine problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas clearly through a variety of representations. Students at this level are clearly prepared to excel in higher level mathematics classes and in job functions that require application of Geometry knowledge and skills.

Proficient: Students demonstrate mastery of the knowledge and skills expected of all students at the end of instruction in Geometry as follows: use deductive and inductive reasoning skills to solve problems; use angle and line relationships to solve problems involving parallel lines; apply properties of two-dimensional figures to determine unknown values and solve problems; verify and use relationships of similar triangles and other two-dimensional figures; verify and use relationships of congruent triangles and other two-dimensional figures; use relationships related to circles to find angle measures, arc measures, and segment lengths; use properties of right triangles and trigonometric ratios to solve problems; use properties of three-dimensional figures, including similarity and congruency to identify figures and unknown values; create two-dimensional representations of three-dimensional objects and vice versa; use coordinate geometry to find distance, midpoint, and slopes of lines; use a set of points and properties to identify types of figures; use transformations on geometric figures to solve problems. Students at the Proficient level consistently and independently apply these skills to routine problems. Students at this level are prepared to succeed in higher level mathematics classes and in job functions that require application of Geometry knowledge and skills.

Limited Knowledge: Students typically demonstrate a partial mastery/understanding of mathematics knowledge, skills, and processes expected of all students at the end of instruction in Geometry. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and to reason mathematically. These students may need interventions as a part of a comprehensive mathematics instructional program.

Unsatisfactory: Students demonstrate less than a Limited Knowledge level of the skills expected of all students at the end of instruction in Geometry. These students should be given intensive interventions as a part of a comprehensive mathematics instructional program.

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EOI ACE U.S. History

The EOI OCCT in ACE U.S. History asks students to respond to items representing the *Oklahoma C³ Standards* of Post-Reconstruction to the Progressive Era, 1878–1900, Expanding Role of the United States in International Affairs, Cycles of Economic Boom and Bust in the 1920s and 1930s, Role of the U.S. in International Affairs and World War II, 1933–1946, and U.S. Foreign and Domestic Policies during the Cold War, 1945–1975. Student performance is reported at the standard and objective levels.

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

ACE U.S. History Test Blueprint: 2012–2013

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test[1]	Actual Number of Items		
			Winter 2012	Spring 2013 Core Form A	Spring 2013 Core Form B
Post-Reconstruction to the Progressive Era, 1878–1900 (1.0)	**8**	**13%**	**9**	**8**	**9**
Post Reconstruction Amendments (1.1a,1.1b)	2–4		0	0	2
Immigration, Westward Movement, and Native American Experiences (1.2)	2–4		4	3	2
Impact of Industrialization on Society, Economics, and Politics (1.3)	2–4		5	5	5
Expanding Role of the United States in International Affairs (2.0)	**9**	**15%**	**8**	**9**	**8**
Cycles of Economic Boom and Bust in the 1920s and 1930s (3.0)	**11**	**18%**	**11**	**11**	**11**
Economic, Political, & Social Transformation Between the World Wars (3.1)	3–5		4	4	4
Economic Destabilization and the Great Depression/New Deal (3.2, 3.3)	3–5		7	7	7
Role of the U.S. in International Affairs and World War II, 1933–1946 (4.0)	**11**	**18%**	**12**	**11**	**11**
Mobilization for World War II (4.1)	3–5		7	5	5
World War II and U.S. Reaction to the Holocaust (4.2, 4.3)	3–5		5	6	6
U.S. Foreign and Domestic Policies during the Cold War, 1945–1975 (5.0)	**21**	**35%**	**20**	**21**	**20**
The Cold War – Foreign and Domestic (5.1, 5.2)	4-6		10	5	8
The Vietnam War Era (5.3)	4-6		3	5	5
The African American Civil Rights Movement (5.4)	4-6		4	5	4
Social Political Transformation (5.5)	4-6		3	6	3
Total Test	**60**	**100%**	**60**	**60**	**59**

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

- A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

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Performance Levels: EOI ACE U.S. History

Students received an OPI score based on their performance on the test. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
773–999	Advanced
700–772	Proficient
627–699	Limited Knowledge
440–626	Unsatisfactory

EOI ACE U.S. History—Performance Level Short Descriptors

Advanced: Students consistently demonstrate superior performance of challenging subject matter of all the measured standards and objectives in the U.S. History *Oklahoma C³* framework, including the most challenging kinds of analysis, synthesis, evaluation, and prediction. Students scoring at the Advanced performance level consistently use social studies terminology correctly and are able to apply key concepts and process skills.[1] They make logical and sophisticated interpretations of evidence, clearly explain cause and effect, and demonstrate a thorough understanding of the chronology of historical events and the complex interrelationships among them. They can recognize even the most subtle bias. They are able to compare and contrast and can distinguish between fact and opinion.

Proficient: Students demonstrate mastery over appropriate subject matter of all measured standards and objectives in the U.S. History *Oklahoma C³* framework, including analysis, synthesis, evaluation, and prediction. Proficient students are ready for the next course or level of education, as applicable. Students scoring at the Proficient performance level demonstrate a general ability to apply the key concepts and process skills.[1] They typically make clear and logical interpretations of evidence, explain cause and effect, and show general knowledge of the chronology of historical events and the interrelationships among them. They can recognize bias, compare and contrast, and distinguish between fact and opinion.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills expected of all measured standards and objectives included in the U.S. History *Oklahoma C³* framework, including analysis, synthesis, evaluation, or prediction. Students scoring at the Limited Knowledge performance level demonstrate an inconsistent ability to apply the key concepts and process skills.[1] They often make unclear, illogical, or simple interpretations of evidence, seldom recognize cause and effect, and show limited knowledge of the chronology of historical events and the interrelationships among them. They seldom recognize bias, have difficulty comparing and contrasting, or have difficulty distinguishing between fact and opinion. Students scoring at this level would benefit from remediation in U.S. History.

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

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

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OMAAP Test Content and Performance Descriptors

This section provides the following information about each subject test in the OMAAP for EOI.

- ❑ OMAAP description and modification rules.
- ❑ Test blueprint—The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the test.
- ❑ Performance levels as defined by OPI score ranges.
- ❑ Performance level descriptors—**"The Performance level descriptors..."** identify the student performance level according to what the student has learned or can do. Descriptors summarize the knowledge and skills typically possessed by students in the applicable category:
- ❑ Advanced, Satisfactory, Limited Knowledge, Unsatisfactory. These descriptors appear on several of the reports: Student Report, Student Roster by OPI Score, and Class Summary Report.

Refer to *OCCT* and *OMAAP Components and Concepts* for an explanation of these terms.

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OMAAP Description and Modification Rules

The OMAAP is comprised of assessments developed and administered to meet the federal regulations outlined in Title I of the Elementary and Secondary Education Act. Specifically, Title I mandates that "State assessments shall be aligned with the State's challenging content and student performance standards and provide coherent information about student attainment of such standards." The modified assessments are intended for "gap" students for whom the OCCT assessments are inappropriate. High school EOI modified assessments will provide student performance on the subjects of Algebra I, English II, Biology I, and U.S. History. The NCLB requirements include an immediate need to address assessments for the following subjects:

- ❑ High School EOI: Algebra I, English II, Biology I, and U.S. History
- ❑ Each year's OMAAP tests are built from previously administered items contained in the OCCT operational test forms. The primary purpose of the modified assessments is to produce information for educators to use for making instructional decisions. District reports were developed in a manner that yields diagnostic information for the purpose of guiding instruction based on student performance levels in relation to the *Oklahoma C³ Standards*.

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

Subject Area	Modification Rules
Universal	• Minimize the number of questions on the page (limit to 2 or 3). • Provide only three answer options instead of four. • Highlight the main points in the question or passage by underlining and using bold font. • Avoid questions that require students to select the better/best answer. • Be consistent in wording of directions across grades and subjects. • Minimize the use of pronouns and prepositional phrases. • Avoid the use of multiple-meaning words and words that can function as more than one part of speech. • Enlarge art when possible. • Simplify art when possible (i.e., remove unnecessary labels, use less gray scale, use thicker lines when outlining, etc.). • Box informational text in an item. • Bullet information when possible (e.g., bullet detailed information or processes). • Reduce reading load of stem, stimuli, and answer options when possible. • Use Verdana font. • Revise answer options to address parallelism and minimize outliers.

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Subject Area	Modification Rules
Mathematics	• Allow read-aloud and calculators format. • For lower grades, display numbers on all sides of figures for questions about perimeter. • Unless required by standard, avoid items with negative and positive answer choices that use the same number. • Place any items with coordinate grids on one page. • For lower grades, use grids for questions. • Be consistent with qualifiers in the stem and answer choices. • Avoid questions that use best or closest. • Avoid complicated art. • List coordinate grids in answer options vertically with plenty of space between the answer options to make the grid more accessible to the visually impaired (however, avoid spanning item over two pages). • Simplify reading load, including vocabulary, when possible. • Eliminate stimuli sets. • Delete one part of a compound answer choice when possible. • Delete griddable items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating math vocabulary. • Change passive voice to active voice when appropriate. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in item when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item. • Provide explicit directions to explain a process such as measuring (as long as it does not have an impact on reading load).

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Subject Area	Modification Rules
Reading Passages and Items	• Break passages into smaller portions. • Place the questions that pertain to the smaller portion underneath or on a page facing that section. • Use footnotes for grades 6–8 and English II. • Put items in order of appearance in the passage. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics (e.g., remove “most likely”). • Delete one part of a compound answer choice when possible. • Change passive voice to active voice when appropriate. • Eliminate answer choices that give students the option of making no changes to the item. • Direct student attention to graphics. • Simplify visual complexity of graphics.
Writing Prompt/ English II (EOI)	• Simplify the prompt. • Simplify the Writer’s Checklist. • Use a 3-point holistic writing rubric.
Science	• Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Box formulas to make them stand out. • Answer options align to content and process. • Simplify reading load, including vocabulary, when possible. • Answer options align to content and process. • Eliminate stimuli sets. • Delete cluster items, negative items, and items that cannot be modified based on guidelines. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating science vocabulary. • Change passive voice to active voice when appropriate. • Change item from an open-ended statement to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Direct student attention to graphics.

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Subject Area	Modification Rules
Science (continued)	• Simplify visual complexity of graphics. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic; science content must remain accurate. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Reduce the number of variables and simplify digits in item when appropriate. • Limit the number of steps and/or operations in multi-step problems. • Provide appropriate formula and/or conversion near the item. • For Biology I, avoid using items that reference x and y axis on a graph.
U.S. History (EOI)	• Reduce the amount of reading. • Avoid complicated art. • Simplify tables and charts by removing irrelevant rows or columns. • Simplify maps. • Box formulas to make them stand out. • Delete one part of a compound answer choice when possible. • Delete extraneous information including irrelevant material and unnecessary words in items or graphics. • Simplify complex sentence structure and vocabulary in item and answer choices without eliminating social studies vocabulary. • Change passive voice to active voice when appropriate. • Change item from an open-ended statement ending to a direct question or vice versa, as necessary, for clarification. • Add precise language to provide additional context for clarification. • Use consistent language within an item in order to focus student attention on what is being asked. • Revise text as necessary to maintain the authenticity and logic of the item due to modifications. • Use bullets to clearly organize complex items into smaller, meaningful parts. • Provide definition of non-tested vocabulary in a text box near item and bold the defined term in the item or provide definition in brackets behind the word. • Direct student attention to graphics. • Simplify visual complexity of graphics. • Provide additional graphics to support text, emphasize ideas, and facilitate comprehension. • Provide new text and/or reorganize existing text within the question to explain or clarify the graphic. • Delete items that cannot be modified based on guidelines.

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OMAAP Performance Levels as Defined by OPI Score Ranges

OMAAP EOI Performance Levels

Performance Level	OPI Score Ranges			
	ACE Algebra I	ACE Biology I	ACE U.S. History	ACE English II
Advanced	269–350	273–350	264–350	265–350
Proficient	250–268	250–272	250–263	250–264
Limited Knowledge	237–249	237–249	239–249	238–249
Unsatisfactory	100–236	100–236	100–238	100–237

OMAAP EOI Performance Levels

Senior Retake Opportunity (Biology/U.S. History)

Performance Level	OPI Score Ranges	
	ACE Biology I (Sr. Retake)	ACE U.S. History (Sr. Retake)
Advanced	265–350	264–350
Proficient	250–264	250–263
Limited Knowledge	233–249	239–249
Unsatisfactory	100–232	100–238

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EOI Algebra I

The OMAAP Algebra I EOI test consists entirely of multiple-choice items. The test asks students to respond to a variety of items measuring student achievement of the *Oklahoma C³* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *Oklahoma C³* standards and objectives, please refer to the Oklahoma State Department of Education Web site. Student performance is reported at the standard levels.

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

EOI Algebra I Test Blueprint: 2012–2013

Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items	
			Winter 2012	Spring 2013
Number Sense and Algebraic Operations (1.0)	**10–12**	**23%–28%**	**12**	**14**
Equations and Formulas (1.1)	4–6		6	7
Expressions (1.2)	5–7		6	7
Relations and Functions (2.0)	**21–23**	**49%–53%**	**23**	**23**
Relations/Functions (2.1)	2–3		3	3
Linear Equations and Graphs (2.2)	12–14		13	11
Linear Inequalities and Graphs (2.3)	3–5		5	5
Systems of Equations (2.4)	2–3		2	4
Data Analysis, Probability, & Statistics (3.0)	**6–8**	**14%–19%**	**8**	**9**
Data Analysis (3.1)	4–6		5	6
Line of Best Fit (3.2)	1–3		3	3
Total Test	**40–43[2]**	**100%**	**43**	**46**

1 Percentages are approximations and may result in a sum other than 100 due to rounding.
2 The actual number of items scored for a student may be slightly lower pending a review of item statistics.

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

Calculators are allowed for use by all students on the Algebra I EOI Assessment if the following requirements are met:

- ❑ Calculators may be scientific, elementary, or basic (four-function) calculators.
- ❑ Calculators must be nongraphing and nonprogrammable.
- ❑ Calculators must not have an alpha-numeric keyboard.

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Performance Levels: EOI Algebra I

Students received an OPI score based on their OMAAP performance on the Algebra I EOI. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
269–350	Advanced
250–268	Satisfactory
237–249	Limited Knowledge
100–236	Unsatisfactory

EOI Algebra I—Performance Level Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at the end of instruction in Algebra I, which includes objectives in the areas of number sense and algebraic operations, relations and functions, and data analysis and statistics. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the mathematics knowledge, skills, and processes expected of students at the end of instruction in Algebra I. Students scoring at the Satisfactory level on the Oklahoma Modified Alternate Assessment typically will:

- ❑ Use formulas, laws of exponents, percents, probability, and measures of central tendency to solve one-step problems within an algebraic context.
- ❑ Simplify and evaluate linear expressions.
- ❑ Distinguish between linear and nonlinear data.
- ❑ Calculate the slope of a line.
- ❑ Identify the equation of a line.
- ❑ Solve linear equations and inequalities and match simple equations to a graph.
- ❑ Solve a system of linear equations by graphing.
- ❑ Translate from one representation of data to another and make valid inferences and predictions based on collected data without calculations.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the mathematics knowledge, skills, and processes expected of students at the end of instruction in Algebra I. Students scoring at the Limited Knowledge level have difficulty and are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at the end of instruction in Algebra I. These students typically should be given additional comprehensive mathematics instruction.

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EOI English II

The OMAAP in English II EOI consists of one writing prompt and multiple-choice test items. Passages of various genres are represented. These genres include classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. Students are asked to respond to a variety of items written to the standards of Vocabulary, Comprehension and Critical Literacy, Literature, and Research and Information under the Reading/Literature Strand. Students are also asked to respond to the writing prompt and to items representing the standards of Grammar/Usage and Mechanics under the Writing/Grammar/Usage and Mechanics Strand.

The test asks students to respond to a variety of items measuring student achievement of the *Oklahoma C^3* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *Oklahoma C^3* standards and objectives, please refer to the Oklahoma State Department of Education Web site. Student performance is reported at the standard levels.

The test blueprint reflects the degree to which each *Oklahoma C^3* standard and objective is represented on the English II EOI OMAAP test. The overall distribution of operational items in a test form is shown in the following table.

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EOI English II Test Blueprint: 2012–2013

Standards and Objectives	Ideal Number of Items	Ideal[1] Percentage of Items	Actual Number of Items	
			Winter 2012	Spring 2013
Vocabulary (1.0)	**6–7**	**13%–15%**	**6**	**7**
Comprehension (2.0)	**9–10**	**20%–22%**	**11**	**10**
Literal Understanding (2.1)	1–3		2	1
Inferences and Interpretation (2.2)	2–4		4	4
Summary and Generalization (2.3)	2–4		2	3
Analysis and Examination (2.4)	1–3		3	2
Literature (3.0)	**12–13**	**26%–28%**	**13**	**14**
Literary Genres (3.1)	2–3		3	4
Literary Elements (3.2)	3–5		5	5
Figurative Language and Sound Devices (3.3)	3–5		3	5
Literary Works (3.4)	2–3		2	0
Research and Information (4.0)	**6–7**	**13%–15%**	**6**	**5**
Accessing Information (4.1)	2–4		3	2
Interpreting Information (4.2)	2–4		3	3
Writing (1.0/2.0)	**1 (3 pts)**	**7%**	**1**	**1**
Writing Prompt	1		1	1
Grammar/Usage and Mechanics (3.0)	**7–8**	**15%–17%**	**7**	**7**
Standard English Usage (3.1)	2–3		3	2
Mechanics and Spelling (3.2)	2–3		2	2
Sentence Structure (3.3)	2–3		2	3
Total Test	**41–44[2] (43–46 pts)**	**100%**	**44**	**44**

Each item contributes one score point to the total test score, except for the writing prompt, which contributes up to 3 score points. All the percentages in this chart are based on the maximum 46 score points.

1 Percentages are approximations and may result in a sum other than 100 due to rounding.
2 The actual number of items scored for a student may be slightly lower pending a review of item statistics.

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

Performance Levels: English II EOI

Students received an OPI score based on their performance on the English II EOI OMAAP. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
265–350	Advanced
250–264	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

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EOI English II—Performance Level Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment typically demonstrate a thorough understanding of the knowledge and skills expected of students at the end of instruction in English II. In addition to demonstrating an understanding and application of knowledge and skills at the Satisfactory performance level, students scoring at the Advanced level typically are effective in understanding abstract text, demonstrating an understanding of a broad variety of literary forms, regularly applying research strategies for understanding factual information, demonstrating a thorough understanding of correct Standard English usage, demonstrating a consistent understanding of literary elements and techniques when using regular or modified text, and applying correct Standard English to writing.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment typically demonstrate a general understanding of the knowledge and skills expected of students at the end of instruction in English II. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:

- ❑ Use a range of strategies to comprehend reading material (both fiction and nonfiction).
- ❑ Demonstrate a general understanding of a variety of literary forms.
- ❑ Use basic research strategies to organize and understand factual information.
- ❑ Demonstrate a general understanding of correct use of Standard English.
- ❑ Demonstrate a general understanding of literary elements and techniques.
- ❑ Write responses that demonstrate moderate support, address the prompt with some development of details, use acceptable word choice, contain evidence of sentence structure, and demonstrate sufficient mastery in grammar and mechanics so that readability is not affected.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment typically demonstrate a partial understanding of the knowledge and skills expected of students at the end of instruction in English II. Students are inconsistent in demonstrating the Satisfactory level competencies. They typically use a limited number of strategies to comprehend and interpret grade-level-modified reading material; demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms when explicitly stated; and write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the knowledge and skills expected of students at the end of instruction in English II. Students scoring at the Unsatisfactory level need additional comprehensive remedial instruction.

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English II Writing Component

As part of the OMAAP English II EOI test, students are given one specific writing prompt to respond to in their test books. Students are encouraged to plan their composition and write and edit their work. They are given a blank page for planning, which is not scored, five, lined pages on which to write, and a "Writer's Checklist" that provides reminders for revising and editing. This component is administered in one sitting and is not timed.

Holistic Scores and Performance Levels: Writing

Each student's Writing response is reviewed against scoring criteria. Two trained readers independently read each response and assign a holistic score that focuses on specific writing skills. These ratings range from 3 (the highest score) to 1 (the lowest score). The final score provides a profile of the student's writing. The following is the scoring rubric used to assign the holistic scores.

Score	Holistic Writing Rubric
Satisfactory (3)	Response offers a moderate amount of information related to the prompt.
	Response addresses the topic with some development of details.
	Response shows an awareness of sequencing and a progression of ideas.
	Some descriptive words are used to convey the intended message.
	Response contains evidence of sentence structure and may show some variety.
	Errors in grammar, usage, and mechanics may be noticeable but do not affect readability.
Limited Knowledge (2)	Response offers a limited amount of information related to the prompt.
	Response addresses the topic with minimal details.
	Response contains a sense of direction but may lack focus.
	Word choice lacks precision and variety but may not interfere with communication.
	Many sentences are fragments or run-ons though there is evidence of subject-predicate form.
	Errors in grammar, usage, and mechanics distract from the readability.
Unsatisfactory (1)	Response offers a minimal amount of information related to the prompt.
	Prompt may be copied with no evidence of details.
	Response does not progress in a logical order or lacks cohesion.
	Word choice is limited and interferes with communication.
	Sentence structure is not evident, or there may be only a list of unrelated words.
	Errors in grammar, usage, and mechanics severely impede readability.

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

- ❑ No response or just a restatement of the prompt
- ❑ Response in a language other than English
- ❑ Response that is illegible or incomprehensible
- ❑ Response that is off the topic of the writing task

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EOI Biology I

The OMAAP Biology I EOI test consists entirely of multiple-choice items. The test asks students to respond to a variety of items measuring student achievement of the *Oklahoma C³* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *Oklahoma C³* standards and objectives, please refer to the Oklahoma State Department of Education Web site. Student performance is reported at the standard levels for Process/Inquiry and Content.

The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the Biology I EOI OMAAP test. The overall distribution of operational items in a test form is shown in the following table.

EOI Biology I Test Blueprint for *Oklahoma C³* Process/Inquiry Standards and Objectives: 2012–2013

Process/Inquiry Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Actual Number of Items	
			Winter 2012	Spring 2013
Observe and Measure (P1.0)	**6**	**12%**	**6**	**5**
Qualitative/quantitative observations and changes (P1.1)	4		3	3
Use appropriate System International (SI) units and tools (P1.2 & P1.3)	2		3	2
Classify (P2.0)	**6**	**12%–13%**	**7**	**7**
Use observable properties to classify (P2.1)	2–4		2	4
Identify properties of a classification system (P2.2)	2–4		5	3
Experimental Design (P3.0)	**13–16**	**27%–32%**	**13**	**14**
Evaluate the design of investigations (P3.1)	3–4		3	3
Identify a testable hypothesis, controlled variables, and experimental controls in an experiment (P3.2 & P3.4)	3–4		3	4
Use mathematics to show relationships (P3.3)	3–4		3	4
Identify potential hazards and practice safety procedures in all science activities (P3.5)	3–4		4	3
Interpret and Communicate (P4.0)	**16–19**	**33%–39%**	**17**	**17**
Select predictions based on observed patterns of evidence (P4.1)	3–4		3	6
Interpret line, bar, trend, and circle graphs (P4.3)	3–4		4	3
Accept or reject a hypothesis (P4.4)	3		4	3
Make logical conclusions based on experimental data (P4.5)	3–4		3	3
Identify an appropriate graph or chart (P4.8)	3–4		3	2
a. Translate quantitative information expressed in words into visual form (e.g., a table, chart, equation)				
b. Translate information expressed visually or mathematically (e.g., a table, chart, equation) into words				
Model (P5.0)	**6**	**13%**	**6**	**5**
Interpret a model which explains a given set of observations (P5.1)	3		4	2
Select predictions based on models using mathematics when appropriate (P5.2)	3		2	3
Total Test	**46–49[1]**	**100%**	**49**	**48**

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

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EOI Biology I Test Blueprint for *Oklahoma C³* Content Standards and Objectives: 2012–2013

Content Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items[1]	Actual Number of Items	
			Winter 2012	Spring 2013
The Cell (1.0)	**9–12**	**21%–27%**	**10**	**9**
Cell structures and functions (1.1)	3–5		4	5
Differentiation of cells (1.2)	2–4		3	1
Specialized cells (1.3)	2–4		3	3
The Molecular Basis of Heredity (2.0)	**9–12**	**21%–27%**	**7**	**9**
DNA structure and function in heredity (2.1)	3–6		3	3
Sorting and recombination of genes (2.2)	4–7		4	6
Biological Diversity (3.0)	**9–12**	**21%–27%**	**10**	**9**
Variation among organisms (3.1)	2–4		3	3
Natural selection and biological adaptations (3.2)	3–5		4	4
Behavior patterns can be used to ensure reproductive success (3.3)	2–4		3	2
The Interdependence of Organisms (4.0)	**6–8**	**14%–18%**	**8**	**8**
Organisms both cooperate and compete (4.1)	3–5		4	5
Population dynamics (4.2)	3–5		4	3
Matter/Energy/Organization in Living Systems (5.0)	**10**	**21%**	**10**	**10**
Complexity and organization used for survival (5.1)	3–4		3	4
Matter and energy flow in living and nonliving systems (5.2)	3–4		4	5
Earth cycles including abiotic and biotic factors (5.3)	3–4		3	1
Total Test	**43–46[2]**	**100%**	**45**	**45**

- Student performance on the multiple-choice test will be reported at the standard level. A minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.
- The approximate percentages are based on the total number of items on a test that are matched to the content standards and do not include items added for safety.
- Biology I standards correspond to the *PASS* Biology I standard revision 2011.

[1] While the blueprint specifies an ideal percentage of items for the content standards, some variation in the number of items per standard/objective is allowable. The number of items per content standard/objective in a given test should fit within the range specified in the blueprint.

[2] Three out of the 46 total items assess the "Safety" process standard, for which there is no corresponding content standard.

Performance Levels: Biology I EOI

Students received an OPI score based on their performance on the Biology I EOI OMAAP. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
273–350	Advanced
250–272	Satisfactory
237–249	Limited Knowledge
100–236	Unsatisfactory

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EOI Biology I—Performance Level Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment demonstrate a more thorough understanding of the knowledge, skills, and application of the science concepts expected of students at the End-of-Instruction in Biology I. Students performing at this level also consistently demonstrate their ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and modeling) and understand Biology I concepts expected of the measured standards and objectives included in the Biology I *Oklahoma C*^{3} Framework. Students consistently demonstrate a working knowledge of the science processes and biology concepts, applying different strategies for selecting, identifying, organizing, comparing, and interpreting scientific data to infer conclusions.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of science concepts expected at the End-of-Instruction in Biology I. Students performing at this level also demonstrate the ability to apply understandings to practical situations. Students performing at the Satisfactory level will:

- ❑ make predictions/inferences regarding qualitative and quantitative changes;
- ❑ use observable properties to make biological classifications;
- ❑ evaluate the components of experimental design;
- ❑ use data (single and multiple sets) to: create an appropriate graph, make predictions, and infer outcomes that support conclusions;
- ❑ apply appropriate mathematical calculations;
- ❑ interpret and apply information from models;
- ❑ associate cell structures to their functions;
- ❑ interpret the cell cycle with an emphasis on mitosis;
- ❑ analyze and interpret gene recombination as related to heredity;
- ❑ analyze evidence of common ancestry related to biological diversity and natural selection;
- ❑ interpret interactions between abiotic and biotic components of the ecosystem and their impact on population dynamics; and
- ❑ understand the dynamic interactions of the reactants and products of photosynthesis and cellular respiration.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the knowledge, skills, and application of the science concepts expected of students at the End-of-Instruction in Biology I. These students are partially able to interpret information, to recognize the correct design of simple investigations, and to understand scientific processes and experimental procedures in biological scenarios. Some gaps in knowledge and skills are evident and may require additional instruction in order to achieve a satisfactory level of understanding.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate a Limited Knowledge level of the knowledge, skills, and application of the science concepts expected of students at the End-of-Instruction in Biology I. Students scoring at the Unsatisfactory level will require Biology I remediation in order to achieve a satisfactory level of understanding.

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EOI U.S. History

The OMAAP U.S. History EOI test consists entirely of multiple-choice items. The test asks students to respond to a variety of items measuring student achievement of the *Oklahoma C³* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *Oklahoma C³* standards and objectives, please refer to the Oklahoma State Department of Education Web site. Student performance is reported at the standard levels.

The test blueprint reflects the degree to which each *Oklahoma C³* standard and objective is represented on the U.S. History EOI OMAAP test. The overall distribution of operational items in a test form is shown in the following table.

EOI U.S. History Test Blueprint: 2012–2013

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test[1]	Actual Number of Items	
			Winter 2012	Spring 2013
Post-Reconstruction to the Progressive Era, 1878–1900 (1.0)	**8**	**17%**	**11**	**9**
Post Reconstruction Amendments (1.1)	2–4		1	2
Immigration, Westward Movement, and Native American Experiences (1.2)	2–4		4	4
Impact of Industrialization on Society, Economics, and Politics (1.3)	2–4		6	3
Expanding Role of the United States in International Affairs (2.0)	**6**	**12%**	**6**	**5**
Cycles of Economic Boom and Bust in the 1920s and 1930s (3.0)	**8**	**17%**	**7**	**8**
Economic, Political, & Social Transformation Between the World Wars (3.1)	3–5		1	3
Economic Destabilization and the Great Depression/New Deal (3.2, 3.3)	3–5		6	5
Role of the U.S. in International Affairs and World War II, 1933–1946 (4.0)	**8**	**17%**	**7**	**8**
Mobilization for World War II (4.1)	3–5		4	3
World War II and U.S. Reaction to the Holocaust (4.2, 4.3)	3–5		3	5
U.S. Foreign and Domestic Policies during the Cold War, 1945–1975 (5.0)	**18**	**38%**	**10**	**18**
The Cold War – Foreign and Domestic (5.1, 5.2)	4–6		5	5
The Vietnam War Era (5.3)	4–6		1	4
The African American Civil Rights Movement (5.4)	4–6		3	5
Social Political Transformation (5.5)	4–6		1	4
Total Test	**48[2]**	**100%**	**41**	**48**

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

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

- Student performance on the multiple-choice test will be reported at the standard level. A minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

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Performance Levels: U.S. History EOI

Students received an OPI score based on their performance on the U.S. History EOI OMAAP. The OPI score represents one of the four performance levels specific to the grade and subject area. The following table shows the OPI score ranges and the performance level that each range represents.

OPI Score Range	Performance Level
264–350	Advanced
250–263	Satisfactory
239–249	Limited Knowledge
100–238	Unsatisfactory

EOI U.S. History–Performance Level Descriptors

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment demonstrate a more thorough understanding of the knowledge and skills expected of students at the end of instruction in U.S. History. Students performing at this level consistently demonstrate an understanding of the chronology of historical events and the interrelationships among them, make more sophisticated interpretations of evidence, and use social studies terminology and skills such as explaining cause and effect, comparing and contrasting, and distinguishing between fact and opinion.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the knowledge and skills expected of students at the end of instruction in U.S. History. Students performing at this level typically show a general understanding of the chronology of historical events and the interrelationships among them, make clear and logical interpretations of evidence, and use social studies skills such as explaining cause and effect, comparing and contrasting, and distinguishing between fact and opinion. Students performing at the Satisfactory level typically will:

- ❑ Demonstrate process skills in social studies.
- ❑ Explain causes, key events, and effects of the Civil War and Reconstruction era.
- ❑ Describe the impact of immigration, migration, and settlement patterns.
- ❑ Identify the impact of industrialization on American society.
- ❑ Describe the changing role of the United States in world affairs at the turn of the twentieth century.
- ❑ Describe social, cultural, economic, and technological ideas and events in the United States in the era between World War I and World War II.
- ❑ Describe the major causes, events, and effects of United States involvement in World War II.
- ❑ Identify foreign and domestic policies of the United States since the end of World War II.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the knowledge and skills expected of students at the end of instruction in U.S. History. Students performing at this level typically show partial understanding of the chronology of historical events and the interrelationships among them, make simple interpretations of evidence, and demonstrate limited use of social studies skills. Students performing at this level could benefit from remediation in U.S. History.

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Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the knowledge and skills expected of students at the end of instruction in U.S. History. Students performing at this level should be provided remediation in U.S. History.

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Appendix A—Sample Questions and Answers

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

Q How are the EOI tests different from classroom (teacher-developed) tests?

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

The first two stages—planning the test and writing the test items—include the combined efforts of test experts, teachers, and state curriculum and assessment specialists. The test content is defined so that it reflects the skills and concepts outlined by the *Oklahoma C^3 Standards*, Oklahoma's core curriculum. Then the items are developed to measure the specified content. In the third stage, items are field tested to see how they perform before being used to compute student scores. The statistical characteristics of the test items from this field test are analyzed to ensure that items are appropriate for the targeted students. Items of appropriate statistical properties are then selected according to the test content blueprint. Multiple content reviews are conducted before the final set of items for the test are determined.

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

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

Q What can be learned from the results of the OSTP tests?

A The OSTP tests measure students' progress in mastering the *Oklahoma C^3* content standards. The tests give information that can be used to identify a student's strengths and instructional needs. This information can also be used for instructional planning and program evaluation.

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

Q How will the test results be used?

A The test results are used primarily to help students, teachers, and parents/guardians understand educational needs, to help improve student learning, and to help plan for the future. It is important that parents/guardians view testing in a positive light. A positive and supportive atmosphere will help reduce anxiety concerning the test and will increase each student's desire to work toward educational goals. After the test, it is important that parents/guardians continue to offer encouragement, telling their children about particular strengths and accomplishments, as well as areas needing improvement.

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

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

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

A The EOI Tests are developed to measure the *Oklahoma C³* content standards, the basis for Oklahoma's core curriculum. The tests are administered at the end of instruction so that students have the opportunity to learn the material covered on the tests.

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

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

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

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

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

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Appendix B—Glossary

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

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

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

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

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

bias A systematic error in a test score. Bias occurs when factors irrelevant to the subject matter related to the assessment result in one or more specific groups of students being advantaged or disadvantaged relative to other groups.

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

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

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

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

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

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

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

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

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

Curriculum Access Resource Guide—Modified (CARG–M) *CARG–M* is an instructional tool for teaching *Oklahoma C³ Standards* to students who take the OMAAP tests.

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

discrimination parameter Under Item Response Theory (IRT), it indicates the degree an item distinguishes between examinees of differing abilities on the trait being measured. Low discrimination values indicate an item does not discriminate students of low and high abilities.

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

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

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

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

item response theory (IRT) A set of mathematical models that describes the relationship between performance on test items and the student's level of performance on the same scale as the ability or trait being measured. For OCCT 3–8 and EOI, the three-parameter model is used for the calibration and scaling of multiple-choice items; the generalized partial credit model is used for the calibration and scaling of the English II writing prompts. For the OMAAP 3–8 and EOI assessments, the one-parameter (Rasch) model is used for calibration and scaling of multiple-choice items, and the partial credit model (PCM) is used for the English II and III writing prompt. The various item parameters associated with each model (discrimination, difficulty, and guessing) are used to describe the statistical characteristics of each item. The Rasch and PCM only produce item difficulty estimates.

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

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

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

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

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

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

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

Oklahoma C³ Standards The *Oklahoma C³ Standards are* Oklahoma's Core Curriculum. Each subject/grade has a different set of standards and objectives on which students are tested.

Oklahoma Core Curriculum Tests (OCCT) The OCCT is the general testing program administered in Oklahoma public schools to students in Grades 3–8 and EOI.

Oklahoma Modified Alternate Assessment Program (OMAAP) The OMAAP is the testing program administered in Oklahoma public schools to "gap" students for whom the Oklahoma Alternate Assessment Program (OAAP) and the OCCT are inappropriate. The current OMAAP assessments are Reading and Mathematics for Grades 3–8, Science for Grades 5 and 8, and High School EOI for Algebra I, English II, Biology I, and U.S. History.

Oklahoma Performance Index (OPI) The Oklahoma Performance Index (OPI) is a scaled score resulting from the mathematical transformation of the true score, which is associated with each of the raw scores. The OPI score is used to place students in one of four performance levels.

Oklahoma School Testing Program (OSTP) The OSTP is a testing program that includes the OCCT general assessment in Grades 3–8 and EOI, the OMAAP modified assessments in Grades 3–8 and EOI, and the OAAP portfolio assessment.

open-ended item See constructed-response item.

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

performance level score range The performance level score range is the range of scale scores that corresponds to one of the four performance levels: Advanced, Proficient/Satisfactory, Limited Knowledge, and Unsatisfactory.

Portfolio assessments The Portfolio assessment is a yearlong collection of information and pieces of evidence, which represent a student's mastery of the *Oklahoma C³ Standards*.

raw score The number of correct answers on a test.

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

rubric A scoring tool, or set of criteria, used to evaluate a student's test performance. A scoring rubric is used to evaluate a student's response to the OCCT ACE English II, and ACE English III writing prompt, as well as the OMAAP English II writing prompt.

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

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

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

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

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

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

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

test item See item.

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

unscorable Writing responses that do not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the following categories:
N – No Response/Refusal to Answer (shows as condition code "A" on Winter/Trimester reports / "N" on Spring reports)
I – Illegible/Incomprehensible (shows as condition code "B" on Winter/Trimester reports / "I" on Spring reports)
L – Language other than English (shows as condition code "C" on Winter/Trimester reports / "L" on Spring reports)
O – Off Topic (shows as condition code "D" on Winter/Trimester reports / "O" on Spring reports)

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

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

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Appendix C—Student Categories and Special Characteristics

Absent (ABS): Students who were marked as absent during the testing window.

Did Not Attempt (DNA): Students who answered fewer than five multiple-choice test items on the test received a "DNA." No score is available; no performance level is assigned.

Economically Disadvantaged: Economically disadvantaged students are those who receive Free/Reduced Lunch.

Emergency Exempt (EE): Emergency exempt students are those who did not participate in testing due to a medical emergency.

English Language Learner (ELL): ELL students are those who are learning the English language and have NOT passed the English Proficiency Test.

English Language Learner 1st Year Exempt (ELL 1st): ELL 1st Year Exempt students are those who did not participate in the Reading/English II/III tests based upon their status as English language learners in their first year in the U.S.

Enrolled: Students were counted as enrolled if they qualified for the OMAAP assessment and their answer documents (demographic sheets) were returned to the test vendor. This includes those students tested and not tested, and those identified as Other Placement and IEP Braille.

Full Academic Year (FAY): FAY students are those who have been continuously enrolled, beginning within the first ten days of a school year, and who have not experienced an enrollment lapse of ten or more consecutive school days.

IEP Braille: IEP Braille students are those who took a Brailled version of the OCCT or OMAAP due to a visual impairment as documented in the students' IEPs.

Individualized Education Program (IEP): An IEP is a written statement of goals and strategies regarding a student's education that is developed, reviewed, and revised in accordance with Title 42 U.S.C. Section 1414(d).

Individualized Education Program Alternative Test (IEP Alt): IEP Alt students are those who participated in an alternate assessment based upon their IEP status.

Invalidated (INV): Invalidated students are those whose test participation was invalidated due to non-standard testing situations.

Limited English Proficient (LEP): LEP students are those who are in the process of acquiring English language skills and knowledge.

Non-Full Academic Year (NFAY): NFAY students are students who have not been continuously enrolled beginning within the first ten days of the school year or have experienced an enrollment lapse of ten or more consecutive school days.

Other Placement (OP): OP students are those from outside of a district who have been placed by state or court order in a facility within a district.

Second Time Testers (2TT): 2TT students are those who missed the opportunity to take the EOI test while enrolled in the course or are retaking the test.

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