

**Oklahoma Alternate Assessment
Program (OAAP) Rubrics
EOI English II
EOI English III
2013–2014**

Table of Contents

Mapping Cut Scores	1
EOI English II	5
EOI English III	11

Oklahoma Alternate Assessment Program
Mapping Cut Scores from the 4-point Scale to the 6-point Scale
August 2013

Background

The Oklahoma Alternate Assessment Program (OAAP) Portfolio assessment is designed to assess students with the most significant cognitive disabilities. The Oklahoma State Department of Education (OSDE) has received feedback from educators regarding access limitations to required assessment items collected for the OAAP portfolio assessment.

In order to measure a broader range of performance, the OSDE decided to incorporate two lower score levels into the existing 4-point scale. The new scale, a 6-point scale, will have a scoring rubric that captures the performance of students functioning at extremely low levels of ability; hence, measuring the growth of this group of students. This method, while providing access to students functioning at lower levels, also satisfies Federal requirements for measuring grade-level academic content standards.

The OSDE made changes to the task specifications/rubrics as follows:

- created new score points of 1 and 2;
- changed the scoring range from *1–4* to *1–6*;
- increased the existing score points by moving 1 to 3, 2 to 4, 3 to 5, and 4 to 6.

Even with the rubric extension, the same achievement standards are required for students to earn a Proficient score on the assessment. In other words, the performance level descriptors, which were derived from the expectations for student performance and guide the establishment of cut scores during standard setting, remain the same. Maintaining expectations of the existing performance levels removes the need for additional standard setting. In essence, score levels 1 and 2 in the new scoring rubric are added into the Unsatisfactory performance level. The section below describes the method and result of mapping the current cut scores to the new 6-point scale.

Method

From a scaling viewpoint, adding two score points below the existing scale results in a simple linear transfer of the scale by two (2) points. Those who would receive a score of three (3) points on the 4-point scale will now earn five (5) points on the 6-point scale. This linear relationship between the old and new scale presents a simple mapping solution: the new cut scores are computed by multiplying the number of objectives tested on a subject by two (2) score points and adding this product to the old cut score. The equation is as follows:

$$\text{New Cut Score} = \text{Old Cut Score} + [\text{Number of Objectives} \times 2]$$

For example, reading grade 3 has four (4) tasks that measure five (5) objectives. The maximum possible score on the 4-point scale is 20 points. The reading grade 3 cut scores for Limited Knowledge, Proficient, and Advanced levels are 8, 12, and 18, respectively (see Table 1). On a 6-point scale, the maximum possible reading grade 3 score becomes 30 points. When mapping the cut scores to the 6-point scale, the cut scores become 18, 22, and 28, respectively. For example,

$$\text{New cut score} = 8 + (5 \times 2) = 18$$

In this example, both the maximum possible score and the cut scores all shift by 10 points; since the number of objectives is multiplied by 2.

This method was validated through an examination of the impact data (percentage of students in each performance level) before and after the rubric and cut score transformations. A simulation study was conducted to compare the impact data when transforming cut scores from the 4-point scale to the 6-point scale. The results were identical—the percent classified into each of the performance levels was exactly the same. The mathematical explanation for this is if, for example, a student earns 16 points on the reading grade 3 test on the 4-point scale, this student is at the Proficient level (cut score of 12). After

shifting to the 6-point scale, this student’s new score is 26 points and will still be classified in the Proficient level (transformed cut score of 22). In sum, because the raw scores and cut scores are transferred by the same constant, their spatial relationship remains the same.

Figure 1 demonstrates the mathematical association of the scale change using reading grade 3 as an example. Figure 1 shows that raw scores of 0 through 20 on the 4-point scale become 10 through 30 on the 6-point scale. The cut scores (8, 12 and 18 on the 4-point scale) shift in the same manner as raw scores (18, 22, and 28). The linear transformation maintains relations between raw scores and cut scores; hence, maintaining the integrity of achievement standards.

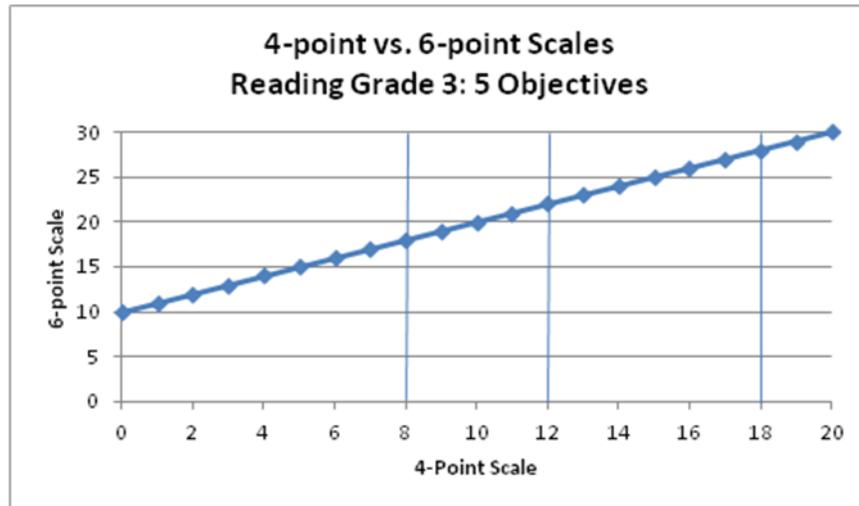


Figure 1: Relation between the 4-point and 6-point Scales

Summary

As a consequence of the above analyses, Pearson recommended moving from the 4-point scale to the 6-point scale by adding two points at the bottom of the scale and shifting the existing points by 2 and following the suggested methodology for transforming the cut scores. The existing cut scores for all OAAP subjects and grades on the 4-point and 6-point scales are presented in Table 1.

Table 1: Cut Scores on the 4-point and 6-point Scales

Subject	Grade	Number of Tasks	4-point Cut Scores			6-point Cut Scores		
			LK	Pro	Adv	LK	Pro	Adv
Math	3	5	8	12	18	18	22	28
	4	6	10	16	21	22	28	33
	5	5	7	12	17	17	22	27
	6	6	9	15	23	21	27	35
	7	5	6	13	19	16	23	29
	8	5	7	13	19	17	23	29
Reading	3	5	6	12	18	16	22	28
	4	5	6	11	17	16	21	27
	5	4	5	9	14	13	17	22
	6	4	5	10	14	13	18	22
	7	6	8	14	20	20	26	32
	8	6	8	14	21	20	26	33
Science	5	7	10	16	25	24	30	39
	8	9	14	22	32	32	40	50
Social Studies	5	8	13	20	29	29	36	45
	7	5	8	12	18	18	22	28
	8	6	9	15	22	21	27	34
Writing	5	5	5	11	18	15	21	28
	8	4	7	11	15	15	19	23
Algebra I	HS	4	6	10	15	14	18	23
Algebra II	HS	3	4	8	11	10	14	17
Biology	HS	10	16	25	35	36	45	55
English II	HS	9	14	22	31	32	40	49
English III	HS	7	10	17	25	24	31	39
Geometry	HS	4	5	10	15	13	18	23
U.S. History	HS	8	12	21	30	28	37	46

Based on peer review (consisting of experts in the fields of standards and assessment), the Oklahoma State Department of Education (OSDE) decided to increase the amount of videos included as part of the evidence to be collected by teachers for the OAAP Portfolio test. Video provides evidence that the task being performed aligns to the content/process standards being assessed. This provides an added measure to ensure content validity in the assessment. It minimizes bias and allows scorers to accurately assess the knowledge and skills of the student. For these reasons, the inclusion of videos signified a major improvement in the assessment. In addition to using the videos as evidence of student performance, the OSDE also uses them for monitoring of appropriate accommodations.

When you see the symbol below, a piece of video evidence is **required**.



End of Instruction

(EOI)

English II

EOI English II Reading		
Standard Measured	Vocabulary	English II.1
Task Specification	The student will identify figurative language.	

Objective: Figurative language **(Eng II.1)**

	6 points	Use context to determine meaning of figurative language in a story in 3 out of 4 trials.
	5 points	Identify metaphors in 3 out of 4 trials.
	4 points	Explain pictures or situations that illustrate simple similes in 3 out of 4 trials.
	3 points	Identify similes in 3 out of 4 trials.
	2 points	Respond when exposed to similes in 3 out of 4 trials.
	1 point	React when exposed to similes in 3 out of 4 trials.
Total points possible		6

EOI English II Reading		
Standard Measured	Comprehension/Critical Literacy	English II.3
Task Specification	The student will justify answers to basic comprehension questions about the cause/effect, main idea, characters, and events using text or pictures to support comprehension.	

Objective: Justify answers **(Eng II.3)**

	6 points	Make inferences about main ideas, events, and characters within a text or passage in 3 out of 4 trials.
	5 points	Answer four basic comprehension questions about cause/effect, main idea, characters, and events in 3 out of 4 trials.
	4 points	Answer three basic comprehension questions about cause/effect, main idea, characters, and events in 3 out of 4 trials.
	3 points	Answer two basic comprehension questions in 3 out of 4 trials.
	2 points	Respond when exposed to answer choices of two basic comprehension questions in 3 out of 4 trials.
	1 point	React when exposed to answer choices of two basic comprehension questions in 3 out of 4 trials.
Total points possible		6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI English II Reading

Standard Measured	Literature	English II.4
--------------------------	-------------------	---------------------

Task Specification The student will identify similarities and differences between literary elements (setting, character, plot) in two or more genres.

Objective: Literary elements **(Eng II.4)**

	6 points	Identify two difference and two similarities in the literary elements that are present in two or more genres in 3 out of 4 trials.
	5 points	Identify one difference and two similarities in the literary elements present in two or more genres in 3 out of 4 trials.
	4 points	Identify at least two similarities in literary elements present in two genres in 3 out of 4 trials.
	3 points	Identify one similarity in a literary element used in two genres in 3 out of 4 trials.
	2 points	Respond when exposed to one similarity in a literary element used in two genres in 3 out of 4 trials.
	1 point	React when exposed to one similarity in a literary element used in two genres in 3 out of 4 trials.
Total points possible		6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI English II Reading		
Standard Measured	Research and Information	English II.5
Task Specification	The student will locate resources, gain information by conducting a short interview, and extend the idea into a narrative story or specific topic.	
Objective: Gathering information		(Eng II.5.1)
6 points	Analyze information from an interview in 3 out of 4 trials.	
5 points	Conduct a short interview to gain information in 3 out of 4 trials.	
4 points	Develop interview questions in 3 out of 4 trials.	
3 points	Select a topic in 3 out of 4 trials.	
2 points	Respond when exposed to a topic in 3 out of 4 trials.	
1 point	React when exposed to a topic in 3 out of 4 trials.	
Total points possible	6	
Objective: Locate resources		(Eng II.5.2)
6 points	Identify the use of glossary, index, and table of contents in various media to locate information in 3 out of 4 trials.	
5 points	Locate a variety of resources on topic in 3 out of 4 trials.	
4 points	Identify resources to use in 3 out of 4 trials.	
3 points	Select a topic in 3 out of 4 trials.	
2 points	Respond when exposed to a topic in 3 out of 4 trials.	
1 point	React when exposed to a topic in 3 out of 4 trials.	
Total points possible	6	
Total points possible (II.5.1, II.5.2)		12

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI English II Writing

Standard Measured	Writing Process	English II W.1
--------------------------	------------------------	-----------------------

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

Objective: Transition and sequence words **(Eng II W.1)**

6 points	Extend an idea into a narrative or essay in 3 out of 4 trials.	
5 points	Identify words, pictures, or objects to convey a specific meaning using transition and sequence words in 3 out of 4 trials.	
4 points	Identify transition and sequence words in 3 out of 4 trials.	
3 points	Identify the transition word in a sentence in 3 out of 4 trials.	
2 points	Respond when exposed to the transition word in a sentence in 3 out of 4 trials.	
1 point	React when exposed to transition words in 3 out of 4 trials.	
Total points possible		6

EOI English II Writing

Standard Measured	Modes and Forms of Writing	English II W.2
--------------------------	-----------------------------------	-----------------------

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

Objective: Biographies and autobiographies **(Eng II W.2)**

6 points	Write a biographical and autobiographical story, identifying similarities/differences among the stories in 3 out of 4 trials.	
5 points	Write a biographical or autobiographical story that provides at least two facts about the person to show the person’s qualities in 3 out of 4 trials.	
4 points	Create a biographical or autobiographical story in 3 out of 4 trials.	
3 points	Identify information relevant to writing a biographical or autobiographical story in 3 out of 4 trials.	
2 points	Respond when exposed to information relevant to writing a biographical or autobiographical story in 3 out of 4 trials.	
1 point	React when exposed to information relevant to writing a biographical or autobiographical story in 3 out of 4 trials.	
Total points possible		6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI English II Writing		
Standard Measured	Grammar, Usage, and Mechanics	English II W.3
Task Specification	The student will demonstrate correct use of English in speaking and writing using nouns, pronouns, verbs, subject verb agreement and adjectives, and mechanics of written language.	
Objective: Parts of speech	(Eng II W.3.1)	
6 points	Identify parts of speech in two sentences in 3 out of 4 trials.	
5 points	Identify parts of speech in a sentence in 3 out of 4 trials.	
4 points	Identify a noun, a verb, and an adjective in 3 out of 4 trials.	
3 points	Identify a noun or a verb in 3 out of 4 trials.	
2 points	Respond when exposed to a noun or verb in 3 out of 4 trials.	
1 point	React when exposed to a noun or verb in 3 out of 4 trials.	
Total points possible	6	
Objective: Mechanics of written language	(Eng II W.3.2)	
6 points	Create simple sentences and questions utilizing correct mechanics of written language in 3 out of 4 trials.	
5 points	Demonstrate correct mechanics of written language in 3 out of 4 trials.	
4 points	Identify two mechanics of written language in 3 out of 4 trials.	
3 points	Identify one mechanic of written language in 3 out of 4 trials.	
2 points	Respond when exposed to one mechanic of written language in 3 out of 4 trials.	
1 point	React when exposed to one mechanic of written language in 3 out of 4 trials.	
Total points possible	6	
Total points possible (W.3.1, W.3.2)		12

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

End of Instruction (EOI)

English III

EOI English III Reading		
Standard Measured	Vocabulary	English III.1
Task Specification	The student will use context to determine meanings of words and phrases.	
Objective: Word meanings		(Eng III.1)
6 points	Identify the meanings of four words in a multi-paragraph text in 3 out of 4 trials.	
5 points	Identify the meanings of three words in a paragraph in 3 out of 4 trials.	
4 points	Identify the meanings of two words in two sentences in 3 out of 4 trials.	
3 points	Identify the meaning of a word in a sentence in 3 out of 4 trials.	
2 points	Respond when exposed to the meaning of a word in a sentence in 3 out of 4 trials.	
1 point	React when exposed to the meaning of a word in a sentence in 3 out of 4 trials.	
Total points possible	6	

EOI English III Reading		
Standard Measured	Comprehension/Critical Literacy	English III.2
Task Specification	The student will summarize text using a variety of graphic organizers to increase reading comprehension.	
Objective: Summarize text		(Eng III.2)
6 points	Create a graphic organizer to summarize text in 3 out of 4 trials.	
5 points	Summarize text using two graphic organizers in 3 out of 4 trials.	
4 points	Summarize text using simple vocabulary and diagrams in 3 out of 4 trials.	
3 points	Summarize text using pictures in 3 out of 4 trials.	
2 points	Respond when exposed to the process of summarizing text using pictures in 3 out of 4 trials.	
1 point	React when exposed to the process of summarizing text using pictures in 3 out of 4 trials.	
Total points possible	6	

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI English III Reading		
Standard Measured	Literature	English III.3
Task Specification	The student will identify a variety of literary forms and compare text for literary elements (setting, character, plot) from various genres.	
Objective: Literary forms		(Eng III.3)
6 points	Identify at least three literary forms and compare texts for similarities and differences in literary elements in 3 out of 4 trials.	
5 points	Identify at least two literary forms and compare text for similarities and differences in literary elements in 3 out of 4 trials.	
4 points	Identify two similarities in literary elements used in two genres in 3 out of 4 trials.	
3 points	Identify one similarity in a literary element used in two genres in 3 out of 4 trials.	
2 points	Respond when exposed to one similarity in a literary element used in two genres in 3 out of 4 trials.	
1 point	React when exposed to one similarity in a literary element in two genres in 3 out of 4 trials.	
Total points possible		6

EOI English III Reading		
Standard Measured	Research and Information	English III.4
Task Specification	The student will identify and use the index, glossary, and table of contents in various media, including the Internet, to locate information.	
Objective: Accessing information		(Eng III.4)
6 points	Communicate gathered information for a specific purpose in 3 out of 4 trials.	
5 points	The student will identify and use the index, glossary, and table of contents in various media to locate information in 3 out of 4 trials.	
4 points	Identify the index, glossary, or table of contents in various media in 3 out of 4 trials.	
3 points	Identify parts of reference materials in 3 out of 4 trials.	
2 points	Respond when exposed to reference materials in 3 out of 4 trials.	
1 point	React when exposed to reference materials in 3 out of 4 trials.	
Total points possible		6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI English III Writing		
Standard Measured	Writing Process	English III W.1
Task Specification	The student will use graphic organizers to develop writing skills, such as: organizing ideas, planning and building a narrative, and adding details.	
Objective: Graphic organizers		(Eng III W.1)
6 points	Use a graphic organizer to build a narrative and add details in 3 out of 4 trials.	
5 points	Use a graphic organizer to arrange ideas for writing a narrative in 3 out of 4 trials.	
4 points	Add ideas to a partially completed graphic organizer in 3 out of 4 trials.	
3 points	Identify a graphic organizer in 3 out of 4 trials.	
2 points	Respond when exposed to a graphic organizer in 3 out of 4 trials.	
1 point	React when exposed to a graphic organizer in 3 out of 4 trials.	
Total points possible	6	

EOI English III Writing		
Standard Measured	Modes and Forms of Writing	English III W.2
Task Specification	The student will fill out a job application.	
Objective: Job application		(Eng III W.2)
6 points	Completely fill out a job application in 3 out of 4 trials.	
5 points	Insert personal information on a job application in 3 out of 4 trials.	
4 points	Identify three sections of a job application in 3 out of 4 trials.	
3 points	Identify a job application in 3 out of 4 trials.	
2 points	Respond when exposed to a job application in 3 out of 4 trials.	
1 point	React when exposed to a job application in 3 out of 4 trials.	
Total points possible	6	

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI English III Writing		
Standard Measured	Grammar, Usage, and Mechanics	English III W.3
Task Specification	The student will create simple and compound sentences and questions.	

Objective: Grammar

(Eng III W.3)

6 points	Create two compound sentences and a question in 3 out of 4 trials.
5 points	Create one simple sentence, one compound sentence, and one simple question in 3 out of 4 trials.
4 points	Identify a compound sentence in 3 out of 4 trials.
3 points	Identify one simple sentence in 3 out of 4 trials.
2 points	Respond when exposed to one simple sentence in 3 out of 4 trials.
1 point	React when exposed to one simple sentence in 3 out of 4 trials.
Total points possible	6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).