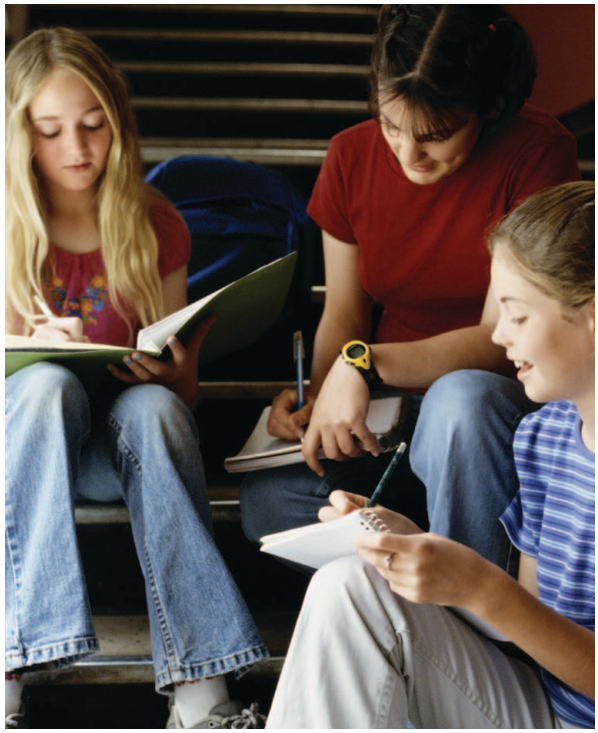
Oklahoma School Testing Program



2013–2014
Test Interpretation Manual

Oklahoma Core Curriculum Tests and Oklahoma Modified Alternate Assessment Program

Grades 3–8
End-of-Instruction (EOI)

OKLAHOMA STATE DEPARTMENT OF EDUCATION
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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

2706027-W

Acknowledgement

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CONTENTS

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 Grades 3–8 and End-of-Instruction (EOI) Oklahoma Core Curriculum Tests (OCCT) and EOI Oklahoma Modified Alternate Assessment Program (OMAAP). This manual provides the following:

- ❑ Overview of the Grades 3–8 and EOI OCCT and EOI 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 a set of academic standards, skills, and knowledge public school students are expected to master at each grade-level currently titled the Oklahoma Academic Standards.

Oklahoma law states that tests shall be administered to every student enrolled in a tested grade in the public schools of Oklahoma. Oklahoma law also 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. 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 Academic Standards.

The EOI OMAAP was developed for students in the spring of 2007 and is currently being used for retake purposes only to meet a graduation requirement or to apply a Modified Proficiency Score. Students must be 2nd Time Testers with a previous OMAAP score in the same subject and be on an Individualized Education Program (IEP).

OCCT and EOI OMAAP Components and Concepts

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

Oklahoma Academic Standards: The purpose of the OCCT and EOI 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 Academic Standards.

The Oklahoma SDE's Web site provides all Oklahoma Academic Standards and objectives for each grade and each subject along with many additional resources about the OCCTs.

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.

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.

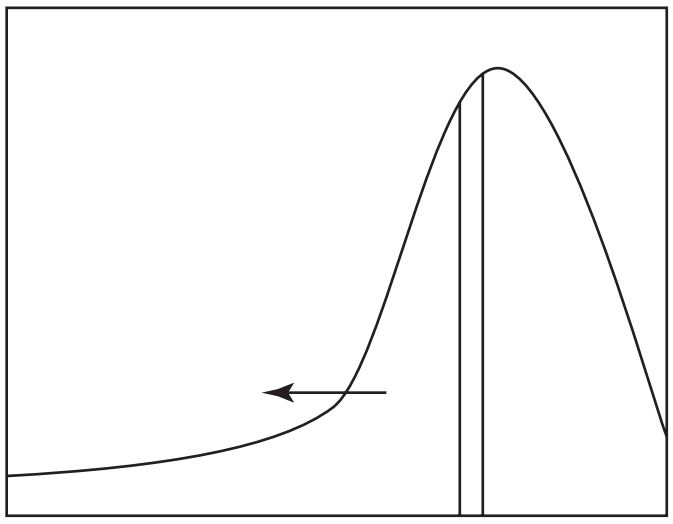
The OCCT and EOI OMAAP assessments are designed to assess the Oklahoma Academic Standards frameworks for a wide range of abilities. The cut scores for these assessments are established through a content-based judgment process where committees are asked to make judgments mapping expectations of student 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.

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 EOI 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 EOI 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.

OPI scores for the EOI OMAAP assessments are reported on a scale from 100 to 350. OPI scores for the OCCT 3–8 assessment range from 400 to 990. EOI Algebra I is 490–999, and the other EOI content areas are 440–999. 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 27 questions correctly to obtain an OPI score of 700. If the test the next year is a little more difficult, students may need to answer only 26 questions correctly to obtain the same 700 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 EOI 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/Satisfactory, Limited Knowledge, and Unsatisfactory. The performance level indicates that the student can perform some or most of what is described for that level and all that is described in the level below. Students who can perform the majority of what is described for a level may also be able to perform some of what is described in the next level but not enough to have reached the level.

Performance-Level Descriptors: These are written statements (short or long descriptors) describing performance levels in terms of what students have learned and can do. (Performance-level descriptors for the OCCT and EOI OMAAP are documented elsewhere in this manual.) These statements give meaning to the score by linking the skills being measured to expected outcomes. Short descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient/Satisfactory, Limited Knowledge, Unsatisfactory. Long descriptors give detailed listings of the knowledge and skills typically possessed by students in the applicable category (Advanced, Proficient/Satisfactory, Limited Knowledge) for each standard and/or objective within the category. The performance-level descriptors were developed by panels of Oklahoma educators and approved by the Oklahoma State Board of Education. 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 forms can include more than one operational form, an equivalent form, a Braille form, and a retest 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 773 for Form A may correspond to a raw score of 52 and for Form B may correspond to a raw score of 53 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.

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.

EOI OMAAP 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.

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 EOI OMAAP. This section in this manual describes score reports and each OCCT test for Grades 3–8 and EOI, plus each EOI OMAAP test.

Understanding the Test Content

The OCCT and EOI OMAAP are samplings of the skills and content specified in the Oklahoma Academic Standards and objectives. Informed use of the results for individual students, classes, schools, or districts begins with a comprehensive understanding of both the Oklahoma Academic Standards and objectives and the test content descriptions contained in this manual. By comparing the Oklahoma Academic 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 EOI 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/Satisfactory 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 Grade 5 and Grade 8 Writing tests and the Writing portion of the OCCT ACE English II and ACE English III EOI and the EOI OMAAP English II 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 OCCT Grades 5 and 8 and EOI students, Writing scores are provided in Writing test reports. For EOI students, Writing scores are included as part of the English II and English III reports.

Understanding the OPI, Scoring, and Performance Levels

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

The OPI score for an individual student is translated into a given performance level. The relationship between the OPI score and the performance levels (Advanced, Proficient/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 Grade 5 Mathematics 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 the summer months to be shared with students, parents, and teachers. 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 EOI 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.

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 for each standard and objective for OCCT and each standard for EOI OMAAP, 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 EOI 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 EOI OMAAP results for All Students, Special Education

Students, English Language Learners, Non-English Language Learners, Full/Non-Full Academic Year Students, and Regular Education Students. The school and district reports also provide EOI 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 EOI 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 Academic 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.

Interpreting Reports

This section provides information about the 2013–2014 OCCT Grades 3–8, EOI, and EOI OMAAP 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 Grades 5 and 8
- ❑ Student Roster by Student Name
- ❑ Student Roster by OPI Score
- ❑ Summary Reports—School and District
- ❑ Class Summary Report—OCCT Grades 3–8 and EOI and EOI 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 OCCT Grades 3–8 report headings are light blue, and EOI report headings are green.

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

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/content area, showing results for all subjects tested. Each content area is on a separate label, as shown in the mock-up. The labels can be affixed to either the student's transcript or his or her 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.

Grades 3–8

Oklahoma Core Curriculum Tests (OCCT) ②
Grade 7 Reading

MILLERSON, RICHARD W ③

State Student ID: 1234567890
Birth Date: MM/DD/YYYY
Gender: M
Grade: 07 ④
Admin: Spring 2014 ②

OPI Score: **DNA**
Performance Level:
DNA = Did Not Attempt ⑤
WINFIELD MIDDLE
ANY DISTRICT ①

Oklahoma Core Curriculum Tests (OCCT)
Grade 7 Reading

MONTOYA, RUBEN D

State Student ID: 1234567890
Birth Date: MM/DD/YYYY
Gender: M
Grade: 07
Admin: Spring 2014

OPI Score: **690**
Performance Level: **Limited Knowledge**
WINFIELD MIDDLE
ANY DISTRICT

End-of-Instruction

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

MILLERSON, RICHARD W ③

State Student ID: 1234567890
Birth Date: MM/DD/YYYY ④
Gender: M
Grade: 09 ②
Admin: Spring 2014

OPI Score: ⑤ **DNA**
Performance Level:
DNA = Did Not Attempt
ANY HIGH SCHOOL
ANY DISTRICT ①

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

MONTOYA, RUBEN D

State Student ID: 1234567890
Birth Date: MM/DD/YYYY
Gender: M
Grade: 09
Admin: Spring 2014

OPI Score: **690**
Performance Level: **Limited Knowledge**
ANY HIGH SCHOOL
ANY DISTRICT

① District name and school name

② Test administration and grade-level/subject

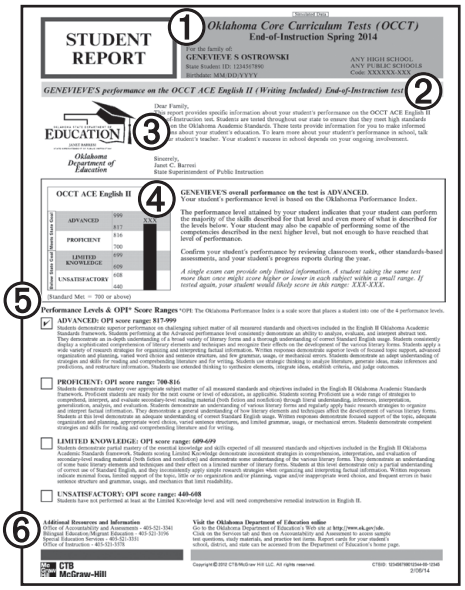
③ Student name

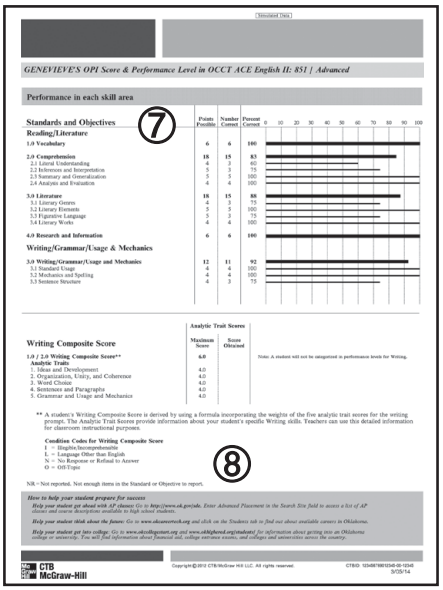
④ Student information

⑤ OPI score/performance level

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 Academic 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.

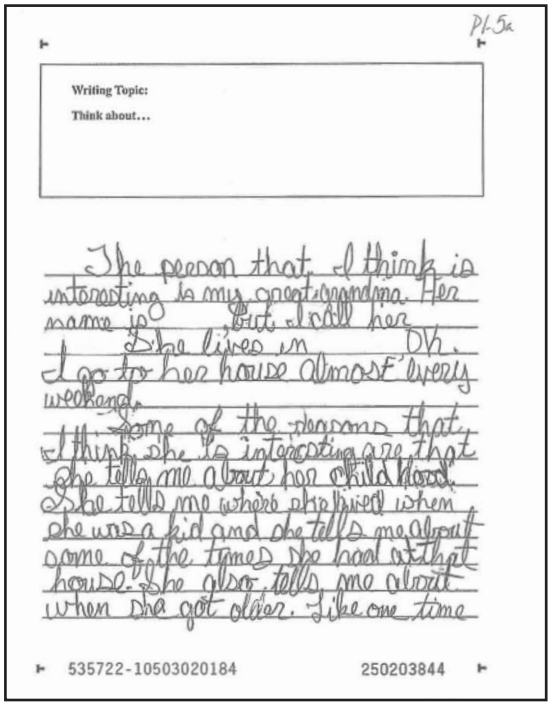


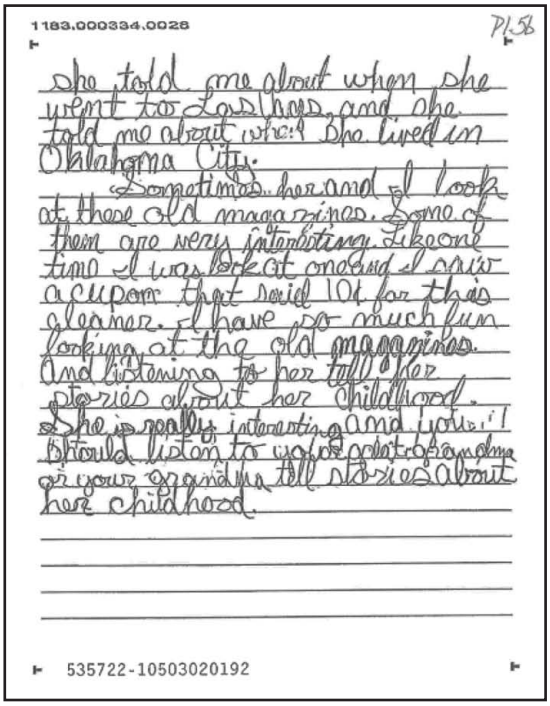


1. Heading includes the name of the assessment, the testing administration window, student name, state student ID, birthdate, and identifying information for the school and district.
2. This section contains the test name, grade, and content area tested. A separate report is produced for each content 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 a student for success.
7. Page 2 of the Student Report lists the standards and objectives tested (standards only for EOI OMAAP), the number of test items, the number correct, and the percent correct. The Lexile score is also given on page 2 for Grades 3–8 Reading. For ACE English II and ACE English III, the Student Report lists the Writing Composite Score and Analytic Trait Scores. Page 2 of the Student Report for Grades 5 and 8 Writing lists the Analytic Writing Trait Scores for the student's Writing test response.
8. The bottom section of page 2 provides a brief glossary of terms.

Student Writing Responses

Student Writing Responses for the operational prompt are provided on a CD to all districts that administered the 2014 OCCT Writing for Grades 5 and 8.



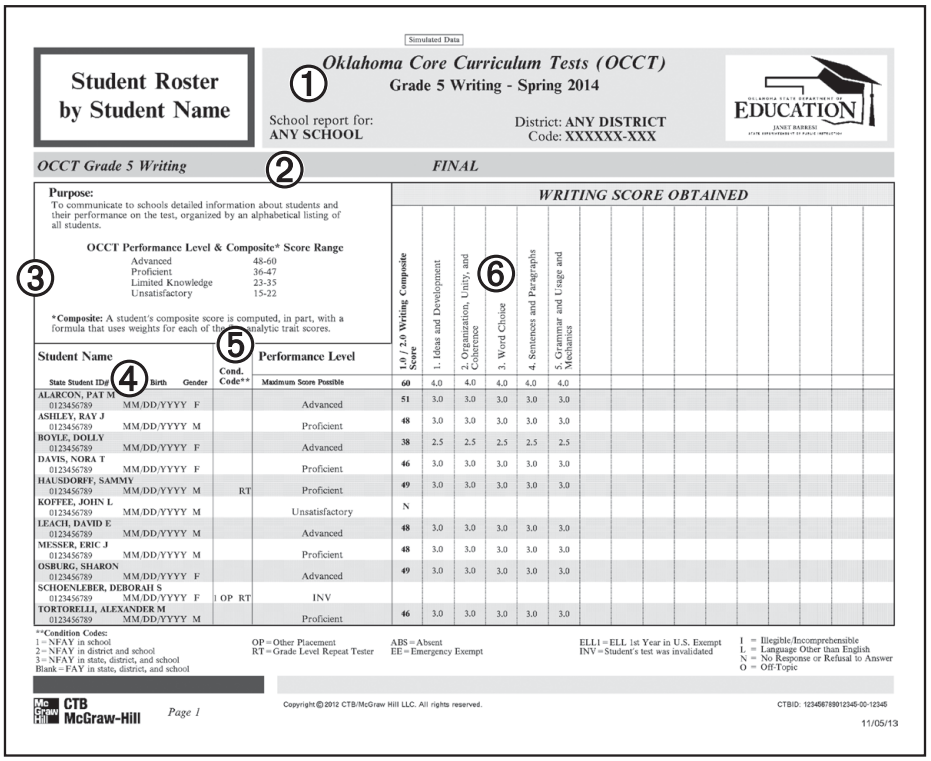


IMPORTANT:

- ❑ **Strict confidentiality of each student's response must be maintained.** These written responses have been released in confidentiality to your school so that you may review your students' responses. These responses may also be used in Parent/Teacher conferences.
- ❑ **The students' responses are NOT to be used for classroom instruction!** Students may have written responses containing personal information. The use of Writing responses for classroom instruction is a breach of security and violates the Oklahoma Administrative Code, OAC 210:10-13-4. It is permissible to have students respond to the Writing prompt as a classroom activity.

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)
Grade 5 Writing - Spring 2014

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

OCCT Grade 5 Writing — *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 & Composite* Score Range

Advanced	48-60
Proficient	36-47
Limited Knowledge	23-35
Unsatisfactory	15-22

***Composite:** A student's composite score is computed, in part, with a formula that uses weights for each of the analytic trait scores.

Student Name / State Student ID#	Birth	Gender	Cond. Code**	Performance Level	1.0 / 2.0 Writing Composite Score	1. Ideas and Development	2. Organization, Unity, and Coherence	3. Word Choice	4. Sentences and Paragraphs	5. Grammar and Usage and Mechanics
				Maximum Score Possible	60	4.0	4.0	4.0	4.0	4.0
ALARCON, PAT M 0123456789	MM/DD/YYYY	F		Advanced	51	3.0	3.0	3.0	3.0	3.0
ASHLEY, RAY J 0123456789	MM/DD/YYYY	M		Proficient	48	3.0	3.0	3.0	3.0	3.0
BOYLE, DOLLY 0123456789	MM/DD/YYYY	F		Advanced	38	2.5	2.5	2.5	2.5	2.5
DAVIS, NORA T 0123456789	MM/DD/YYYY	F		Proficient	46	3.0	3.0	3.0	3.0	3.0
HAUSDORFF, SAMMY 0123456789	MM/DD/YYYY	M	RT	Proficient	49	3.0	3.0	3.0	3.0	3.0
KOFFEE, JOHN L 0123456789	MM/DD/YYYY	M		Unsatisfactory	N					
LEACH, DAVID E 0123456789	MM/DD/YYYY	M		Advanced	48	3.0	3.0	3.0	3.0	3.0
MESSER, ERIC J 0123456789	MM/DD/YYYY	M		Proficient	48	3.0	3.0	3.0	3.0	3.0
OSBURG, SHARON 0123456789	MM/DD/YYYY	F		Advanced	49	3.0	3.0	3.0	3.0	3.0
SCHOENLEBER, DEBORAH S 0123456789	MM/DD/YYYY	F	1 OP RT	INV						
TORTORELLI, ALEXANDER M 0123456789	MM/DD/YYYY	M		Proficient	46	3.0	3.0	3.0	3.0	3.0

**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
RT = Grade Level Repeat Tester
ABS = Absent
EE = Emergency Exempt
ELL1 = ELL 1st Year in U.S. Exempt
INV = Student's test was invalidated
I = Illegible/Incomprehensible
L = Language Other than English
N = No Response or Refusal to Answer
O = Off-Topic

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Page 1

CTBID: 12345678901234S-00-12345

11/05/13

1 Test, test administration, district name, school name, class name (in the class version), and code. The code reported includes county/district/site codes.

2 This area lists the content area and grade (3–8), as well as the test form when the Equivalent, Braille, or Optional Retest (EOI) is given, for each report. A separate report is produced for each content area tested.

3 The purpose of the report, OPI score ranges, and corresponding performance level are provided and explained.

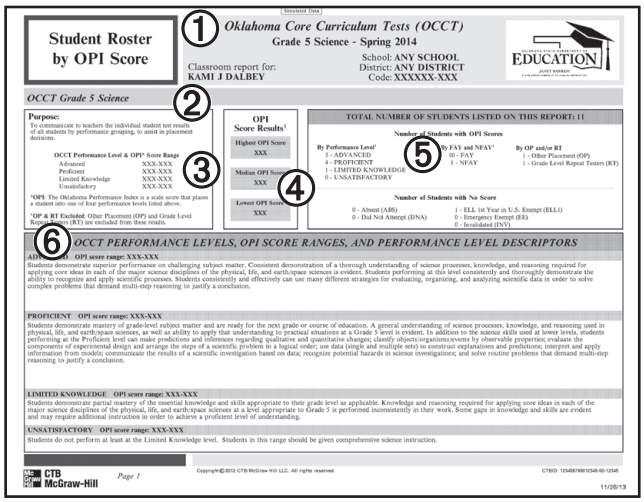
4 The student's name is listed in the first column with the student's performance level, OPI score, and raw score in columns three through five.

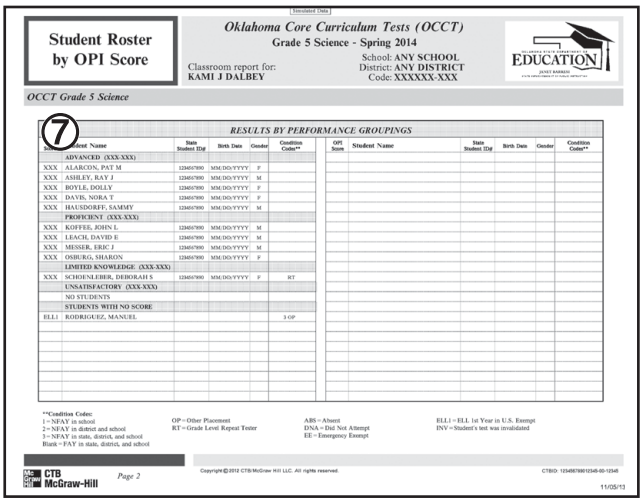
5 A condition code will be placed beside a student's name if the student is Other Placement, grade level repeat tester (3–8), 2nd Time Tester (EOI), or has NFAY status. If a student was absent, did not attempt the test, or had an invalidation or an exemption, it will be recorded in the section under Performance Level score. See the footnotes for a complete list of descriptions.

6 This section shows the percent correct for the standards and objectives for all content areas except Writing. If NR (Not Reported) is indicated, there were not the minimum required items in the standard or objective to report.

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. This report is not provided for Grades 5 and 8 Writing tests.





1. Test, test administration, district name, school name, class name (in the class version), and code. The code reported includes county/district/site codes.

2. This area lists test name, the content area, and grade, as well as test form when the Equivalent or Braille is given, 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 group.

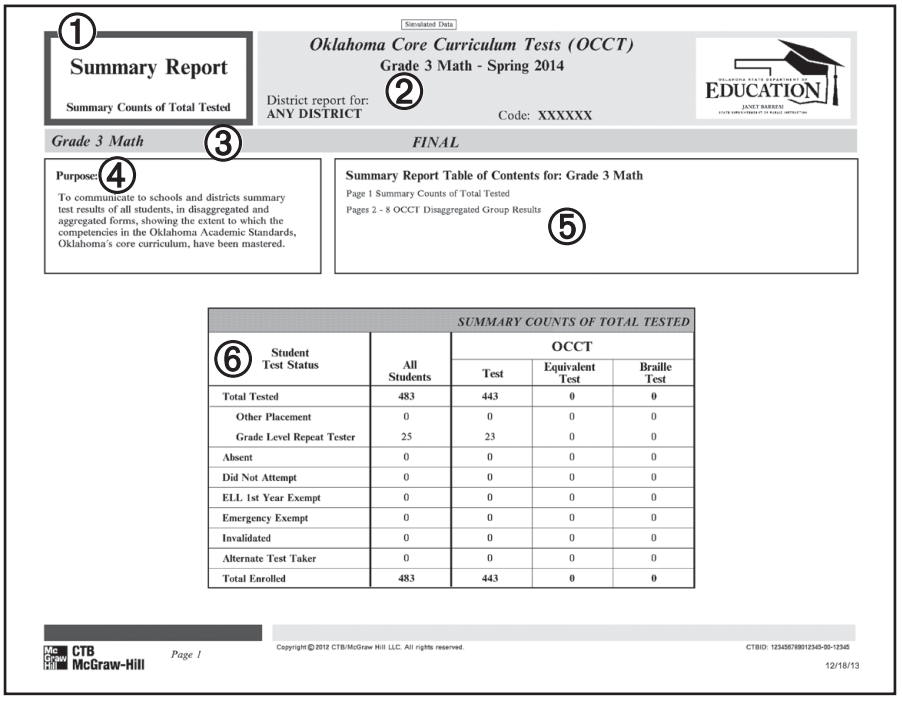
5. This area lists the total number of students listed on the report, categorized by performance level FAY (Full Academic Year), NFAY (Non-Full Academic Year), OP (Other Placement), and No Scores.

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 group results by performance groupings.

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 Academic 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 on each standard and objective (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

Oklahoma Core Curriculum Tests (OCCT)

Grade 3 Math - Spring 2014

② District report for: ANY DISTRICT Code: XXXXXX

EDUCATION

JANET BARRESI

Grade 3 Math 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 Academic Standards, Oklahoma's core curriculum, have been mastered.

Summary Report Table of Contents for: Grade 3 Math

Page 1 Summary Counts of Total Tested

Pages 2 - 8 OCCT Disaggregated Group Results ⑤

SUMMARY COUNTS OF TOTAL TESTED

⑥ Student Test Status	All Students	OCCT		
		Test	Equivalent Test	Braille Test
Total Tested	483	443	0	0
Other Placement	0	0	0	0
Grade Level Repeat Tester	25	23	0	0
Absent	0	0	0	0
Did Not Attempt	0	0	0	0
ELL 1st Year Exempt	0	0	0	0
Emergency Exempt	0	0	0	0
Invalidated	0	0	0	0
Alternate Test Taker	0	0	0	0
Total Enrolled	483	443	0	0

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Page 1

CTBID: 12345678901234S-00-12345

12/18/13

1 Type of report

2 Test, test administration, district name, school name, and code. The code reported includes county/district/site codes.

3 Grade (3–8) and content area tested (Equivalent tests are reported separately.)

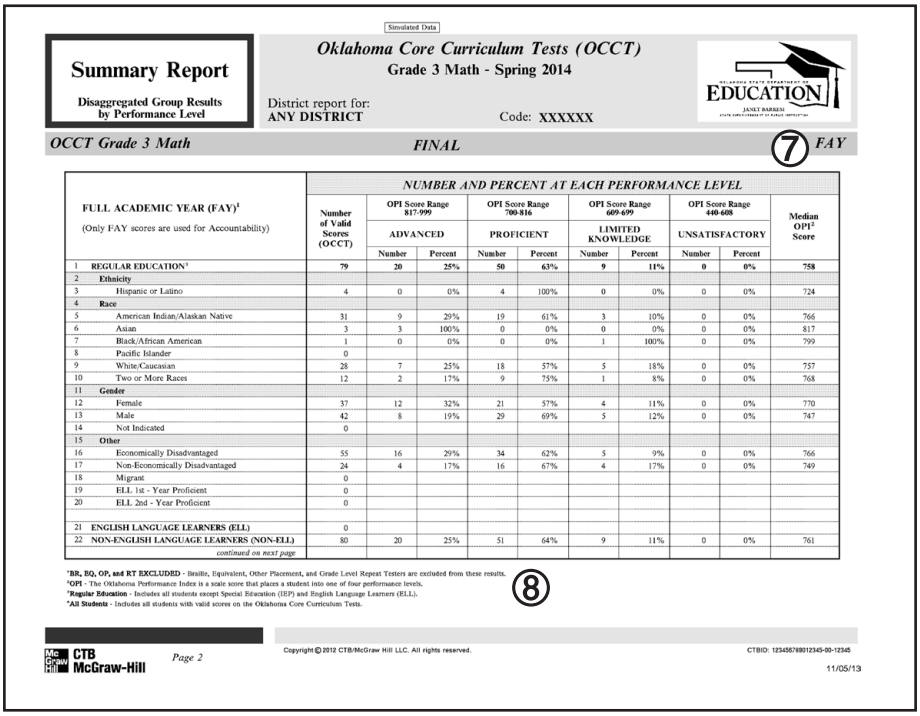
4 Purpose of the report

5 The table of contents shows the full set of tests and forms, but the report will show only those that are applicable.

6 Summary counts of Total Tested: EOI OMAAP and OCCT Summary Reports are combined. If only OCCT was tested, only OCCT is listed. EOI OMAAP will only receive a page 1 summary since all EOI OMAAP students are 2nd Time Testers and excluded from the Disaggregated Group Results.

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)
Grade 3 Math - Spring 2014

District report for:
ANY DISTRICT

Code: XXXXXX

OCCT Grade 3 Math *FINAL* ⑦ *FAY*

FULL ACADEMIC YEAR (FAY)[1] (Only FAY scores are used for Accountability)		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	3	100%	0	0%	0	0%	0	0%	817
7	Black/African American	1	0	0%	0	0%	1	100%	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 RT EXCLUDED** - Braille, Equivalent, Other Placement, and Grade Level Repeat 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).
[4]**All Students** - Includes all students with valid scores on the Oklahoma Core Curriculum Tests.

⑧

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Page 2

CTBID: 12345678901234S-00-12345

11/05/13

⑦ This page shows Disaggregated Group Results by Performance Level for Full Academic Year (FAY). 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. Following the FAY pages, NFAY and Total Tested are reported on separate pages.

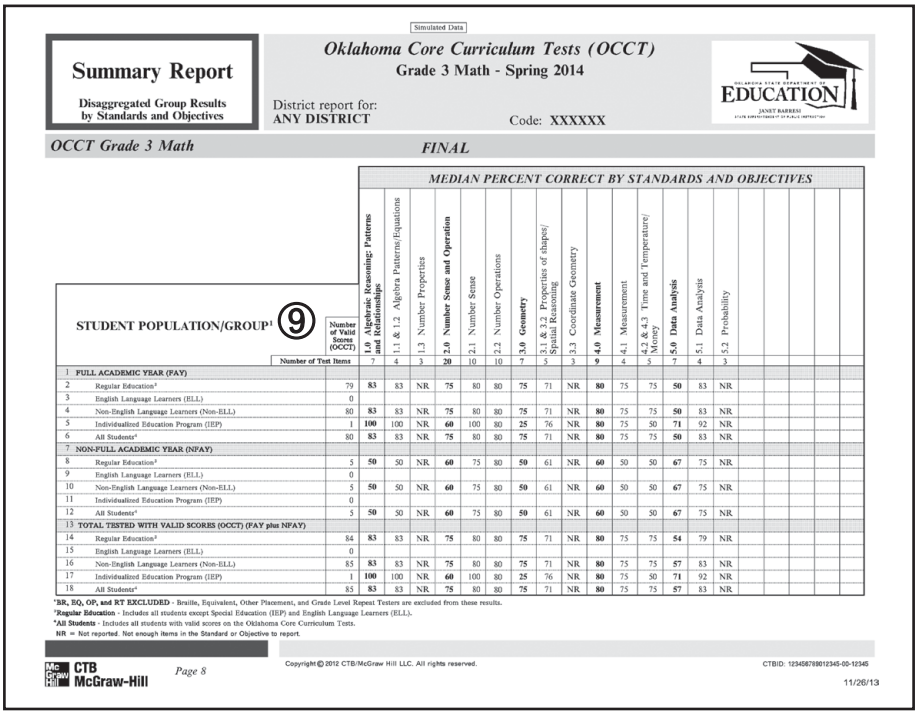
⑧ The bottom of the report provides explanations of the abbreviated codes and notes about groups of students that are excluded from the summary results.

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 Science tests (Grades 5 and 8, Biology I) include one important difference from reports for other subject tests. Oklahoma Academic Standards for Science have two categories of standards and objectives: process/inquiry and content. Process/inquiry standards and objectives are reported first followed by content standards and objectives.

Also, for the Grades 5 and 8 Writing tests, this section of the summary report presents disaggregated results for the analytic traits.



Simulated Data

Summary Report

Disaggregated Group Results by Standards and Objectives

Oklahoma Core Curriculum Tests (OCCT)
Grade 3 Math - Spring 2014

District report for:
ANY DISTRICT
Code: XXXXXX

EDUCATION
JANET BARRESI

OCCT Grade 3 Math — *FINAL*

MEDIAN PERCENT CORRECT BY STANDARDS AND OBJECTIVES

STUDENT POPULATION/GROUP[1] (9)	Number of Valid Scores (OCCT)	**1.0 Algebraic Reasoning; Patterns and Relationships**	1.1 & 1.2 Algebra Patterns/Equations	1.3 Number Properties	**2.0 Number Sense and Operation**	2.1 Number Sense	2.2 Number Operations	**3.0 Geometry**	3.1 & 3.2 Properties of shapes/ Spatial Reasoning	3.3 Coordinate Geometry	**4.0 Measurement**	4.1 Measurement	4.2 & 4.3 Time and Temperature/ Money	**5.0 Data Analysis**	5.1 Data Analysis	5.2 Probability
Number of Test Items		7	4	3	20	10	10	7	5	3	9	4	5	7	4	3
1 **FULL ACADEMIC YEAR (FAY)**																
2 Regular Education[2]	79	**83**	83	NR	**75**	80	80	**75**	71	NR	**80**	75	75	**50**	83	NR
3 English Language Learners (ELL)	0															
4 Non-English Language Learners (Non-ELL)	80	**83**	83	NR	**75**	80	80	**75**	71	NR	**80**	75	75	**50**	83	NR
5 Individualized Education Program (IEP)	1	**100**	100	NR	**60**	100	80	**25**	76	NR	**80**	75	50	**71**	92	NR
6 All Students[4]	80	**83**	83	NR	**75**	80	80	**75**	71	NR	**80**	75	75	**50**	83	NR
7 **NON-FULL ACADEMIC YEAR (NFAY)**																
8 Regular Education[2]	5	**50**	50	NR	**60**	75	80	**50**	61	NR	**60**	50	50	**67**	75	NR
9 English Language Learners (ELL)	0															
10 Non-English Language Learners (Non-ELL)	5	**50**	50	NR	**60**	75	80	**50**	61	NR	**60**	50	50	**67**	75	NR
11 Individualized Education Program (IEP)	0															
12 All Students[4]	5	**50**	50	NR	**60**	75	80	**50**	61	NR	**60**	50	50	**67**	75	NR
13 **TOTAL TESTED WITH VALID SCORES (OCCT) (FAY plus NFAY)**																
14 Regular Education[2]	84	**83**	83	NR	**75**	80	80	**75**	71	NR	**80**	75	75	**54**	79	NR
15 English Language Learners (ELL)	0															
16 Non-English Language Learners (Non-ELL)	85	**83**	83	NR	**75**	80	80	**75**	71	NR	**80**	75	75	**57**	83	NR
17 Individualized Education Program (IEP)	1	**100**	100	NR	**60**	100	80	**25**	76	NR	**80**	75	50	**71**	92	NR
18 All Students[4]	85	**83**	83	NR	**75**	80	80	**75**	71	NR	**80**	75	75	**57**	83	NR

[1]**BR, EQ, OP, and RT EXCLUDED** - Braille, Equivalent, Other Placement, and Grade Level Repeat 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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Page 8

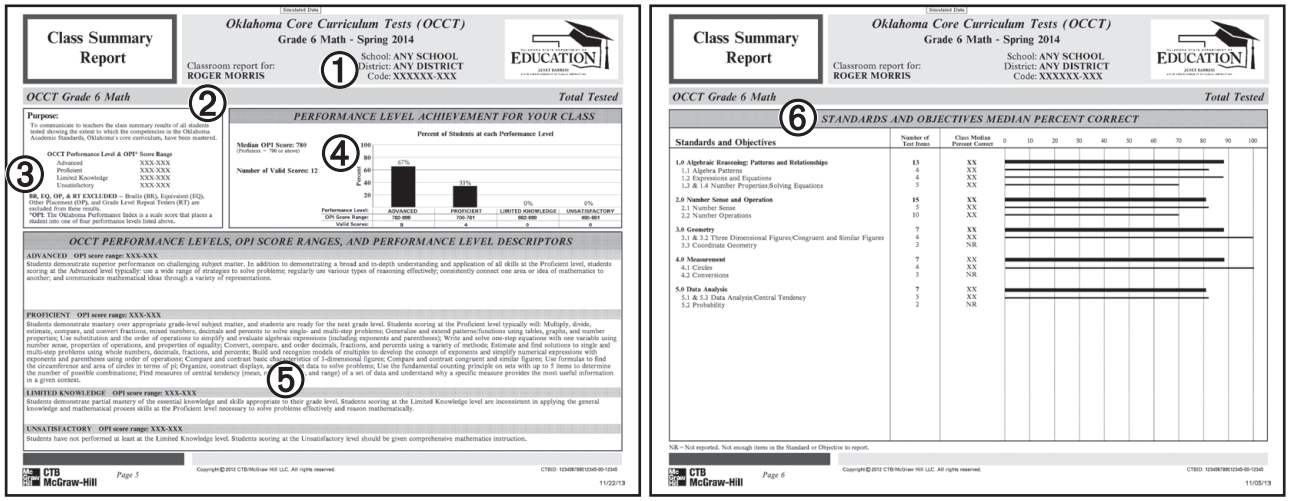
CTBID: 12345678901234S-00-12345

11/26/13

9 The first column of this page shows Full Academic Year (FAY), Non-Full Academic Year (NFAY), and Total Tested 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 Academic Standards 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 about groups of students that are excluded from the summary results.

Class Summary Report—OCCT Grades 3–8 and EOI

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 Academic Standards, Oklahoma's core curriculum, have been mastered.



1. Test, test administration, district name, school name, teacher name, and code. The code reported includes county/district/site codes.

2. Grade (3–8 only) and content area 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 are shown for each of the four performance levels.

6. Pages 2, 4, and 6 report the median percent correct for each standard and objective for the group. (Pages 1 and 2 are FAY, pages 3 and 4 are NFAY, and pages 5 and 6 are Total Tested.)

OCCT Test Content and Performance Descriptors

This section provides the following information about each OCCT subject test for Grades 3–8 and EOI.

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

OCCT Performance Levels as Defined by OPI Score Ranges

Grades 3–8 and EOI OCCT are criterion-referenced tests, which 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.

OCCT Grades 3–8 Performance Levels

Performance Level	OPI Score Ranges					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics						
Advanced	798–990	805–990	791–990	795–990	800–990	774–990
Proficient	700–797	700–804	700–790	700–794	700–799	700–773
Limited Knowledge	633–699	639–699	638–699	664–699	674–699	642–699
Unsatisfactory	400–632	400–638	400–637	400–663	400–673	400–641
Reading						
Advanced	891–990	845–990	830–990	828–990	802–990	833–990
Proficient	700–890	700–844	700–829	700–827	700–801	700–832
Limited Knowledge	649–699	658–699	641–699	647–699	668–699	655–699
Unsatisfactory	400–648	400–657	400–640	400–646	400–667	400–654
Science						
Advanced			765–990			751–990
Proficient			700–764			700–750
Limited Knowledge			648–699			658–699
Unsatisfactory			400–647			400–657
Social Studies						
Advanced			711–990			
Proficient			660–710			
Limited Knowledge			615–659			
Unsatisfactory			400–614			
U.S. History						
Advanced						715–990
Proficient						662–714
Limited Knowledge						612–661
Unsatisfactory						400–611
Writing (Composite Score)						
Advanced			48–60			50–60
Proficient			36–47			36–49
Limited Knowledge			23–35			25–35
Unsatisfactory			15–22			15–24

OCCT EOI Performance Levels

Optional Online Retest (except U.S. History) & 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	729–999	817–999	802–999
Proficient	700–761	700–782	700–776	700–772	672–728	700–816	700–801
Limited Knowledge	662–699	654–699	635–699	651–699	636–671	609–699	670–699
Unsatisfactory	490–661	440–653	440–634	440–650	440–635	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 Online Retest Window (U.S. History)

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

Grade 3 OCCT—Mathematics and Reading

Students in Grade 3 were tested in Mathematics and Reading. The Grade 3 OCCTs in Mathematics and Reading are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an Oklahoma Performance Index (OPI) score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics and Reading, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 3 Mathematics

The Grade 3 OCCT in Mathematics consists of 50 operational items. These are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids interpretation of the reports. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 3 Mathematics Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Reporting Category
1.0 Algebraic Reasoning: Patterns and Relationships	**7**	**14%**	**7**
1.1 Algebra Patterns	2		4
1.2 Equations	2		
1.3 Number Properties	3		3
2.0 Number Sense and Operation	**20**	**40%**	**20**
2.1 Number Sense	10		10
2.2 Number Operations	10		10
3.0 Geometry	**7**	**14%**	**7**
3.1 Properties of shapes	3		5
3.2 Spatial Reasoning	2		
3.3 Coordinate Geometry	2		2
4.0 Measurement	**9**	**18%**	**9**
4.1 Measurement	4		4
4.2 Time and Temperature	2		5
4.3 Money	3		
5.0 Data Analysis	**7**	**14%**	**7**
5.1 Data Analysis	4		4
5.2 Probability	3		3
Total Test	***50***	***100%***	***50***

- 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.
- Objectives have been grouped for reporting purposes only.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 3 Mathematics

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
798–990	Advanced
700–797	Proficient
633–699	Limited Knowledge
400–632	Unsatisfactory

Grade 3 Mathematics—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically will:

- ❑ Recognize and predict patterns.
- ❑ Understand and model place value (to 4 digits).
- ❑ Compare and order whole numbers and fractions (halves, thirds, fourths, eighths, tenths, and twelfths).
- ❑ Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies.
- ❑ Demonstrate fluency with basic multiplication concepts (including fact families).
- ❑ Compare attributes of two- and three-dimensional shapes.
- ❑ Analyze the effects of combining and subdividing two- and three-dimensional figures.
- ❑ Apply geometric properties and relationships (including coordinate locations).
- ❑ Apply measurement concepts (including perimeter, length, weight, time, and temperature).
- ❑ Determine the correct amount of change when a purchase is made with five dollars or less.
- ❑ Analyze and interpret data in tables, graphs, and charts.
- ❑ Determine the likelihood of events and be able to predict outcomes.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 3 Reading

The Grade 3 OCCT in Reading consists of 50 operational items. These are multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

The test asks students to respond to a variety of test questions measuring student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 3 Reading Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
2.0 Vocabulary	**12**	**24%**
2.1 Words in Context	2–4	
2.2 Affixes, Roots, and Stems	2–4	
2.3 Synonyms, Antonyms, and Homonyms	2–4	
2.4 Using Resource Materials	2–4	
4.0 Comprehension/Critical Literacy	**24**	**48%**
4.1 Literal Understanding	5	
4.2 Inferences and Interpretation	7	
4.3 Summary and Generalization	6	
4.4 Analysis and Evaluation	6	
5.0 Literature	**8**	**16%**
5.2 Literary Elements	3–4	
5.3 Figurative Language/Sound Devices	4–5	
6.0 Research and Information	**6**	**12%**
6.1 Accessing Information	6	
Total Test	***50***	***100%***

- 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.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 3 Reading

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
891–990	Advanced
700–890	Proficient
649–699	Limited Knowledge
400–648	Unsatisfactory

Grade 3 Reading—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- ❑ Utilize structural analysis, in combination with context clues and introductory resources, to determine the meaning of new words and multiple meanings of words.
- ❑ Answer literal questions about the reading selection.
- ❑ Make obvious inferences, draw conclusions, organize, classify, and compare/contrast.
- ❑ Identify and summarize major elements of story structure such as plot, setting, and characters, and are able to make logical predictions based on text information.
- ❑ Analyze characters and events from a text.
- ❑ Analyze causes, motivations, sequences, and results of events.
- ❑ Distinguish between fact and opinion in various texts.
- ❑ Recognize relationships in narrative and expository text such as cause and effect or sequence.
- ❑ Recognize characteristics of literary genres.
- ❑ Determine and/or summarize the central purpose, main idea, theme, and important details.
- ❑ Compare or contrast plots, settings, and characters between reading selections.
- ❑ Identify simple figurative language and word sounds in a passage.
- ❑ Alphabetize to the third letter.
- ❑ Use guide words to locate information.
- ❑ Use functional print information resources such as dictionaries, charts, diagrams, etc.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 4 OCCT—Mathematics and Reading

This year students in Grade 4 were tested in Mathematics and Reading. The Grade 4 OCCTs in Mathematics and Reading are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics and Reading, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 4 Mathematics

The Grade 4 OCCT in Mathematics consists of 50 operational items. These are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 4 Mathematics Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Reporting Category
1.0 Algebraic Reasoning: Patterns and Relationships	**7**	**14%**	**7**
1.1 Algebra Patterns	3		5
1.2 Equations	2		
1.3 Number Properties	2		2
2.0 Number Sense and Operation	**18**	**36%**	**18**
2.1 Number Sense	8		8
2.2 Number Operations	10		10
3.0 Geometry	**9**	**18%**	**9**
3.1 Lines	2		4
3.2 Angles	2		
3.3 Polygons	3		5
3.4 Transformations	2		
4.0 Measurement	**9**	**18%**	**9**
4.1 Measurement	5		5
4.2 Time and Temperature	2		4
4.3 Money	2		
5.0 Data Analysis	**7**	**14%**	**7**
5.1 Data Analysis	2		5
5.3 Central Tendency	3		
5.2 Probability	2		2
Total Test	***50***	***100%***	***50***

- 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.
- Objectives have been grouped for reporting purposes only.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 4 Mathematics

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
805–990	Advanced
700–804	Proficient
639–699	Limited Knowledge
400–638	Unsatisfactory

Grade 4 Mathematics—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically will:

- ❑ Be able to recognize, describe, and extend patterns.
- ❑ Be able to solve open sentences.
- ❑ Apply the associative property of multiplication.
- ❑ Understand place value to six digits and decimals to hundredths.
- ❑ Use 0, ½, and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions on a number line.
- ❑ Compare, add, or subtract fractional parts using physical or pictorial models.
- ❑ Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.
- ❑ Demonstrate fluency with basic division facts up to 144 ÷ 12 and the associated multiplication facts.
- ❑ Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.
- ❑ Identify and compare angles to, less than, or greater than 90 degrees.
- ❑ Describe the effects on two-dimensional objects when they slide, flip, or turn.
- ❑ Solve application problems involving length, weight, mass, area, and volume using customary and metric measurement.
- ❑ Develop and use the concept of area of different shapes using grids to solve problems.
- ❑ Determine the correct amount of change when a purchase is made with at least a twenty dollar bill.
- ❑ Analyze and interpret data in graphs.
- ❑ Determine the median and mode of a set of data.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 4 Reading

The Grade 4 OCCT in Reading consists of 50 operational items. These are multiple-choice items taken from passages from various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiography, and traditional stories such as fairy tales and fables. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

The test asks students to respond to a variety of items measuring student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 4 Reading Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Vocabulary	**12**	**24%**
1.1 Words in Context	4	
1.2 Affixes, Roots, and Stems	4	
1.3 Synonyms, Antonyms, and Homonyms	4	
3.0 Comprehension/Critical Literacy	**23**	**46%**
3.1 Literal Understanding	4	
3.2 Inferences and Interpretation	6	
3.3 Summary and Generalization	7	
3.4 Analysis and Evaluation	6	
4.0 Literature	**9**	**18%**
4.2 Literary Elements	5	
4.3 Figurative Language/Sound Devices	4	
5.0 Research and Information	**6**	**12%**
5.1 Accessing Information	6	
Total Test	***50***	***100%***

- 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.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 4 Reading

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
845–990	Advanced
700–844	Proficient
658–699	Limited Knowledge
400–657	Unsatisfactory

Grade 4 Reading—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- ❑ Utilize structural analysis in combination with context clues and other word-meaning resources to determine the meaning of new words and interpret the meaning of multiple-meaning words.
- ❑ Apply knowledge of synonyms, antonyms, homonyms/homophones, and idioms.
- ❑ Make grade-level inferences, draw conclusions, and make generalizations.
- ❑ Compare and contrast information from texts on similar topics.
- ❑ Distinguish between fact, opinion, and supported inferences in a variety of texts.
- ❑ Interpret and analyze relationships in narrative and expository text to include cause and effect, sequence, and compare/contrast.
- ❑ Identify and analyze the characteristics of a variety of genres.
- ❑ Describe the major elements of story structure such as plot, setting, and characters, and apply understanding of them to make logical predictions.
- ❑ Determine the central purpose, theme or main idea, and important details.
- ❑ Determine the author's purpose and the point of view presented.
- ❑ Interpret figurative language in poetry and descriptive passages.
- ❑ Interpret poetry and recognize poetic styles.
- ❑ Use functional print information resources such as dictionaries, charts, diagrams, etc.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 5 OCCT—Mathematics, Reading, Writing, Science, and Social Studies

This year students in Grade 5 were tested in Mathematics, Reading, Writing, Science, and Social Studies. The Grade 5 OCCTs are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics, Reading, Writing, Science, and Social Studies, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 5 Mathematics

The Grade 5 OCCT in Mathematics consists of 50 operational items. These are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 5 Mathematics OCCT Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Reporting Category
1.0 Algebraic Reasoning: Patterns and Relationships	**13**	**26%**	**13**
1.1 Algebra Patterns	5		5
1.2 Equations	4		4
1.3 Number Properties	4		4
2.0 Number Sense and Operation	**16**	**32%**	**16**
2.1 Number Sense	8		8
2.2 Number Operations	8		8
3.0 Geometry	**7**	**14%**	**7**
3.1 Circles and Polygons	4		4
3.2 Angles	3		3
4.0 Measurement	**7**	**14%**	**7**
4.1 Measurement	5		5
4.2 Money	2		2
5.0 Data Analysis	**7**	**14%**	**7**
5.1 Data Analysis	3		5
5.3 Central Tendency	2		
5.2 Probability	2		2
Total Test	***50***	***100%***	***50***

- 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.
- Objectives have been grouped for reporting purposes only.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 5 Mathematics

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
791–990	Advanced
700–790	Proficient
638–699	Limited Knowledge
400–637	Unsatisfactory

Grade 5 Mathematics—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically will:

- ❑ Describe rules that produce patterns found in tables, graphs, and models, and use variables to solve problems or to describe general rules in algebraic expression or equation form.
- ❑ Use algebraic problem-solving techniques to solve problems.
- ❑ Recognize and apply the commutative, associative, and distributive properties to solve problems.
- ❑ Apply the concept of place value of whole numbers through hundred millions and model, read, and write decimal numbers through the thousandths.
- ❑ Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems.
- ❑ Estimate, add, or subtract decimal numbers with same and different place values to solve problems.
- ❑ Estimate, add, or subtract fractions to solve problems using a variety of methods.
- ❑ Estimate and find the quotient with two-digit divisors and a two- or three-digit dividend to solve application problems.
- ❑ Compare and contrast the basic characteristics of circle and polygons.
- ❑ Compare, estimate, and determine the measurement of angles.
- ❑ Convert basic measurements of volume, mass, and distance within the same system for metric and customary units.
- ❑ Compare and translate displays of data and justify the selection of the type of table or graph.
- ❑ Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 5 Reading

The Grade 5 OCCT in Reading consists of 50 operational items. These are multiple-choice items taken from passages from various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends. 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. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

The test asks students to respond to a variety of items measuring student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 5 Reading OCCT Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Vocabulary	**12**	**24%**
1.1 Words in Context	4	
1.2 Affixes, Roots, and Stems	4	
1.3 Synonyms, Antonyms, and Homonyms	4	
3.0 Comprehension/Critical Literacy	**20**	**40%**
3.1 Literal Understanding	4	
3.2 Inferences and Interpretation	4–6	
3.3 Summary and Generalization	4–6	
3.4 Analysis and Evaluation	4–6	
4.0 Literature	**12**	**24%**
4.1 Literary Genre	4	
4.2 Literary Elements	4	
4.3 Figurative Language/Sound Devices	4	
5.0 Research and Information	**6**	**12%**
5.1 Accessing Information	2–4	
5.2 Interpreting Information	2–4	
Total Test	***50***	***100%***

- 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.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 5 Reading

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
830–990	Advanced
700–829	Proficient
641–699	Limited Knowledge
400–640	Unsatisfactory

Grade 5 Reading—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- ❑ Utilize various methods and resources to determine the precise meaning of specialized words and words used figuratively.
- ❑ Describe the major elements of story structure and apply understanding of them.
- ❑ Make grade-level inferences, draw conclusions, and make generalizations.
- ❑ Contrast characters, actions, motives, and appearances and analyze the importance of these differences to the plot or theme.
- ❑ Organize text in a variety of ways to support and explain ideas.
- ❑ Distinguish among fact, supported inferences, and opinion in expository text.
- ❑ Identify and analyze characteristics of a variety of genres.
- ❑ Identify similarities and differences between reading selections.
- ❑ Recognize and interpret relationships in narrative and expository texts.
- ❑ Determine central purpose, theme, or key concept/main idea, and important details.
- ❑ Determine author's purpose and point of view.
- ❑ Interpret and evaluate figurative language and characteristics of poetry.
- ❑ Demonstrate use of functional print, informational resources, charts, and diagrams.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 5 Writing

Each year, students in Grade 5 take the OCCT in Writing. Students are given a passage-based Writing prompt and write their responses in their test books. Students are asked to write to a specific mode and to demonstrate a clear awareness of the audience and purpose for writing. Students are encouraged to plan their composition and write and edit their work. They are given two blank pages 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. The test is administered in one sitting and is not timed.

In 2013, the OCCT in Writing consisted of one scored operational passage-based prompt that was administered to all students in Grade 5.

Grade 5 Scoring Criteria for Writing

Scoring criteria are based on the Oklahoma Academic Standards and objectives where the student's paper receives two types of test scores: Analytic Scores and a Composite Score.

OCCT Grade 5
Oklahoma Academic Standards Writing Rubric

Scoring criteria are aligned to the current Oklahoma Academic Standards. Most rubric notations show alignment to the 2014–2015 Oklahoma Academic Standards and are to be read as follows: 5 (grade-level), W (Writing standard,) L (Language standard), and number/letter (objective).

Score	Opinion	Informative	Narrative
	Ideas and Development		
4	• The content is appropriate for audience and purpose. (5.W.4) • Writer's opinion addresses the prompt using relevant text-based facts, details, and examples. (5.W.1.b) • Writer summarizes or paraphrases information. (5.W.8) • Writer expresses an insightful perspective towards the topic. (prior SDE rubric)	• The content is appropriate for audience and purpose. (5.W.4) • Topic is clear and fully developed using relevant text-based facts, definitions, concrete details, quotations, or other examples. (5.W.2.b) • Writer summarizes or paraphrases information. (5.W.8) • Topic is consistently sustained throughout the composition. (prior SDE rubric)	• The content is appropriate for audience and purpose. (5.W.4) • A real or imagined story or experience with a narrator or characters is fully developed using descriptive details. (5.W.3) • A context and point of view are clearly defined. (prior SDE rubric) • Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (5.W.3.b)

Score	Opinion	Informative	Narrative
	Ideas and Development		
3	• The content is largely appropriate for audience and purpose. • Writer's opinion addresses the prompt using text-based facts, details, and examples. • Writer attempts to summarize or paraphrase information. • Writer sustains a perspective throughout most of the response.	• The content is largely appropriate for audience and purpose. • Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples. • Writer attempts to summarize or paraphrase information. • Topic is sustained throughout the composition.	• The content is largely appropriate for audience and purpose. • A real or imagined story or experience with a narrator or characters is adequately developed using some details. • A context and point of view are present. • Some narrative techniques such as dialogue, description, and reflection are evident to develop experiences, events, and/or characters.
2	• The content is limited for audience and purpose. • Writer's opinion addresses the prompt using minimal text-based facts, details, and examples. • Writer does not attempt to summarize or paraphrase information. • Writer has difficulty expressing or sustaining a perspective.	• The content is limited for audience and purpose. • Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples. • Writer does not attempt to summarize or paraphrase information. • Writer does not sustain the topic throughout the composition.	• The content is limited for audience and purpose. • A real or imagined story or experience with a narrator or characters is minimally developed using few details. • A context and point of view may not be clearly defined. • Narrative techniques may be minimally used.
1	• The content is inappropriate for audience and purpose. • Writer's response to the prompt is not developed. • Few, random, or no evidence is elicited from the text. • Writer has little or no perspective.	• The content is inappropriate for audience and purpose. • Topic is unclear and is not developed.	• The content is inappropriate for audience and purpose. • A real or imagined story or experience is not developed. • A context and point of view are missing. • Narrative techniques are missing.

Score	Opinion	Informative	Narrative
	Organization, Unity, and Coherence		
4	• Introduction presents a clear topic and states an opinion. (5.W.1.a) • Sustained focus on content and structure (prior SDE rubric) • Reasons and information that support the writer's purpose are logically ordered. (5.W.1.b) • Transitions between ideas are coherent and link reasons. (5.W.1.c) • Conclusion is compelling and supports the opinion. (5.W.1.d)	• Introduction is engaging and presents a clear topic. (prior SDE rubric and 5.W.2.a) • Text-based facts, details, and examples are presented in a well-executed progression. (5.W.2.b) • Transitions are appropriate and clearly link ideas. (5.W.2.c) • Conclusion clearly flows from the information presented. (5.W.2.e)	• Introduction engages and orients the reader. (prior SDE rubric and 5.W.3.a) • Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (5.W.3.a) • A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (5.W.3.c) • Conclusion naturally flows from narrated experiences and events. (5.W.3.e)
3	• Introduction presents a topic and an opinion. • Focus on content and structure • Reasons and information that support the writer's purpose are partially ordered. • Transitions support and link reasons. • Conclusion is satisfying and supports the opinion.	• Introduction and topic are evident. • Text-based facts, details, and examples are presented in a logical progression. • Transitions link ideas. • Conclusion is apparent and relates to the information presented.	• Introduction interests and orients the reader. • Event sequence is logical and moves the reader through the story or experience. • Transitions signal shifts in time and settings, and show relationships among experiences and events. • Conclusion follows from narrated experiences and events.
2	• Introduction does not present a clear topic or opinion. • Lack of focus on content and structure is evident. • Reasons and information that support the writer's purpose are ordered in random progression. • Transitions are limited and do not link reasons. • Conclusion is incomplete with little support for the opinion.	• Introduction is incomplete and topic is not clearly stated. • Some text-based facts, details, and examples are presented randomly. • Transitions are limited and fail to link ideas. • Conclusion is incomplete with little support of the information presented.	• Introduction may leave the reader with questions. • Event sequence is unclear or limited which makes it difficult for the reader to follow the story or experience. • Ineffective transitions are used. • Conclusion may be missing or irrelevant. • Lacks logical direction.
1	• Lacks logical direction. • No evidence of organizational structure.	• Lacks logical direction. • No evidence of organizational structure.	• Lacks logical direction. • No evidence of organizational structure.

Score	All Modes Grades 5 and 8		
	Word Choice	**Sentences and Paragraphs**	**Grammar, Usage, and Mechanics**
4	• Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.L.5 and 8.L.5) • Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.L.6 and 8.L.6)	• Rich variety of sentence structure, type, and length (prior SDE rubric and 5.L.3.a) • Few, if any, fragments or run-ons (prior SDE rubric) • Evidence of appropriate paragraphing (prior SDE rubric)	• Effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.L.1, 5.L.2 and 8.L.1 and 8.L.2) • Errors are minor and do not affect readability. (prior SDE rubric)
3	• Figurative language, word relationships, and nuances in word meanings are demonstrated. • Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas.	• Variety of sentence structure, type, and length • Few fragments or run-ons • Evidence of paragraphing	• Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be more noticeable but do not significantly affect readability.
2	• Figurative language, word relationships, and nuances in word meanings are limited. • Concrete words and phrases, sensory details, and domain-specific vocabulary are limited.	• Limited variety of sentence structure, type, and length • Several fragments or run-ons • Little or no attempt at paragraphing	• Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be distracting and interfere with readability.
1	• Figurative language, word relationships, and nuances in word meanings are not evident. • Concrete words and phrases, sensory details, and domain-specific words are lacking.	• No clear sentence structure • Many fragments or run-ons • Little or no attempt at paragraphing	• Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors are numerous and severely impede readability.

Composite Score

A student's composite score on the Writing assessment, in part, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale, and the score is then rounded to the nearest whole number. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student's composite score will range from 60 (the highest score) to 15 (the lowest score). The weights attributed to each analytic score are given in the table below.

Composite Score

Percentage	Analytic Score Category
30%	Ideas and Development
25%	Organization, Unity, and Coherence
15%	Word Choice
15%	Sentences and Paragraphs
15%	Grammar, Usage, and Mechanics

Steps to Calculate Grade 5 Writing Scores

The steps outlined below show how Grade 5 Writing scores are calculated based on the trait scores in one Writing prompt. The table gives an example of how Grade 5 Writing scores will be calculated.

STEP 1: To obtain each of the five analytic trait scores, average the trait scores from the two raters, 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 value in column B with the value in 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: Multiply the sum from Column F by 15. This is the Raw Composite Score.

STEP 5: Round the Raw Composite Score to the nearest whole number, which ranges from 15 to 60.

STEP 6: Use the Concordance Table* to obtain the final Grade 5 Writing score corresponding to the rounded Raw Composite Score found in Step 5.

*Due to differences between the Spring 2013 and Spring 2014 Writing prompts, the scores cannot be directly compared. A linking study was performed in order to allow the Writing scores between the Spring 2013 and the Spring 2014 to be compared. The results of the linking study, showing the relationship between the Spring 2013 and the Spring 2014 Writing scores, are shown in the Concordance Table.

Note: Steps 1–6 are labeled on the following page.

Calculating Scaled Composite Scores for 2013–2014 Grade 5 Writing Test

A	B	C ①	D	E	F
Analytic Traits	**Weights**	**Trait Scores Rater 1**	**Trait Scores Rater 2**	**Average Trait Score (C+D)/2**	**Weighted Trait Scores (B × E)** ②
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
				③	**= 2.625**

2.625 × 15 = 39.375 ④

Rounded Raw Composite Score = 39 ⑤

Final Grade 5 Writing Score = 43 ⑥

Concordance Table Between 2014 and 2013 Grade 5 Writing Scores

2014 Writing Composite Score	Final Reporting Score	Comment
15	15	
16	23	
17	23	Limited Knowledge
18	24	
19	24	
20	25	
21	26	
22	26	
23	28	
24	30	
25	30	
26	30	
27	31	

2014 Writing Composite Score	Final Reporting Score	Comment
28	31	
29	32	
30	35	
31	38	Proficient
32	39	
33	39	
34	40	
35	40	
36	41	
37	41	
38	42	
39	43	
40	44	
41	44	
42	44	
43	45	
44	45	
45	45	
46	46	
47	46	
48	46	
49	46	
50	46	
51	46	
52	46	
53	48	Advanced
54	50	
55	51	
56	51	
57	52	
58	52	
59	53	
60	60	

Composite Score and Performance Level

Using the five analytic trait scores, a composite score is generated. The composite score is devised, **in part**, by weighting the analytic trait scores. The composite score is used to categorize a student's performance as Advanced, Proficient, Limited Knowledge, or Unsatisfactory, using the composite score ranges shown in the table below.

Performance Level Final Score Ranges

Performance Level	Score
Advanced	48–60
Proficient	36–47
Limited Knowledge	23–35
Unsatisfactory	15–22
Unsatisfactory	Unscorable

Grade 5 Writing—Performance-Level Descriptors

Advanced: Students demonstrate superior performance on written responses that are fully developed using relevant text-based facts, concrete details, quotations, and/or other examples. Students show evidence of synthesizing all supporting passages with relevant key details. The content is appropriate and effective for audience and purpose. The writer's opinion, topic, story, or experience is clear and expresses an insightful perspective, sustained topic, clearly defined context, or point of view. The writer summarizes or paraphrases information as supporting evidence when appropriate. Narrative techniques are used effectively to develop experiences, events, and/or characters. Organization is strong and logical, moving the reader through the text using coherent and appropriate transitions. The introduction engages the reader, states an opinion, presents a clear topic, and/or orients the reader. Information is logically ordered and examples are presented in a well-executed progression. The conclusion is compelling and directly relates to the opinion, topic, story, or experience presented. Figurative language and word relationships are demonstrated effectively. Concrete words and phrases, sensory details, and domain-specific vocabulary are used to clearly convey ideas. Writing demonstrates a rich variety of sentence structures, types, and lengths, and paragraphing is appropriate. The writer effectively shows a command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors are minor and do not affect readability.

Proficient: Students demonstrate mastery on written responses that are adequately developed using text-based facts, concrete details, quotations, and/or other examples. Students show some evidence of synthesizing all supporting passages with relevant details. The content is largely appropriate for audience and purpose. The writer's opinion, topic, story, or experience is evident and gives a sustained perspective, topic, or point of view throughout the composition. The writer attempts to summarize or paraphrase information as supporting evidence when appropriate. Some narrative techniques, such as dialogue and description, are evident to develop experiences and/or characters. Organization is evident with information ordered using transitions to link ideas. Introduction presents an opinion or topic or orients the reader to a story or experience. Information is presented in a logical progression. The conclusion is satisfying and supports or relates to the information or experiences presented. Figurative language and word relationships are demonstrated. Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas. The writer uses a variety of sentence structures, types, and lengths with few fragments or run-ons. Paragraphing is evident. The writer demonstrates a command of

the conventions of standard English grammar and usage, as well as capitalization, punctuation, and spelling. While errors may be noticeable, they do not significantly affect readability. The overall writing response demonstrates that the student is ready for the next grade-level.

Limited Knowledge: Students demonstrate partial mastery on written responses that are minimally developed using few details or examples. Students show minimal evidence of synthesizing supporting passages. The content is limited for audience and purpose. A perspective or point of view is not clearly expressed. The writer does not attempt to summarize or paraphrase information. Narrative techniques may be minimal. Organization lacks appropriate structure, and details may be randomly placed. Transitions are limited and fail to link ideas. Figurative language, word relationships, concrete words, sensory details, and domain-specific language are limited. The writer uses a limited variety of sentence structures, types, and lengths with little or no paragraphing attempted. Errors with grammar, usage, and mechanics interfere with readability.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive writing instruction.

Grade 5 Science

The Grade 5 OCCT in Science consists of 55 items—45 operational and 10 field test items. The operational items that are scored are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 5 Science Test Blueprint for Process Standards and Objectives: 2013–2014

Process/Inquiry Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
P1.0 Observe and Measure	**8–10**	**18–22%**
1.1 SI (metric) units	4–6	
1.2 Similar/different characteristics	4	
P2.0 Classify	**10**	**22%**
2.1 Observable properties	5	
2.2 Serial order	5	
P3.0 Experiment	**13–15**	**29–33%**
3.2 Experimental design	9–11	
3.4 Hazards/practice safety	4	
P4.0 Interpret and Communicate	**12–14**	**27–31%**
4.2 Data tables/line/bar/trend and circle graphs	4–6	
4.3 Prediction based on data	4–6	
4.4 Explanations based on data	4–6	
Total Test	***45***	***100%***

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.
- The Oklahoma Academic Standards for Grade 5 Science standards correspond to the *PASS* Grade 5 Science standards.

Grade 5 Science Test Blueprint for Content Standards and Objectives: 2013–2014

Content Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
C1.0 Properties of Matter and Energy	**16–18**	**39–44%**
1.1 Matter has physical properties	4–5	
1.2 Physical properties can be measured	4–5	
1.3 Energy can be transferred	4–5	
1.4 Potential/Kinetic Energy	4–5	
C2.0 Organisms and Environments	**10–13**	**24–32%**
2.1 Dependence upon community	5–7	
2.2 Individual organism and species survival	5–7	
C3.0 Structures of the Earth and the Solar System	**12–15**	**29–37%**
3.1 Properties of Soils	4–6	
3.2 Weather patterns	4–6	
3.3 Earth as a planet	4	
Total Test	***41***[1]	***100%***

(Please note this blueprint does not include items that may be included for field-testing.)

1 Each test item aligns to both a Process Standard/Objective and a Content Standard/Objective, except for Safety Items, which only align to P3.5.

Performance Levels: Grade 5 Science

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
765–990	Advanced
700–764	Proficient
648–699	Limited Knowledge
400–647	Unsatisfactory

Grade 5 Science—Performance-Level Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. Consistent demonstration of a thorough understanding of science processes, knowledge, and reasoning required for applying core ideas in each of the major science disciplines of the physical, life, and earth/space sciences is evident. Students performing at this level consistently and thoroughly demonstrate the ability to recognize and apply scientific processes as defined by the Oklahoma Academic Standards (OAS). Students consistently and effectively can use many different strategies for evaluating, organizing, and analyzing scientific data in order to solve complex problems that demand multi-step reasoning to justify a conclusion.

Proficient: Students demonstrate mastery of appropriate grade-level subject matter and are ready for the next grade or course of education as applicable. A general understanding of science processes, knowledge, and reasoning required for applying core ideas in each of the major science disciplines of the physical, life, and earth/space sciences, as well as the ability to apply their understanding to practical situations at a level appropriate to Grade 5 is evident. In addition to demonstrating a general understanding and application of the science skills at previous levels, students performing at the Proficient level will:

- ❑ Make predictions and inferences regarding qualitative and quantitative changes.
- ❑ Classify objects, organisms, and events by observable properties.
- ❑ Evaluate the components of experimental design and arrange the steps of a scientific problem in a logical order.
- ❑ Use data (single and multiple sets) to construct explanations and predictions.
- ❑ Interpret and apply information from models.
- ❑ Communicate the results of a scientific investigation based on data.
- ❑ Practice safety and recognize potential hazards in all science investigations.
- ❑ Solve routine problems that demand multi-step reasoning to justify a conclusion.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level as applicable. Knowledge and reasoning required for applying core ideas in each of the major science disciplines of the physical, life, and earth/space sciences at a level appropriate to Grade 5 are performed inconsistently in their work. Some gaps in knowledge and skills are evident and may require additional instruction in order to achieve a proficient level of understanding.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students performing at the Unsatisfactory level should be given comprehensive science instruction.

Grade 5 Social Studies

The Grade 5 OCCT in Social Studies consists of 60 items—50 operational and 10 field-test items. The operational items that are scored are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 5 Social Studies Test Blueprint: 2013–2014

Oklahoma Academic Standards and Objectives	Ideal Number of Items for Alignment to OAS	Ideal Percentage of Items
James Towne Settlement and Plimoth Plantation (1.0)	**8**	**16%**
James Towne Settlement (1.1, 1.2, 1.3, and 1.4)	4	
Plimoth Plantation (1.5)	4	
Colonial America (2.0)	**10**	**20%**
Colonial economics, trade/migration, perspectives (2.1, 2.3, 2.6)	4–6	
Self-government, role of religion, leaders, and British and Native American relationships (2.2, 2.4, 2.5)	4–6	
American Revolution (3.0)	**18**	**36%**
Causes and effects of American Revolution (3.1)	4–6	
Founding Documents of the Revolutionary Era (3.2, 3.3, 3.4)	4–5	
Events of the Revolutionary War (3.5)	4–5	
Key individuals of the Revolutionary Era (3.6)	4–5	
Early Federal Period (4.0)	**14**	**28%**
Causes, leaders, and issues of the Constitutional Convention (4.1, 4.2)	4–5	
Purposes and Principles of the *U.S. Constitution* (4.3)	4–6	
Ratification of the *U.S. Constitution* and the *Bill of Rights* (4.4, 4.5)	4–5	
Total Test	***50***	***100%***

- 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.

Performance Levels: Grade 5 Social Studies

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. The Commission for Educational Quality and Accountability set the cut scores for Social Studies and established a phase-in for these College and Career Ready expectations.

OPI Score Range	Performance Level
711–990	Advanced
660–710	Proficient
615–659	Limited Knowledge
400–614	Unsatisfactory

Grade 5 Social Studies Test Performance-Level Descriptors

Advanced: Students demonstrate superior understanding of challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level will:

- ❑ Analyze motivations and outcomes for early English settlements.
- ❑ Evaluate the characteristics and development of the three colonial regions.
- ❑ Evaluate the important causes and events of the American Revolution.
- ❑ Draw evidence to summarize the key historical documents, debates, issues, and processes necessary to the formation of the American system of government.
- ❑ Interpret the significance of the key individuals and groups from early colonization through the development of the United States Constitution.
- ❑ Infer and apply information from primary and secondary sources.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade. Students scoring at the Proficient level will:

- ❑ Compare and contrast motivations and outcomes for early English settlements.
- ❑ Compare the characteristics and development of the three colonial regions.
- ❑ Explain the important causes and events of the American Revolution.
- ❑ Summarize the key historical documents, debates, issues, and processes necessary to the formation of the American system of government.
- ❑ Explain the significance of key individuals and groups from early colonization through the development of the United States Constitution.
- ❑ Draw information from primary or secondary sources.

Limited Knowledge: Students demonstrate partial mastery of the essential grade-level knowledge and skills. Students at the Limited Knowledge level will:

- ❑ Compare or contrast some motivations and outcomes for early English settlements.
- ❑ Describe most of the characteristics and development of the three colonial regions.
- ❑ Explain some of the important causes and events of the American Revolution.
- ❑ Identify some of the key historical documents and some of the debates, issues, and processes necessary to the formation of the American system of government.
- ❑ Describe the significance of some key individuals and groups from early colonization through the development of the United States Constitution.
- ❑ Recognize information from a primary or secondary source.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students at the Unsatisfactory level have not demonstrated grade-level knowledge and skills.

Grade 6 OCCT—Mathematics and Reading

This year students in Grade 6 were tested in Mathematics and Reading. The Grade 6 OCCTs in Mathematics and Reading are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics and Reading, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 6 Mathematics

The Grade 6 OCCT in Mathematics is administered in an online format and consists of 50 operational items. These are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 6 Mathematics Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Reporting Category
1.0 Algebraic Reasoning: Patterns and Relationships	**13**	**26%**	**13**
1.1 Algebra Patterns	4		4
1.2 Expressions and Equations	4		4
1.3 Number Properties	3		5
1.4 Solving Equations	2		
2.0 Number Sense and Operation	**15**	**30%**	**15**
2.1 Number Sense	5		5
2.2 Number Operations	10		10
3.0 Geometry	**8**	**16%**	**8**
3.1 Three Dimensional Figures	2		4
3.2 Congruent and Similar Figures	2		
3.3 Coordinate Geometry	4		4
4.0 Measurement	**7**	**14%**	**7**
4.1 Circles	4		4
4.2 Conversions	3		3
5.0 Data Analysis	**7**	**14%**	**7**
5.1 Data Analysis	3		5
5.3 Central Tendency	2		
5.2 Probability	2		2
Total Test	***50***	***100%***	***50***

- 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.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 6 Mathematics

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
795–990	Advanced
700–794	Proficient
664–699	Limited Knowledge
400–663	Unsatisfactory

Grade 6 Mathematics—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically will:

- ❑ Multiply, divide, estimate, compare, and convert fractions, mixed numbers, decimals, and percents to solve single- and multi-step problems.
- ❑ Generalize and extend patterns and functions using tables, graphs, and number properties.
- ❑ Use substitution and the order of operations to simplify and evaluate algebraic expressions (including exponents and parentheses).
- ❑ Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality.
- ❑ Convert, compare, and order decimals, fractions, and percents using a variety of methods.
- ❑ Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents.
- ❑ Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.
- ❑ Compare and contrast the basic characteristics of three-dimensional figures.
- ❑ Compare and contrast congruent and similar figures.
- ❑ Use formulas to find the circumference and area of circles in terms of pi.
- ❑ Organize, construct displays, and interpret data to solve problems.
- ❑ Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.
- ❑ Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 6 Reading

The Grade 6 OCCT in Reading is administered in an online format and consists of 50 operational items. These are multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include short story, novel, drama, poetry, nonfiction, autobiography, biography, fable, folk tale, mystery, and myth. 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. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

The Grade 6 OCCT in Reading asks students to respond to a variety of items measuring student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 6 Reading Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Vocabulary	**8**	**16%**
1.1 Words in Context	4	
1.2 Word Origins	4	
3.0 Comprehension/Critical Literacy	**20**	**40%**
3.1 Literal Understanding	4	
3.2 Inferences and Interpretation	4–6	
3.3 Summary and Generalization	4–6	
3.4 Analysis and Evaluation	4–6	
4.0 Literature	**14**	**28%**
4.1 Literary Genres	4	
4.2 Literary Elements	4–6	
4.3 Figurative Language/Sound Devices	4–6	
5.0 Research and Information	**8**	**16%**
5.1 Accessing Information	4	
5.2 Interpreting Information	4	
Total Test	***50***	***100%***

- 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.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 6 Reading

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
828–990	Advanced
700–827	Proficient
647–699	Limited Knowledge
400–646	Unsatisfactory

Grade 6 Reading—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- ❑ Utilize various strategies to determine stated and implied word meanings.
- ❑ Determine main idea and supporting details.
- ❑ Recognize structural patterns in literature.
- ❑ Make inferences, generalizations, predictions, and draw conclusions from various types of literature.
- ❑ Summarize and paraphrase information from a text.
- ❑ Distinguish among fact, supported inferences, and opinion in a variety of texts.
- ❑ Analyze characteristics of various genres and subgenres.
- ❑ Identify and explain elements of figurative language, literary elements, and sound devices.
- ❑ Compare and contrast ideas and themes across texts.
- ❑ Recognize elements of literature to determine author's purpose.
- ❑ Interpret poetry and poetic styles.
- ❑ Recognize and determine function and effect of literary devices.
- ❑ Determine the best source for a given purpose.
- ❑ Analyze information from a variety of sources.
- ❑ Use timelines, outlines, and graphic organizers to support and explain story ideas.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 7 OCCT—Mathematics and Reading

This year students in Grade 7 were tested in Mathematics and Reading. The Grade 7 OCCTs are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics and Reading, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 7 Mathematics

The Grade 7 OCCT in Mathematics is administered in an online format and consists of 50 operational items. These are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 7 Mathematics Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Reporting Category
1.0 Algebraic Reasoning: Patterns and Relationships	**15**	**30%**	**15**
1.1 Linear Relationships	5		5
1.2 Solving Equations	5		5
1.3 Solving and Graphing Inequalities	5		5
2.0 Number Sense and Operation	**11**	**22%**	**11**
2.1 Number Sense	5		5
2.2 Number Operations	6		6
3.0 Geometry	**8**	**16%**	**8**
3.1 Classifying Figures	1–3		4
3.2 Lines and Angles	1–3		
3.3 Transformations	4		4
4.0 Measurement	**9**	**18%**	**9**
4.1 Perimeter and Area	5		5
4.2 Circles	2		4
4.3 Composite Figures	2		
5.0 Data Analysis	**7**	**14%**	**7**
5.1 Data Analysis	2		5
5.3 Central Tendency	3		
5.2 Probability	2		2
Total Test	***50***	***100%***	***50***

- 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.
- Objectives have been grouped for reporting purposes only.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 7 Mathematics

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
800–990	Advanced
700–799	Proficient
674–699	Limited Knowledge
400–673	Unsatisfactory

Grade 7 Mathematics—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically will:

- ❑ Identify, describe, and analyze functional relationships (linear and nonlinear) between two variables.
- ❑ Write and solve two-step equations with one variable using number sense, the properties of operations, and the properties of equality.
- ❑ Model, write, solve, and graph one-step linear inequalities with one variable.
- ❑ Compare and order positive and negative rational numbers.
- ❑ Build and recognize models of perfect squares to find their square roots and estimate the square root of other numbers.
- ❑ Solve problems using ratios and proportions.
- ❑ Simplify numerical expressions with integers, exponents, and parentheses using order of operations.
- ❑ Classify regular and irregular geometric figures including triangles and quadrilaterals according to their sides and angles.
- ❑ Identify and analyze the angle relationships formed by parallel lines cut by a transversal.
- ❑ Construct geometric figures and identify geometric transformations on the rectangular coordinate plane.
- ❑ Find the area and perimeter of composite figures to solve application problems.
- ❑ Compare, translate, and interpret between displays of data.
- ❑ Determine the probability of an event involving “or,” “and,” or “not.”
- ❑ Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 7 Reading

The Grade 7 OCCT in Reading is administered in an online format and consists of 50 operational items. These are multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. 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. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

The Grade 7 OCCT in Reading asks students to respond to a variety of items measuring student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The test blueprint reflects the degree to which each Oklahoma Academic Standard and objective is represented on the test. The overall distribution of operational items in a test form is shown in the following table.

Grade 7 Reading Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Vocabulary	**10**	**20%**
1.1 Words in Context	3–4	
1.2 Word Origins	3–4	
1.3 Idioms and Comparisons	3–4	
3.0 Comprehension/Critical Literacy	**20**	**40%**
3.1 Literal Understanding	4–5	
3.2 Inferences and Interpretation	4–6	
3.3 Summary and Generalization	4–6	
3.4 Analysis and Evaluation	4–6	
4.0 Literature	**12**	**24%**
4.1 Literary Genres	4	
4.2 Literary Elements	4	
4.3 Figurative Language/Sound Devices	4	
5.0 Research and Information	**8**	**16%**
5.1 Accessing Information	4	
5.2 Interpreting Information	4	
Total Test	***50***	***100%***

- 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.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 7 Reading

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
802–990	Advanced
700–801	Proficient
668–699	Limited Knowledge
400–667	Unsatisfactory

Grade 7 Reading—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- ❑ Utilize a wide variety of strategies to determine literal and non-literal word meanings.
- ❑ Identify and explain idioms and comparisons to infer literal and figurative meanings of words and phrases.
- ❑ Determine author's purpose and make inferences supported by character thoughts or narrator descriptions.
- ❑ Recognize and understand transition words in text.
- ❑ Demonstrate literal understanding of a variety of texts.
- ❑ Summarize the main idea and how it is supported with specific details.
- ❑ Demonstrate comprehension by inferring, summarizing, generalizing, predicting, analyzing, and evaluating ideas from a variety of texts.
- ❑ Distinguish between stated fact, reasoned judgment, and opinions in text.
- ❑ Analyze elements of fiction and nonfiction.
- ❑ Analyze characteristics of genres and subgenres.
- ❑ Interpret figurative language, sound devices, and elements of literature.
- ❑ Select the best source for a given purpose.
- ❑ Use appropriate strategies to organize, summarize, paraphrase, and interpret information.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 8 OCCT—Mathematics, Reading, Writing, and Science

This year students in Grade 8 were tested in Mathematics, Reading, Writing, and Science. The Grade 8 OCCTs are criterion-referenced tests, which compare a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. This is a scaled score used to report an overall measure of achievement within a given subject area. In Mathematics, Reading, Writing, and Science, a student's test performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory.

Grade 8 Mathematics

The Grade 8 OCCT in Mathematics is administered in an online format and consists of 50 operational items. These are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 8 Mathematics Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Reporting Category
1.0 Algebraic Reasoning: Patterns and Relationships	**16**	**32%**	**16**
1.1 Equations	10–12		10–12
1.2 Inequalities	4–6		4–6
2.0 Number Sense and Operation	**11**	**22%**	**11**
2.1 Number Sense	3–4		3–4
2.2 Number Operations	7–8		7–8
3.0 Geometry	**9**	**18%**	**9**
3.1 Three Dimensional Figures	5		5
3.2 Pythagorean Theorem	4		4
4.0 Measurement	**7**	**14%**	**7**
4.1 Surface Area and Volume	3		5
4.2 Ratio and Proportions	2		
4.3 Composite Figures	2		2
5.0 Data Analysis	**7**	**14%**	**7**
5.1 Data Analysis	3		3
5.3 Central Tendency	4		4
Total Test	***50***	***100%***	***50***

- 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.
- Objectives have been grouped for reporting purposes only.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 8 Mathematics

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
774–990	Advanced
700–773	Proficient
642–699	Limited Knowledge
400–641	Unsatisfactory

Grade 8 Mathematics—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically: use a wide range of strategies to solve problems; regularly use various types of reasoning effectively; consistently connect one area or idea of mathematics to another; and communicate mathematical ideas through a variety of representations.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically will:

- ❑ Model, write, and solve multi-step linear equations with one variable using a variety of methods to solve application problems.
- ❑ Graph and interpret the solution to one- and two-step linear equations on a number line with one variable and on a coordinate plane with two variables.
- ❑ Predict the effect on the graph of a linear equation when the slope or y-intercept changes.
- ❑ Model, write, solve, and graph one- and two-step linear inequalities with one variable.
- ❑ Represent and interpret large numbers and numbers less than one in exponential and scientific notation.
- ❑ Use the rules of exponents, including integer exponents, to solve problems.
- ❑ Simplify numerical expressions with rational numbers, exponents, and parentheses using order of operations.
- ❑ Construct models, sketch, and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms.
- ❑ Develop and apply the Pythagorean Theorem to find the length of line segments, the shortest distance between two points on a graph, and the length of an unknown side of a right triangle.
- ❑ Develop and apply formulas to find the surface area and volume of rectangular prisms, triangular prisms, and cylinders.
- ❑ Apply knowledge of ratio and proportion to solve relationships between similar geometric figures.
- ❑ Select, analyze, and apply data displays in appropriate formats to draw conclusions and solve problems.
- ❑ Find the measures of central tendency (mean, median, mode, and range) of a set of data and understand why a specific measure provides the most useful information in a given context.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in applying the general knowledge and mathematical process skills at the Proficient level necessary to solve problems effectively and reason mathematically.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive mathematics instruction.

Grade 8 Reading

The Grade 8 OCCT in Reading is administered in an online format and consists of 50 operational items. These are multiple-choice items from passages of various genres encountered every day both in and out of the school setting. 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. Each standard requires students to use a number of different reading skills. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Students who were unable to take the online test were given a paper-and-pencil test upon receiving approval from the Oklahoma SDE.

The Grade 8 OCCT in Reading asks students to respond to a variety of items measuring student achievement of the standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of standards and objectives, please refer to the Oklahoma SDE Web site.

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

Grade 8 Reading Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Vocabulary	**6**	**12%**
1.1 Words in Context	2	
1.2 Word Origins	2	
1.3 Idioms and Comparisons	2	
3.0 Comprehension/Critical Literacy	**21**	**42%**
3.1 Literal Understanding	4–5	
3.2 Inferences and Interpretation	4–6	
3.3 Summary and Generalization	5–7	
3.4 Analysis and Evaluation	6–8	
4.0 Literature	**15**	**30%**
4.1 Literary Genre	4–5	
4.2 Literary Elements	5–7	
4.3 Figurative Language/Sound Devices	4–6	
5.0 Research and Information	**8**	**16%**
5.1 Accessing Information	4	
5.2 Interpreting Information	4	
Total Test	***50***	***100%***

- 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.
- The Oklahoma Academic Standards correspond to the *PASS* standards.

Performance Levels: Grade 8 Reading

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
833–990	Advanced
700–832	Proficient
655–699	Limited Knowledge
400–654	Unsatisfactory

Grade 8 Reading—Performance-Level Short Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. These skills are broadly demonstrated in reading processes, response to text, and acquisition of information through research. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient performance level, students scoring at the Advanced level typically: use a wide range of strategies to interpret and evaluate text; regularly demonstrate a thorough and comprehensive understanding of literary forms; and consistently apply many different strategies for assessing, organizing, analyzing, synthesizing, and paraphrasing information.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter, and students are ready for the next grade-level. Students scoring at the Proficient level typically read and comprehend grade-level reading material using the following skills:

- ❑ Utilize a variety of strategies to determine literal and non-literal word meanings.
- ❑ Analyze idioms and comparisons to infer literal and figurative meanings.
- ❑ Determine the purpose for reading a passage.
- ❑ Determine author's purpose and distinguish between various points of view, accuracy of text, and fact/opinion.
- ❑ Connect, compare, and contrast ideas, themes, and issues across texts.
- ❑ Infer, predict, and generalize ideas.
- ❑ Determine main idea and themes (stated or implied) and recognize relevance of details.
- ❑ Analyze character traits, conflicts, and points of view.
- ❑ Analyze structural elements of plot, subplot, and climax.
- ❑ Analyze characteristics of genres and subgenres.
- ❑ Interpret figurative language and elements of poetry.
- ❑ Interpret literary devices.
- ❑ Use appropriate strategies to organize and summarize information.
- ❑ Identify instances of persuasion, propaganda, and faulty reasoning in text.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level. Students scoring at the Limited Knowledge level are inconsistent in demonstrating the Proficient level competencies and typically demonstrate reading skills within more explicit and concrete contexts.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive reading instruction.

Grade 8 Writing

Each year, students in Grade 8 take the OCCT in Writing. Students are given a passage-based Writing prompt and write their responses in their test books. Students are asked to write to a specific mode and to demonstrate a clear awareness of the audience and purpose for writing. 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. The test is administered in one sitting and is not timed.

In 2013, the OCCT in Writing consisted of one scored operational prompt that was administered to all students in Grade 8.

Grade 8 Scoring Criteria for Writing

Scoring criteria are based on the Oklahoma Academic Standards and objectives where the student's paper receives two types of test scores: Analytic Scores and a Composite Score.

OCCT Grade 8
Oklahoma Academic Standards Writing Rubric

Scoring criteria are aligned to the current Oklahoma Academic Standards. Most rubric notations show alignment to the 2014–2015 Oklahoma Academic Standards and are to be read as follows: 8 (grade-level), W (Writing standard,) L (Language standard), and number/letter (objective).

Score	Argument	Informative	Narrative
	Ideas and Development		
4	• The content is appropriate for audience and purpose. (8.W.4) • Writer addresses the prompt with a fully developed argument using relevant, compelling claim(s) and counterclaim(s), accurate text-based evidence, and logical reasoning. (8.W.1.b) • Writer quotes and paraphrases evidence avoiding plagiarism. (8.W.8) • Writer expresses an insightful perspective towards the topic. (from prior SDE rubric)	• The content is appropriate for audience and purpose. (8.W.4) • Topic is clear and fully developed using relevant text-based facts, definitions, concrete details, quotations, or other examples. (8.W.2.b) • The writer quotes and paraphrases evidence avoiding plagiarism. (8.W.8) • Topic is consistently sustained throughout the composition. (from prior SDE rubric)	• The content is appropriate for audience and purpose. (8.W.4) • A real or imagined story or experience with a narrator and characters is fully developed using descriptive details. (8.W.3) • A context and point of view are clearly defined. (8.W.3.a) • Narrative techniques such as dialogue and description are used effectively to develop experiences, events, and/or characters. (8.W.3.b)

Score	Argument	Informative	Narrative
	Ideas and Development		
3	• The content is largely appropriate for audience and purpose. • Writer addresses the prompt with a partially developed argument using claim(s) and counterclaim(s), text-based evidence, and reasoning. • Writer attempts to quote and paraphrase evidence. • Writer sustains a perspective though most of the argument.	• The content is largely appropriate for audience and purpose. • Topic is stated and partially developed using text-based facts, definitions, concrete details, quotations, or other examples. • The writer attempts to quote and paraphrase evidence. • Topic is sustained throughout the composition.	• The content is largely appropriate for audience and purpose. • A real or imagined story or experience with a narrator or characters is adequately developed using some details. • A context and point of view are present. • Some narrative techniques such as dialogue and description are evident.
2	• The content is limited for audience and purpose. • Writer addresses the prompt with an insufficient argument with claim(s) and counterclaims (s), and limited use of text-based evidence, and reasoning. • Writer does not attempt to quote or paraphrase evidence. • Writer has difficulty expressing or sustaining a perspective.	• The content is limited for audience and purpose. • Topic may be inferred and has limited development using weak text-based facts, definitions, concrete details, quotations, or other examples. • The writer does not attempt to quote or paraphrase evidence. • Writer does not sustain the topic throughout the composition.	• The content is limited for audience and purpose. • A real or imagined story or experience with a narrator or characters is minimally developed with few details. • A context and point of view may not be clearly defined. • Narrative techniques may be minimally used.
1	• The content is inappropriate for audience and purpose. • Writer's response to the prompt is not developed. • Little evidence is elicited from the text. • Writer has little or no perspective.	• The content is inappropriate for audience and purpose. • Topic is unclear and is not developed. • Little evidence is elicited from the text.	• The content is inappropriate for audience and purpose. • A real or imagined story or situation is not developed. • A context and point of view are missing. • Narrative techniques are missing.

Score	Argument	Informative	Narrative
	Organization, Unity, and Coherence		
4	• Introduction presents a clear topic and establishes the argument. (8.W.1.a) • Sustained focus on content and structure (prior SDE rubric) • Reasons and information that support the writer's purpose are logically ordered. (8.W.1.a) • Transitions between ideas are coherent and link reasons. (8.W.1.c) • A formal style is established and maintained. (8.W.1.d) • Conclusion is compelling and supports the opinion. (8.W.1.e)	• Introduction is engaging and presents a clear topic. (prior SDE rubric and 8.W.2.a) • Text-based facts, details, and examples are presented in a well-executed progression. (8.W.2.b) • Transitions are appropriate and clearly link ideas. (8.W.2.c) • A formal style is established and maintained. (8.W.2.e) • Conclusion clearly flows from the information presented. (8.W.2.f)	• Introduction engages and orients the reader. (prior SDE rubric and 8.W.3.a) • Well-structured event sequence unfolds in a natural and logical manner and moves the reader through the story or experience. (8.W.3.a) • A variety of transitions signal shifts in time and settings and show relationships among experiences and events. (8.W.3.c) • Conclusion naturally flows from narrated experiences and events. (8.W.3.e)
3	• Introduction presents a topic and an argument. • Focus on content and structure. • Reasons and information that support the writer's purpose are partially ordered. • Transitions support and link reasons. • A formal style is established but may be inconsistent. • Conclusion is satisfying and supports the argument.	• Introduction and topic are evident. • Text-based facts, details, and examples are presented in a logical progression. • Transitions link ideas. • A formal style is established but may be inconsistent. • Conclusion is apparent and relates to the information presented.	• Introduction interests and orients the reader. • Event sequence is logical and moves the reader through the story or experience. • Transitions signal shifts in time and settings, and show relationships among experiences and events. • Conclusion follows from narrated experiences and events.

Score	Argument	Informative	Narrative
	Organization, Unity, and Coherence		
2	• Introduction does not present a clear topic or argument. • Lack of focus on content and structure is evident. • Reasons and information that support the writer's purpose are ordered in random progression. • Transitions are limited and do not link reasons. • A formal style may be attempted. • Conclusion is incomplete with little support for the argument.	• Introduction is incomplete and topic is not clearly stated. • Some text-based facts, details, and examples are presented randomly. • Transitions are limited and fail to link ideas. • A formal style may be attempted. • Conclusion is incomplete with little support of the information presented.	• Introduction may leave the reader with questions. • Event sequence is unclear or limited which makes it difficult for the reader to follow the story or experience. • Ineffective transitions are used. • Conclusion may be missing or irrelevant. • Lacks logical direction.
1	• Lacks logical direction. • No evidence of organizational structure.	• Lacks logical direction. • No evidence of organizational structure.	• Lacks logical direction. • No evidence of organizational structure.

Score	All Modes Grades 5 and 8		
	Word Choice	**Sentences and Paragraphs**	**Grammar, Usage, and Mechanics**
4	• Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.L.5 and 8.L.5) • Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.L.6 and 8.L.6)	• Rich variety of sentence structure, type, and length (prior SDE rubric and 5.L.3.a) • Few, if any, fragments or run-ons (prior SDE rubric) • Evidence of appropriate paragraphing (prior SDE rubric)	• Effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.L.1, 5.L.2 and 8.L.1 and 8.L.2) • Errors are minor and do not affect readability. (prior SDE rubric)
3	• Figurative language, word relationships, and nuances in word meanings are demonstrated. • Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas.	• Variety of sentence structure, type, and length • Few fragments or run-ons • Evidence of paragraphing	• Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be more noticeable but do not significantly affect readability.
2	• Figurative language, word relationships, and nuances in word meanings are limited. • Concrete words and phrases, sensory details, and domain-specific vocabulary are limited.	• Limited variety of sentence structure, type, and length • Several fragments or run-ons • Little or no attempt at paragraphing	• Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be distracting and interfere with readability.
1	• Figurative language, word relationships, and nuances in word meanings are not evident. • Concrete words and phrases, sensory details, and domain-specific words are lacking.	• No clear sentence structure • Many fragments or run-ons • Little or no attempt at paragraphing	• Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors are numerous and severely impede readability.

Composite Score

A student's composite score on the Writing assessment, **in part**, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale, and the score is then rounded to the nearest whole number. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student's composite score will range from 60 (the highest score) to 15 (the lowest score). The weights attributed to each analytic score are given in the table below.

Composite Score

Percentage	Analytic Score Category
30%	Ideas and Development
25%	Organization, Unity, and Coherence
15%	Word Choice
15%	Sentences and Paragraphs
15%	Grammar, Usage, and Mechanics

Steps to Calculate Grade 8 Writing Scores

The steps outlined below show how Grade 8 Writing scores are calculated based on the trait scores in one Writing prompt. The table gives an example of how Grade 8 Writing scores will be calculated.

STEP 1: To obtain each of the five analytic trait scores, average the trait scores from the two raters, 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 value in column B with the value in 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: Multiply the sum from Column F by 15. This is the Raw Composite Score.

STEP 5: Round the Raw Composite Score to the nearest whole number, which ranges from 15 to 60.

STEP 6: Use the Concordance Table* to obtain the final Grade 8 Writing score corresponding to the rounded Raw Composite Score found in Step 5.

*Due to differences between the Spring 2013 and Spring 2014 Writing prompts, the scores cannot be directly compared. A linking study was performed in order to allow the Writing scores between the Spring 2013 and the Spring 2014 to be compared. The results of the linking study, showing the relationship between the Spring 2013 and the Spring 2014 Writing scores, are shown in the Concordance Table.

Note: Steps 1–6 are labeled on the following page.

Composite Score and Performance Level

Using the five analytic trait scores, a composite score is generated using a mathematical linear transformation. The composite score is devised, **in part**, by weighting the analytic trait scores. The composite score is used to categorize a student's performance as Advanced, Proficient, Limited Knowledge, or Unsatisfactory, using the composite score ranges shown in the table below.

Calculating Scaled Composite Scores for 2013–2014 Grade 8 Writing Test

A	B	C ①	D	E	F
Analytic Traits	**Weights**	**Trait Scores Rater 1**	**Trait Scores Rater 2**	**Average Trait Score (C+D)/2**	**Weighted Trait Scores (B × E)** ②
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 ③

2.625 × 15 = 39.375 ④

Rounded Raw Composite Score = 39 ⑤

Final Grade 8 Writing Score = 41 ⑥

Concordance Table Between 2014 and 2013 Grade 8 Writing Scores

2014 Writing Composite Score	Final Reporting Score	Comment
15	15	
16	24	
17	24	
18	24	Limited Knowledge
19	25	
20	25	
21	26	
22	26	
23	29	
24	30	
25	30	

2014 Writing Composite Score	Final Reporting Score	Comment
26	30	
27	30	
28	30	
29	30	
30	32	
31	34	
32	35	
33	35	
34	35	
35	36	Proficient
36	36	
37	37	
38	38	
39	41	
40	41	
41	41	
42	42	
43	42	
44	42	
45	45	
46	47	
47	47	
48	47	
49	48	
50	48	
51	49	
52	49	
53	52	Advanced
54	54	
55	54	
56	54	
57	54	
58	55	
59	56	
60	60	

Performance Level Final Score Ranges

Performance Level	Score
Advanced	50–60
Proficient	36–49
Limited Knowledge	25–35
Unsatisfactory	15–24
Unsatisfactory	Unscorable

Grade 8 Writing—Performance-Level Descriptors

Advanced: Students demonstrate superior performance on written responses that are fully developed using relevant text-based facts, concrete or descriptive details, quotations, and/or other examples. Content is appropriate for audience and purpose. Arguments are fully developed, using relevant and compelling claims and counterclaim(s), accurate evidence from the passages, and logical reasoning. The argument, topic, story, or experience is clear and expresses an insightful perspective, sustained topic, clearly defined context, or point of view. The writer quotes or paraphrases evidence effectively and does not plagiarize. Narrative techniques are used to develop experiences, events, and/or characters. Organization is strong and moves the reader through the text using coherent and appropriate transitions. The introduction engages the reader, establishes the argument, presents a clear topic, and/or orients the reader. Information is logically ordered and examples are presented in a well-executed progression. The conclusion enhances and supports the argument or flows naturally from the information or narrated experiences presented. Figurative language and word relationships are demonstrated effectively. Concrete words and phrases, sensory details, and domain-specific vocabulary are used to clearly convey ideas. Writing demonstrates a rich variety of sentence structures, types, and lengths, and paragraphing is appropriate. The writer effectively shows a command of standard English grammar and usage as well as capitalization, punctuation, and spelling. Errors are minor and do not affect readability.

Proficient: Students demonstrate mastery on written responses that are adequately developed using text-based facts, concrete details, quotations, and/or other examples. Content is largely appropriate for audience and purpose. Arguments are partially developed using claims and counterclaim(s), evidence from the passages, and reasoning. The argument, topic, story, or experience is evident and gives a sustained perspective, topic, or point of view throughout the composition. The writer attempts to quote or paraphrase information appropriately to provide supporting evidence. Some narrative techniques such as dialogue and description are evident to develop experiences and/or characters. Organization and paragraphing are evident with information ordered using transitions to link ideas. Introduction presents an argument or a topic or orients the reader to a story or experience. Information is presented in a logical progression. The conclusion supports or relates to the information or experiences presented. Figurative language and word relationships are demonstrated. Concrete words and phrases, sensory details, and/or domain-specific vocabulary are used when appropriate. The writer uses a variety of sentence structures, types, and lengths with few fragments or run-ons. The writer demonstrates a command of standard English grammar and usage as well as capitalization, punctuation, and spelling. While errors may be noticeable, they do not significantly affect readability.

Limited Knowledge: Students demonstrate partial mastery on written responses that are minimally developed using few details or examples. Content is limited for audience and purpose. An insufficient argument is presented using claims; a counterclaim may not be addressed. A perspective or point of view is not clearly expressed. The writer does not attempt to quote or paraphrase information. Narrative techniques may be minimal. Organization lacks appropriate structure, and details may be randomly placed. Limited transitions are evident. Figurative language, word relationships, concrete words, sensory details, and domain-specific language are limited. The writer uses a limited variety of sentence structures, types, and lengths with little or no paragraphing attempted. Errors with grammar and usage as well as capitalization, punctuation, and spelling, significantly interfere with readability.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students scoring at the Unsatisfactory level should be given comprehensive writing instruction.

Grade 8 Science

The Grade 8 OCCT in Science consists of 55 items—45 operational and 10 field test items. The operational items that are scored are multiple-choice items that measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 8 Science Test Blueprint for Process Standards and Objectives: 2013–2014

Process/Inquiry Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
P1.0 Observe and Measure	**8–11**	**18–24%**
1.1 Qualitative/quantitative observations/changes	4–6	
1.2 Appropriate tools	4–5	
1.3 SI (metric) units		
P2.0 Classify	**7–9**	**16–20%**
2.1 Classification system	4–6	
2.2 Properties ordered	3–5	
P3.0 Experiment	**15–17**	**33–38%**
3.2 Experimental design	6–7	
3.3 Identify variables	6–7	
3.6 Hazards/practice safety	3–4	
P4.0 Interpret and Communicate	**12–14**	**27–31%**
4.2 Data tables/line/bar/trend and circle graphs	6–7	
4.3 Explanations/prediction	6–7	
Total Test	***45***	***100%***

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.
- The Oklahoma Academic Standards for Grade 8 Science standards correspond to the *PASS* Grade 8 Science standards.

Grade 8 Science Test Blueprint for Content Standards and Objectives: 2013–2014

Content Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
C1.0 Properties and Chemical Changes in Matter	**8**	**19%**
1.1 Chemical reactions	4	
1.2 Conservation of matter	4	
C2.0 Motion and Forces	**8**	**19%**
2.1 Motion of an object	4	
2.2 Object subjected to a force	4	
C3.0 Diversity and Adaptations of Organisms	**7**	**17%**
3.1 Classification	3	
3.2 Internal and external structures	4	
C4.0 Structures/Forces of the Earth/Solar System	**11**	**27%**
4.1 Landforms result from constructive and destructive forces	4	
4.2 Rock cycle	3–4	
4.3 Global Weather Patterns	3–4	
C5.0 Earth's History	**7–8**	**17–20%**
5.1 Catastrophic events	3–4	
5.2 Fossil evidence	3–4	
Total Test	***41–42***[1]	***100%***

(Please note this blueprint does not include items that may be included for field-testing.)

1 Each test item aligns to both a Process Standard/Objective and a Content Standard/Objective, except for Safety Items, which only align to P3.5.

Performance Levels: Grade 8 Science

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
751–990	Advanced
700–750	Proficient
658–699	Limited Knowledge
400–657	Unsatisfactory

Grade 8 Science—Performance-Level Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. Consistent demonstration of a thorough understanding of science processes, knowledge, and reasoning required for applying core ideas in each of the major science disciplines of the physical, life, and earth/space sciences is evident. Students performing at this level consistently and thoroughly demonstrate the ability to recognize and use scientific processes as defined by the Oklahoma Academic Standards (OAS). Students consistently and effectively can apply many different strategies for evaluating, organizing, analyzing, and synthesizing scientific data, information, and trends in order to solve non-routine problems that demand multi-step reasoning to justify a conclusion.

Proficient: Students demonstrate mastery of appropriate grade-level subject matter and are ready for the next grade or course of education as applicable. A general understanding of science processes, knowledge, and reasoning required for applying core ideas in each of the major science disciplines of the physical, life, and earth/space sciences, as well as the ability to apply their understanding to practical situations at a level appropriate to Grade 8 are evident. In addition to demonstrating a general understanding and application of the science skills at previous levels, students performing at the Proficient level will:

- ❑ Predict and infer qualitative and quantitative changes, including observations of the living and non-living world using International System of Units (SI), using appropriate tools.
- ❑ Identify a scientific problem, devise and evaluate possible solutions, and choose the most appropriate solution.
- ❑ Classify objects, organisms, and events based on chemical and taxonomic properties and/or observable properties and locations.
- ❑ Recognize the components and evaluate the results of an experiment.
- ❑ Use data (single and multiple sets) to: identify, construct, and interpret appropriate graph types (line, bar, and circle graphs); recognize or infer patterns in scientific data.
- ❑ Apply the appropriate formula and/or calculations to solve density and motion problems.
- ❑ Interpret data and communicate reasonableness of scientific explanations.
- ❑ Practice safety and recognize potential hazards in all science investigations.

Limited Knowledge: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade-level, as applicable. Knowledge and reasoning required for applying core ideas in each of the major science disciplines of the physical, life, and earth/space sciences at a level appropriate to Grade 8 are performed inconsistently in their work. Some gaps in knowledge and skills are evident and may require additional instruction in order to achieve a proficient level of understanding.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students performing at the Unsatisfactory level should be given comprehensive science instruction.

Grade 8 U.S. History

The Grade 8 OCCT in U.S. History, Constitution, and Government consists of 60 items—50 operational and 10 field-test items. The operational items that are scored measure student achievement of the Oklahoma Academic Standards and objectives. This information is important to teachers and administrators because it defines what the test measured and aids in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of Oklahoma Academic Standards and objectives, please refer to the Oklahoma State Department of Education Web site.

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

Grade 8 U.S. History OCCT Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Causes and events of the American Revolution	**8**	**16%**
1.1, 1.2 Consequences of the French & Indian War, British Imperial Polices	4	
1.3, 1.4,1.5 Ideological War, *Declaration of Independence's* Grievances, Ideals, and Social Contract Selection	4	
2.0 The Revolutionary Era (2.0)	**6**	**12%**
2.1, 2.2, 2.3 *Articles of Confederation*, Motivations & Choices, Key Military & Diplomatic Events	6	
3.0 Developing the American Government System	**10**	**20%**
3.1,3.2, 3.3 Causes for the Constitutional Convention, and Ratification	4–6	
3.4, 3.5 Constitutional Principles and the *Bill of Rights*	4–6	
4.0 The Transformation of the United States to the Mid-1800s	**16**	**32%**
4.1 Major Events and Issues of Early Presidential Administrations	4–6	
4.2, 4.6 Jacksonian Era and Westward Expansion	4–6	
4.3, 4.4, 4.5 Sectional Economic Systems, African American Experiences, and Reform Movements/Leaders	4–6	
5.0 Causes, Events, and Leadership in the Civil War	**10**	**20%**
5.1, 5.2 Causes of the Civil War: 1850s through the 1860 Presidential Election	4–6	
5.3, 5.4 Advantages/Disadvantages, Leadership, Major Turning Points of the War	4–6	
Total Test	***50***	***100%***

- 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.

Performance Levels: Grade 8 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. The Commission for Educational Quality and Accountability set the cut scores for Social Studies and established a phase-in for these College and Career Ready expectations.

OPI Score Range	Performance Level
715–990	Advanced
662–714	Proficient
612–661	Limited Knowledge
400–611	Unsatisfactory

Grade 8 U.S. History Test Performance-Level Descriptors

Advanced: Students demonstrate superior understanding of challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level will:

- ❑ Evaluate the importance of the foundations of the United States.
- ❑ Analyze the ideologies, causes and effects, and events that led to the American Revolution, as well as the contributions of key individuals.
- ❑ Summarize key contributions of significant individuals and groups involved in the major military and diplomatic events of the Revolutionary War that resulted in an independent nation.
- ❑ Analyze the creation of the American system of government.
- ❑ Analyze the political, economic, social, and geographic transformation of the United States during the early- to mid-1800s.
- ❑ Compare and contrast causes and effects, events, and the political and military leadership of the Civil War.
- ❑ Interpret, draw inferences from, and cite specific textual and visual evidence from primary and secondary sources.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade, course, or level of education. Students scoring at the Proficient level will:

- ❑ Describe and summarize the foundations of the United States.
- ❑ Explain the ideologies, causes and effects, and events that led to the American Revolution as well as the contributions of key individuals.
- ❑ Explain key contributions of significant individuals and groups involved in the major military and diplomatic events of the Revolutionary War that resulted in an independent nation.
- ❑ Describe the creation of the American system of government.
- ❑ Describe the political, economic, social, and geographic transformation of the United States during the early- to mid-1800s.
- ❑ Compare causes and effects, events, and political and military leadership of the Civil War era: 1850–1865.
- ❑ Interpret, explain, and cite specific textual and visual evidence from primary and secondary sources.

Limited Knowledge: Students demonstrate partial mastery of the essential grade-level knowledge and skills. Students at the Limited Knowledge level will:

- ❑ Identify the foundations of the United States.
- ❑ Recognize some key individuals and their contributions, and some causes and major events of the Revolutionary Era.
- ❑ Identify key parts of the American system of government and its creation.
- ❑ Demonstrate a basic knowledge of the political, economic, social, and geographic transformation of the United States during the early- to mid-1800s.
- ❑ Recognize some causes, major events, and political and military leaders of the Civil War.
- ❑ Identify and distinguish between primary and secondary sources.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students at the Unsatisfactory level have not demonstrated grade-level knowledge and skills.

EOI ACE Algebra I

The EOI OCCT in ACE Algebra I asks students to respond to items representing the Oklahoma Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
1.0 Number Sense and Algebraic Operations	**15**	**27%**	**15**	**15**	**15**
1.1 Equations and Formulas	6		6	6	6
1.2 Expressions	9		9	9	9
2.0 Relations and Functions	**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
3.0 Data Analysis, Probability, & Statistics	**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.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards for Algebra I correspond to the *PASS* Algebra I standards.

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 Academic 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 Academic 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 Academic framework. Students are inconsistent in applying the general knowledge and mathematical process skills necessary to solve problems effectively and reason mathematically. These students may need interventions as part of a comprehensive mathematics instructional program.

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

EOI ACE Algebra II

The EOI OCCT in ACE Algebra II asks students to respond to items representing the Oklahoma Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
1.0 Number Sense and Algebraic Operations	**15**	**27%**	**15**	**15**	**15**
1.1 Rational Exponents	5–6		5	6	6
1.2 Polynomial and Rational Expressions	5–6		6	5	5
1.3 Complex Numbers	4		4	4	4
2.0 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
3.0 Data Analysis, Probability, & 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.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards for Algebra II correspond to the *PASS* Algebra II standards.

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 Academic 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.

EOI ACE Biology I

The EOI OCCT in ACE Biology I asks students to respond to a variety of items representing Oklahoma Academic 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 Academic 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: 2013–2014

Process/Inquiry Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
P1.0 Observe and Measure	**6**	**10%**	**6**	**6**	**6**
1.1 Qualitative/quantitative observations and changes	4		4	4	4
1.2 Use appropriate tools & 1.3 Use appropriate System International (SI) units	2		2	2	2
P2.0 Classify	**7–8**	**12%–13%**	**7**	**7**	**7**
2.1 Use observable properties to classify	4		3	5	4
2.2 Identify properties of a classification system	3–4		4	2	3
P3.0 Experimental Design	**16–19**	**27%–32%**	**17**	**16**	**16**
3.1 Evaluate the design of investigations	4–5		7	5	4
3.2 Identify controlled variables & experimental controls in an experiment & 3.4 Identify a testable hypothesis in a biology investigation	5–6		2	4	4
3.3 Use mathematics to show relationships	4–6		5	4	5
3.5 Identify potential hazards and practice safety procedures in all science activities	3		3	3	3
P4.0 Interpret and Communicate	**20–24**	**33%–40%**	**22**	**23**	**22**
4.1 Select predictions based on observed patterns of evidence	4–5		4	6	5
4.3 Interpret line, bar, trend, and circle graphs	4–5		4	4	4
4.4 Accept or reject a hypothesis	4–5		4	5	5
4.5 Make logical conclusions based on experimental data	4–5		6	4	4
4.8 Identify an appropriate graph or chart	4		4	4	4
P5.0 Model	**8**	**13%**	**8**	**8**	**9**
5.1 Interpret a model which explains a given set of observations	4		4	4	4
5.2 Select predictions based on models, using mathematics when appropriate	4		4	4	5
Total Test	***60***	***100%***	***60***	***60***	***60***

ACE Biology I Test Blueprint for Content Standards and Objectives: 2013–2014

Content Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
C1.0 The Cell	**12–15**	**21%–26%**	**12**	**12**	**12**
1.1 Cell structures and functions	4–6		4	4	4
1.2 Differentiation of cells	4–6		4	4	4
1.3 Specialized cells	4		4	4	4
C2.0 The Molecular Basis of Heredity	**12–15**	**21%–26%**	**12**	**8**	**9**
2.1 DNA structure and function in heredity	6–8		5	4	4
2.2 Sorting and recombination of genes	6–7		7	4	5
C3.0 Biological Diversity	**12–15**	**21%–26%**	**13**	**16**	**15**
3.1 Variation among organisms	4–6		4	5	4
3.2 Natural selection and biological adaptations	4–6		5	6	7
3.3 Behavior patterns can be used to ensure reproductive success	4		4	5	4
C4.0 The Interdependence of Organisms	**8–10**	**14%–18%**	**8**	**9**	**9**
4.1 Organisms both cooperate and compete	4–6		4	4	4
4.2 Population dynamics	4–6		4	5	5
C5.0 Matter/Energy/Organization in Living Systems	**12**	**21%**	**12**	**12**	**12**
5.1 Complexity and organization used for survival	4		4	4	4
5.2 Matter and energy flow in living and nonliving systems	4		4	4	4
5.3 Earth cycles including abiotic and biotic factors	4		4	4	4
Total Test	***57***[1]	***100%***	***57***	***57***	***57***

(Please note this blueprint does not include items that may be included for field-testing.)

1 Each test item aligns to both a Process Standard/Objective and a Content Standard/Objective, except for Safety Items, which only align to P3.5.

- A minimum of 6 items is required to report a standard, and a minimum of 4 items is required to report results for an objective.
- The Oklahoma Academic Standards for Biology I standards correspond to the *PASS* Biology I standards.

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 Academic 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 Academic. 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 Academic 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.

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 Academic 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.

EOI ACE English II

The EOI OCCT in ACE English II asks students to respond to items representing the Oklahoma Academic 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 Academic Standards of Writing and to items representing the Oklahoma Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
Reading/Literature					
1.0 Vocabulary	**6–8**	**9%–12%**	**6**	**7**	**5**
2.0 Comprehension	**16–20**	**24%–30%**	**17**	**20**	**21**
2.1 Literal Understanding	4–5		5	4	4
2.2 Inferences and Interpretation	4–5		4	4	4
2.3 Summary and Generalization	4–5		4	5	8
2.4 Analysis and Evaluation	4–5		4	7	5
3.0 Literature	**17–20**	**26%–30%**	**17**	**17**	**18**
3.1 Literary Genres	4–5		4	4	4
3.2 Literary Elements	5–6		5	5	6
3.3 Figurative Language	4–5		4	6	6
3.4 Literary Works	4–5		4	2	2
4.0 Research and Information	**6**	**9%**	**7**	**4**	**4**
Writing/Grammar/Usage/Mechanics					
1.0 and 2.0 Writing	**1**	**9%**	**1**	**1**	**1**
Writing Prompt	1 (6 pts)		1 (6 pts)	1 (6 pts)	1 (6 pts)
3.0 Grammar/Usage and Mechanics	**12**	**18%**	**12**	**12**	**12**
3.1 Standard Usage	4		4	5	6
3.2 Mechanics and Spelling	4		4	3	2
3.3 Sentence and Structure	4		4	4	4
Total Test	***61 (66 pts)***	***100%***	***60 (65 pts)***	***61 (66 pts)***	***61 (66 pts)***

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

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 Academic 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 Academic 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 Academic framework. Students scoring Limited Knowledge demonstrate inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (both fiction and nonfiction) and demonstrate some understanding of the various literary forms. They demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms. Students at this level demonstrate only a partial understanding of correct use of Standard English, and they inconsistently apply simple research strategies when organizing and

interpreting factual information. Written responses indicate minimal focus, limited support of the topic, little or no organization and/or planning, vague and/or inappropriate word choice, and frequent errors in basic sentence structure and grammar, usage, and mechanics that limit readability.

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

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 Paragraphs	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.

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 2013–2014 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

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

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

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

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

EOI ACE English III

The EOI OCCT in ACE English III asks students to respond to items representing the Oklahoma Academic 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 Academic Standards of Writing and to items representing the Oklahoma Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
Reading/Literature					
1.0 Vocabulary	**6–8**	**8%–11%**	**6**	**6**	**7**
2.0 Comprehension	**16–20**	**22%–28%**	**16**	**21**	**17**
2.1 Literal Understanding	4–5		4	3	4
2.2 Inferences and Interpretation	4–5		4	6	5
2.3 Summary and Generalizations	4–5		4	6	4
2.4 Analysis and Evaluation	4–5		4	6	4
3.0 Literature	**17–20**	**24%–28%**	**18**	**14**	**19**
3.1 Literary Genres	4–5		4	4	3
3.2 Literary Elements	5–6		6	5	10
3.3 Figurative Language	4–5		4	3	3
3.4 Literary Works	4–5		4	2	3
4.0 Research and Information	**6–7**	**8%–10%**	**7**	**7**	**5**
Writing/Grammar/Usage/Mechanics					
1.0, 2.0 Writing	**1**	**14%**	**1**	**1**	**1**
Writing Prompt	1 (10 pts)		1 (10 pts)	1 (10 pts)	1 (10 pts)
3.0 Grammar/Usage/Mechanics	**14**	**19%**	**15**	**14**	**14**
3.1 Standard English Usage	4–5		4	6	6
3.2 Mechanics and Spelling	0–2		2	5	5
3.3 Sentence Structure	4–5		5	3	3
3.4 Manuscript Conventions	4–5		4	0	0
Total Test	***63 (72 pts)***	***100%***	***63 (72 pts)***	***63 (72 pts)***	***63 (72 pts)***

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

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 Academic 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.

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.

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 Paragraphs	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.

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 2013–2014 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

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

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

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

EOI ACE Geometry

The EOI OCCT in ACE Geometry asks students to respond to items representing the Oklahoma Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
1.0 Logical Reasoning	**6**	**11%**	**6**	**6**	**6**
1.1 Inductive and Deductive Reasoning	4		4	4	4
1.2 Conditional Statements	2		2	2	2
2.0 Properties of 2-Dimensional Figures	**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
3.0 Triangles and Trigonometric Ratios	**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
4.0 Properties of 3-Dimensional Figures	**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
5.0 Coordinate Geometry	**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.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards for Geometry correspond to the *PASS* Geometry standards.

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 Academic 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.

EOI ACE U.S. History

The EOI OCCT in ACE U.S. History asks students to respond to items representing the Oklahoma Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items		
			Winter 2013	Spring 2014 Core Form A	Spring 2014 Core Form B
1.0 Transformation of the United States from Post-Reconstruction to the Progressive Era, 1878–1900	**8**	**13–15%**	**8**	**8**	**8**
1.1 Post Reconstruction Amendments	2–4		2	2	3
1.2 Immigration, Westward Movement, and Native American Experiences	2–4		3	3	4
1.3 Impact of Industrialization on Society, Economics, and Politics	2–4		3	3	1
2.0 Expanding Role of the United States in International Affairs	**6**	**10%**	**6**	**6**	**6**
3.0 Cycles of Economic Boom and Bust in the 1920s and 1930s	**8**	**13–15%**	**8**	**8**	**8**
3.1 Economic, Political, & Social Transformation Between the World Wars	3–5		4	4	4
3.2, 3.3 Economic Destabilization and the Great Depression/New Deal	3–5		4	4	4
4.0 Role of the U.S. in International Affairs and World War II, 1933–1946	**8**	**13–15%**	**8**	**8**	**8**
4.1 Mobilization for World War II	3–5		4	4	4
4.2, 4.3 World War II and U.S. Reaction to the Holocaust	3–5		4	4	4
5.0 U.S. Foreign and Domestic Policies during the Cold War, 1945–1975	**18**	**30%**	**18**	**18**	**18**
5.1, 5.2 The Cold War—Foreign and Domestic	4–5		5	6	6
5.3 The Vietnam War Era	4–5		5	4	4
5.4 The African American Civil Rights Movement	4–6		4	4	4
5.5 Social Political Transformation	4–5		4	4	4
6.0 U.S. Foreign and Domestic Policies, 1976 to the Present	**12**	**20%**	**12**	**12**	**12**
6.1, 6.2, 6.3 End of the Cold War	4–8		6	6	7
6.4, 6.5, 6.6 Post Cold War World	4–8		6	6	5
Total Test	***60***	***100%***	***60***	***60***	***60***

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

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. The Commission for Educational Quality and Accountability set the cut scores for U.S. History and established a phase-in for these College and Career Ready expectations.

OPI Score Range	Performance Level
729–999	Advanced
672–728	Proficient
636–671	Limited Knowledge
440–635	Unsatisfactory

EOI U.S. History Exam Performance-Level Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level will integrate and link social, political, and economic concepts. Students will:

- ❑ Analyze and evaluate complex historical points-of-view of major events and issues related to U.S. history.
- ❑ Critique and differentiate between social, political, and economic concepts that transformed the United States, 1865–2001.
- ❑ Analyze and evaluate the United States' social, political, and economic development over time.
- ❑ Integrate newly developed concepts with previous historical misconceptions.
- ❑ Apply concepts to solve problems as related to U.S. history.
- ❑ Evaluate historical justifications and interpretations through the examination of multiple and varied sources.
- ❑ Apply content knowledge in multiple contexts to make historical connections and evaluate changes over time.

Proficient: Students demonstrate appropriate course-level knowledge and skills in subject matter and readiness for the next course or level of education. Students scoring at the Proficient level perform above the Limited Knowledge level and will consistently be able to:

- ❑ Analyze the transformation of the United States from the Post-Reconstruction period through the Progressive Era.
- ❑ Explain the expanding role of the United States in international affairs as the nation transformed into a world power in the late 19th and early 20th centuries.
- ❑ Explain the impact of the cycles of boom and bust of the 1920s and 1930s on the transformation of the United States' government, economy, and society.
- ❑ Evaluate the major causes, events, and effects of the United States' involvement in World War II, 1933–1946, both foreign and domestic.

- ❑ Describe and interpret the role of the United States in significant foreign and domestic affairs during the Cold War period, 1946–1975.
- ❑ Interpret the impact of the United States' significant foreign and domestic policies, 1976–2001.

Limited Knowledge: Students demonstrate partial mastery of the essential course-level knowledge and skills. Students at the Limited Knowledge level will:

- ❑ Recall and identify significant individuals, events, and issues in U.S. history, 1865-2001.
- ❑ Define appropriate social studies terminology and vocabulary.
- ❑ Demonstrate partial competency to analyze textual and visual evidence.
- ❑ Demonstrate partial competency to draw conclusions, analyze, evaluate, interpret, and/or integrate concepts as related to U.S. history.

Unsatisfactory: Students have not performed at least at the Limited Knowledge level. Students at the Unsatisfactory level have not demonstrated course-level knowledge and skills.

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 Academic Standard and objective is represented on the test.
- ❑ Performance levels as defined by OPI score ranges.
- ❑ Performance-level descriptors (short)—There are short and long descriptors that identify the student performance level according to what the student has learned or can do. Short descriptors summarize the knowledge and skills typically possessed by students in the applicable category:
- ❑ Advanced, Satisfactory, Limited Knowledge, Unsatisfactory. These descriptors appear on several of the reports: Student Report, Student Roster by OPI Score, and Class Summary Report.

OMAAP Description

The EOI OMAAP is for retake purposes only in order to meet a graduation requirement or to apply a Modified Proficiency Score. Students must be 2nd Time Testers with a previous OMAAP score in the same subject and be on an Individualized Education Program (IEP). High school EOI modified assessments will provide student performance on the subjects of Algebra I, English II, Biology I, and U.S. History.

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
Satisfactory	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

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 Academic 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 Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Actual Number of Items	
			Winter 2013	Spring 2014
1.0 Number Sense and Algebraic Operations	**10–12**	**23%–28%**	**14**	**10**
1.1 Equations and Formulas	4–6		7	4
1.2 Expressions	5–7		7	6
2.0 Relations and Functions	**21–23**	**49%–53%**	**23**	**22**
2.1 Relations and Functions	2–3		3	4
2.2 Linear Equations and Graphs	12–14		11	11
2.3 Linear Inequalities and Graphs	3–5		5	4
2.4 Systems of Equations	2–3		4	3
3.0 Data Analysis, Probability, and Statistics	**6–8**	**14%–19%**	**9**	**10**
3.1 Data Analysis	4–6		6	7
3.2 Line of Best Fit	1–3		3	3
Total Test	***40–43[1]***	***100%***	***46***	***42***

1 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.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards for Algebra I correspond to the *PASS* Algebra I standards.
- **The Oklahoma Modified Alternate Assessment Program (OMAAP) will only be available for repeat testers starting in school year 2013–2014.**

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.

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.

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 Academic 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 Academic 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 Academic 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.

EOI English II Test Blueprint: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Actual Number of Items	
			Winter 2013	Spring 2014
Reading/Literature				
1.0 Vocabulary	**6–7**	**13%–15%**	**7**	**7**
2.0 Comprehension	**9–10**	**20%–22%**	**10**	**9**
2.1 Literal Understanding	1–3		1	3
2.2 Inferences and Interpretation	2–4		4	2
2.3 Summary and Generalization	2–4		3	2
2.4 Analysis and Examination	1–3		2	2
3.0 Literature	**12–13**	**26%–28%**	**14**	**12**
3.1 Literary Genres	2–3		4	3
3.2 Literary Elements	3–5		5	4
3.3 Figurative Language and Sound Devices	3–5		5	4
3.4 Literary Works	2–3		0	1
4.0 Research and Information	**6–7**	**13%–15%**	**5**	**7**
4.1 Accessing Information	2–4		2	3
4.2 Interpreting Information	2–4		3	4
Writing/Grammar/Usage/Mechanics				
1.0, 2.0 Writing	**1 (3 points)**	**7%**	**1**	**1**
Writing Prompt	1		1	1
3.0 Grammar/Usage and Mechanics	**7–8**	**15%–17%**	**7**	**8**
3.1 Standard English Usage	2–3		2	3
3.2 Mechanics and Spelling	2–3		2	2
3.3 Sentence Structure	2–3		3	3
Total Test	***41–44[1] (43–46 pts)***	***100%***	***44***	***44***

1 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.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards for English II correspond to the *PASS* English II standards.
- **The Oklahoma Modified Alternate Assessment Program (OMAAP) will only be available for repeat testers in school year 2013–2014.**

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

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.

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

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 Academic 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 Academic 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 Academic 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 Academic Process/Inquiry Standards and Objectives: 2013–2014

Process/Inquiry Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Actual Number of Items	
			Winter 2013	Spring 2014
P1.0 Observe and Measure	**6**	**12%**	**5**	**6**
1.1 Qualitative/quantitative observations and changes	4		3	2
1.2 Use appropriate tools & 1.3 Use appropriate System International (SI) units	2		2	4
P2.0 Classify	**6**	**12%–13%**	**7**	**6**
2.1 Use observable properties to classify	2–4		4	3
2.2 Identify properties of a classification system	2–4		3	3
P3.0 Experimental Design	**13–16**	**27%–32%**	**15**	**12**
3.1 Evaluate the design of investigations	3–4		4	4
3.2 Identify controlled variables and experimental controls in an experiment & 3.4 Identify a testable hypothesis in a biology investigation	3–4		4	2
3.3 Use mathematics to show relationships	3–4		3	4
3.5 Identify potential hazards and practice safety procedures in all science activities	3–4		3	2
P4.0 Interpret and Communicate	**16–19**	**33%–39%**	**17**	**16**
4.1 Select predictions based on observed patterns of evidence	3–4		6	4
4.3 Interpret line, bar, trend, and circle graphs	3–4		3	4
4.4 Accept or reject a hypothesis	3		3	3
4.5 Make logical conclusions based on experimental data	3–4		3	2
4.8 Identify an appropriate graph or chart	3–4		2	3
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				
P5.0 Model	**6**	**13%**	**5**	**6**
5.1 Interpret a model which explains a given set of observations	3		2	3
5.2 Select predictions based on models using mathematics when appropriate	3		3	3
Total Test	***46–49[1]***	***100%***	***49***	***46***

EOI Biology I Test Blueprint for Oklahoma Academic Content Standards and Objectives: 2013–2014

Content Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items	Actual Number of Items	
			Winter 2013	Spring 2014
C1.0 The Cell	**9–12**	**21%–27%**	**9**	**10**
1.1 Cell structures and functions	3–5		5	4
1.2 Differentiation of cells	2–4		1	3
1.3 Specialized cells	2–4		3	3
C2.0 The Molecular Basis of Heredity	**9–12**	**21%–27%**	**9**	**7**
2.1 DNA structure and function in heredity	3–6		3	3
2.2 Sorting and recombination of genes	4–7		6	4
C3.0 Biological Diversity	**9–12**	**21%–27%**	**9**	**10**
3.1 Variation among organisms	2–4		3	3
3.2 Natural selection and biological adaptations	3–5		4	4
3.3 Behavior patterns can be used to ensure reproductive success	2–4		2	3
C4.0 The Interdependence of Organisms	**6–8**	**14%–18%**	**8**	**7**
4.2 Organisms both cooperate and compete	3–5		5	4
4.3 Population dynamics	3–5		3	3
C5.0 Matter/Energy/Organization in Living Systems	**10**	**21%**	**11**	**10**
5.1 Complexity and organization used for survival	3–4		4	3
5.2 Matter and energy flow in living and nonliving systems	3–4		5	3
5.3 Earth cycles including abiotic and biotic factors	3–4		2	4
Total Test	***43–46[1,2]***	***100%***	***46***	***44***

1 The actual number of items scored for a student may be slightly lower pending a review of item statistics.
2 Three or four out of the 46 total items assess the "Safety" process standard for which there is no corresponding content standard.

- Percentages are approximations and may result in a sum other than 100 due to rounding.
- 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.
- The Oklahoma Academic Standards for Biology I standards correspond to the *PASS* Biology I standards.
- **The Oklahoma Modified Alternate Assessment Program (OMAAP) will only be available for repeat testers starting in school year 2013–2014.**

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

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 Academic 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.
- ❑ 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.

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 Academic 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 Academic 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 Academic 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: 2013–2014

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Test	Actual Number of Items	
			Winter 2013	Spring 2014
1.0 Post-Reconstruction to the Progressive Era, 1878–1900	**8**	**17%**	**9**	**9**
1.1 Post Reconstruction Amendments	2–4		2	3
1.2 Immigration, Westward Movement, and Native American Experiences	2–4		4	3
1.3 Impact of Industrialization on Society, Economics, and Politics	2–4		3	3
2.0 Expanding Role of the United States in International Affairs	**6**	**12%**	**5**	**6**
3.0 Cycles of Economic Boom and Bust in the 1920s and 1930s	**8**	**17%**	**8**	**9**
3.1 Economic, Political, & Social Transformation Between the World Wars	3–5		3	1
3.2, 3.3 Economic Destabilization and the Great Depression/New Deal	3–5		5	8
4.0 Role of the U.S. in International Affairs and World War II, 1933–1946	**8**	**17%**	**8**	**6**
4.1 Mobilization for World War II	3–5		3	3
4.2, 4.3 World War II and U.S. Reaction to the Holocaust	3–5		5	3
5.0 U.S. Foreign and Domestic Policies during the Cold War, 1945–1975	**18**	**38%**	**18**	**11**
5.1, 5.2 The Cold War—Foreign and Domestic	4–6		5	6
5.3 The Vietnam War Era	4–6		4	1
5.4 The African American Civil Rights Movement	4–6		5	2
5.5 Social Political Transformation	4–6		4	2
Total Test	***48***[1]	***100%***	***48***	***41***

1 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.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- **The Oklahoma Modified Alternate Assessment Program (OMAAP) will only be available for repeat testers starting in school year 2013–2014.**

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.

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.

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 Grades 3–8 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 Academic 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 Grade 4 Mathematics 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 Academic 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.

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

A The Grades 3–8 tests are developed to measure the standards for the Oklahoma Academic Standards, the basis for Oklahoma's core curriculum. The tests are administered at the end of the year 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 Grades 3–8 and 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 Grades 3–8 and 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.

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, OCCT Grade 5 Mathematics) 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 writing is evaluated for selected traits or dimensions, with each trait 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."

constructed-response item An assessment unit with directions, a question, or an idea that elicits a written response from a student.

content standard A statement describing the knowledge and skills in a content area 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.

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**.

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 is used to score the OMAAP English II Writing response.

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 two-parameter partial credit model (2PPC) is used for Writing prompts in EOI English II and English III. For the EOI OMAAP assessments, the one-parameter (Rasch) model is used for calibration and scaling of multiple-choice items; the one-parameter partial credit model (1PPC) is used for the Writing prompt in English II. 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 1PPC 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.

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 Academic Standards The Oklahoma Academic 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 End-of-Instruction.

Oklahoma Modified Alternate Assessment Program (OMAAP) The OMAAP EOI is administered for retake purposes only in order to meet a graduation requirement or to apply a Modified Proficiency Score. Students must be 2nd Time Testers with a previous OMAAP score in the same subject and be on an Individualized Education Program (IEP). The current OMAAP assessments are 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 EOI assessments, 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 Academic 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 EOI 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 Grades 5 and 8 Writing, the OCCT ACE English II, and the ACE English III Writing prompt, as well as the EOI OMAAP English II Writing prompt.

scale scores Scores on a single scale with intervals. 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 OCCT Grade 8 Reading test and 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
I – Illegible/Incomprehensible
L – Language other than English
O – Off Topic

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.

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 Grades 3–8 Reading, Grades 5 and 8 Writing, and English II/III tests based upon their status as English Language Learners in their first year in the U.S.

Enrolled: Students who are currently enrolled in the district in a tested grade level or EOI subject. 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 were enrolled on October 1 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 EOI 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 those who have not been continuously enrolled beginning on October 1 or have experienced an enrollment lapse of ten or more consecutive school days after October 1.

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.

2nd 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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