

Oklahoma School Testing Program



2015–2016 Test Interpretation Manual

Oklahoma Alternate Assessment Program
(OAAP) Portfolio

Grades 3–8
End-of-Instruction (EOI)
Social Studies



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Purpose of the Test Interpretation Manual

This Test Interpretation Manual contains information about interpreting the results from the Oklahoma School Testing Program (OSTP). Its primary purpose is to help Oklahoma teachers and administrators better understand and use the information contained on the score reports associated with the Grades 3–8 and End-of-Instruction (EOI) Oklahoma Alternate Assessment Program (OAAP) Portfolio. This manual provides the following:

- 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 for the Grades 3–8 and EOI OAAP Portfolio and the associated performance levels
- suggestions for using the OAAP Portfolio results at the student, class, school, district, and state levels

Please see the *OAAP Portfolio Administration Manual* for an overview of the OAAP Portfolio.

Cut Score

Overview

The 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 student performance, the OSDE utilizes a 6-point scale. The 6-point scale incorporates a scoring rubric that captures the performance of students functioning at extremely low levels of ability. This method, while providing access to students functioning at lower levels, also satisfies Federal requirements for measuring grade-level academic content standards.

Performance level descriptors were derived from the expectations for student performance and guide the establishment of cut scores. It is important to note score levels 1 and 2 are at the Unsatisfactory performance level. However, these levels do provide a measurement of growth for students functioning at extremely low levels of ability.

Table 1: Cut Scores on the 6-point Scale

Subject	Grade	Number of Tasks	6-point Cut Scores		
			LK	Pro	Adv
Social Studies	5	8	29	36	45
	7	5	18	22	28
	8	6	21	27	34
U.S. History	HS	8	28	37	46

Testing and Reporting Dates

During the 2015–2016 school year, materials for the OAAP Portfolio tests were collected by OAAP Portfolio test administrators and uploaded to PearsonAccess for each student. These portfolios were then scored and a performance level was identified for each student. Reports for parents, schools, and districts were printed and shipped to the districts to arrive during the time frames shown below. Memos will be sent to districts with specific dates.

Administration	Testing Window	Reporting Window
Winter EOI	November 16, 2015– January 8, 2016	Late January 2016– Mid February 2016
Spring Grades 3–8 and EOI	January 11, 2016– May 13, 2016	Late June 2016– Late August 2016

OAAP Portfolio Components and Concepts

The OAAP Portfolio is designed to measure a student’s knowledge of key concepts and skills outlined in the OAAP Portfolio task specifications/rubrics that are linked to the Oklahoma Academic Standards. The portfolio provides valuable information that can be used to

- meet accountability requirements;
- evaluate programs;
- guide classroom instruction;
- measure student progress and performance toward state alternate achievement indicators;
- evaluate student access to grade-level content standards;
- assess individual students’ strengths and weaknesses;
- document academic achievement;
- measure student progress toward Individualized Education Program (IEP) goals;
- inform parents and guardians.

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

This section describes the key components and concepts that ensure the validity and reliability of the OAAP Portfolio program, as well as the reports that are produced.

Course Grades and Test Scores—A Caution: The use of percent correct based on a student’s performance on a standardized test in assigning course grades is an incorrect use of test scores. Large-scale, standardized tests are designed to assess a range of student ability and not necessarily to compute course grades. For instance, course grades of A are usually associated with a range of 91–100 percent, B

with a range of 81–90 percent, and so on. Large-scale standardized tests and associated cut scores that divide students into performance levels are not established from this frame of reference.

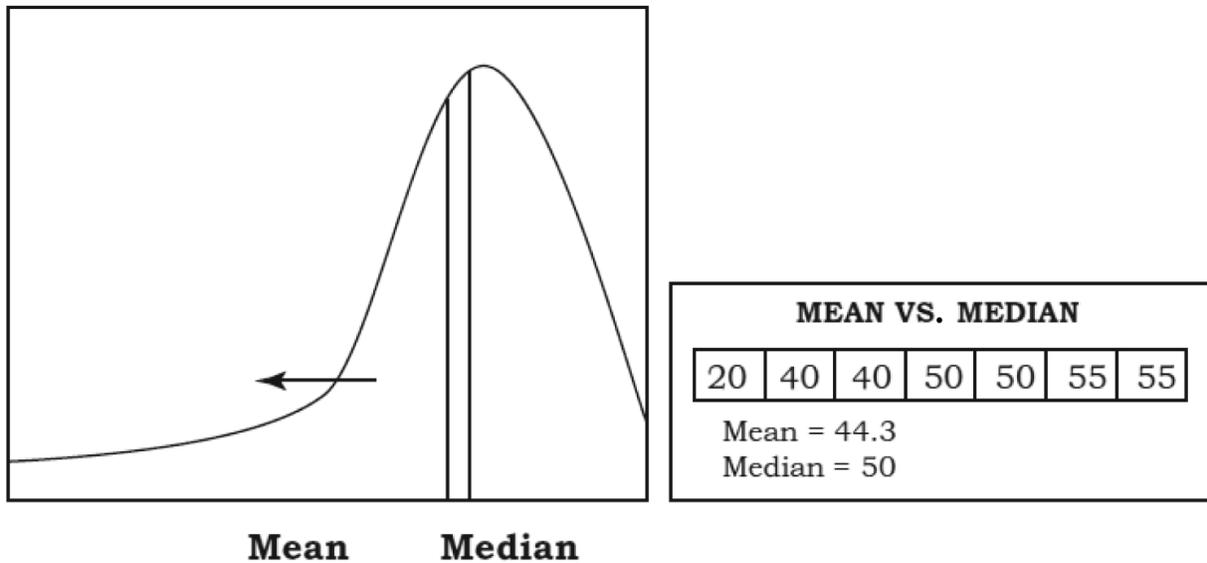
The OAAP Portfolio assessments are designed to assess the Oklahoma Academic Standards for a wide range of abilities and cut scores established through a standard setting meeting where committees are asked to align the test to the alternate achievement indicators. When making these judgments, committee members do not consider percent correct; they only match expectations of student performance to the knowledge, skills, and ability assessed by the portfolio. As a result, scoring in the Advanced performance level does not necessarily mean that a student scored a percent correct of 91 percent or higher; it means the student mastered the content expected of an Advanced student.

Oklahoma Academic Standards: The OAAP Portfolio is an assessment that is based on alternate achievement of the Oklahoma Academic Standards. The OAAP Portfolio blueprint and rubrics align to the Oklahoma Academic Standards. The SDE Web site provides the Oklahoma Academic Standards as well as the OAAP blueprint and rubrics.

Criterion-Referenced Test (CRT): This is an assessment that measures individual student performance against specific content standards. It does not compare one student’s performance to that of other students. In other words, a criterion-referenced test describes a student’s performance in 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.

Criterion-Referenced Text	Norm-Referenced Test
<ul style="list-style-type: none"> • Covers a delimited domain of learning tasks with a relatively large number of items measuring each specific task. • Focuses on describing learning tasks students can perform. • Test constructors typically try to match the difficulty of an item to learning tasks. • Interpretation of a CRT requires a clearly defined set of learning tasks. 	<ul style="list-style-type: none"> • Focuses on a large domain of learning tasks with a few items measuring each specific task. • Focuses on discriminating among students in relation to relative level of learning. • Test constructors prefer items of average difficulty and typically omit very easy and very hard items. • 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 CRT, the median is a better measure of central tendency than the mean because it is not affected by extreme scores.



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

Standard/Objective Obtained Score and Percentage: Reports include the obtained score and the corresponding percentage for each standard. 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.

Performance Level: A specific level of performance is defined by a range of raw scores. There are four performance levels—Advanced, Proficient, Limited Knowledge, and Unsatisfactory. The performance level indicates that the student can perform some or most of what is described for that level and all that is described in the level(s) 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. The performance levels were recommended by panels of Oklahoma educators and stakeholders. The outcomes were approved by the OSDE.

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

Test Content

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

Raw Score and Performance Levels

The OAAP Portfolio reports raw score and performance level. The task raw score is the score earned on an individual task and the total score is the sum of all tasks of a subject the student earned. Performance level is decided on the total score level.

Performance Level Descriptors

These are written statements describing performance levels in terms of what students have learned and can do. (Performance Level Descriptors for the OAAP Portfolio are documented on pages 22–25.) These statements give meaning to the score by linking the skills being measured to expected alternate achievement indicators. The names of the performance levels clearly convey a message about the level of student performance. However, it is also important to become familiar with the Performance Level Descriptors to completely understand each performance level and the specific knowledge and skills that a student must be able to demonstrate at each level. A level of knowledge that one district has regarded as Proficient may only meet the state's definition of Limited Knowledge. School personnel who understand the distinctions among the performance levels are in a much stronger position to make full use of the OAAP Portfolio results.

The Performance Level Descriptors were developed by panels of Oklahoma educators and approved by OSDE. These descriptors appear on the OSDE Web site at www.ok.gov/sde.

Interpreting and Using Test Results

Student Level

The test scores indicate the student's progress toward the academic achievement standards rather than the state curriculum standards. It allows teachers to monitor student progress, improve instruction, and promote student achievement. Results from the tests are used to identify a student's relative strengths and weaknesses within the given subject area. The IEP team can adjust the student's IEP if needed. Teachers were able to begin preparing material and collecting evidence when the portfolio administration manual and related training were made available in September 2015. Therefore, the student score and performance level reflect the student's true ability as demonstrated over many months of classroom activities.

Class Level

Aggregated test scores are also reported. One of the aggregated reports is a class level report. 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 can 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 assessed. When the IEP team adjusts the curriculum to address 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 through 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 significant differences in class performance across standards; and
2. Determine whether there are any major differences between the pattern of class performance across standards 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

- differences in student performance throughout the year,
- topics the class covered prior to testing, and
- content and skills emphasized in the 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 in conjunction 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, 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 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, OAAP Portfolio 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 OAAP Portfolio results for all students whose OAAP Portfolio scores are valid. The results are broken down by English Language Learners, Non-English Language Learners, and Full/Non-Full Academic Year Students. The reports are further disaggregated by ethnicity, gender, migrant status, and eligibility for free/reduced lunch. These reporting categories include areas where differences in test scores or classroom performance have been found historically.

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

It is important to proceed cautiously when using test results for small groups of students (fewer than ten). Test results based on small numbers of students can be unstable, fluctuating markedly from year to year. To help alleviate this problem, evaluate multiple years of results when investigating schools of small sizes.

State Level

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.

Similar to school and district results, state test results are disaggregated to examine the performance of particular groups of students. The results can be used as part of the evaluation of programs implemented and funded by the state. Additionally, the state level results 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 2015–2016 OAAP Portfolio 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 Roster by Student Name
- Summary Report

For all reports presented in this manual, identifying information, such as student names, data, and school and district names, has been removed to protect confidentiality.

Student Labels—Grades 3–8 and EOI

Student labels are generated for all students at each school. The labels summarize OAAP Portfolio results, providing a quick and comprehensive overview of a student’s performance. One student label is provided per student, showing results for all subjects tested. The labels will be affixed to the student’s cumulative file. The student label indicates the student’s total raw score and performance level. The raw score is a scale score that places a student into one of the four performance levels.

Grades 3–8		EOI													
Grades 3–8	EOI														
<admin> <ccyy-ccyy> OAAP Grade 5	<admin> <ccyy-ccyy> OAAP End-of-Instruction														
LASTNAME, FIRSTNAME M. State ID: 1234567890 Birth Date: MM/DD/YYYY Gender: M Grade: 5 SCHOOL_NAME DISTRICT_NAME	LASTNAME, FIRSTNAME M. State ID: 1234567890 Birth Date: MM/DD/YYYY Gender: M Grade: 9 SCHOOL_NAME DISTRICT_NAME	<table border="1"> <thead> <tr> <th>Subject</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>SOC ST</td> <td>##</td> <td>Advanced</td> </tr> </tbody> </table>	Subject	Score	Performance Level	SOC ST	##	Advanced	<table border="1"> <thead> <tr> <th>Subject</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>US HIST</td> <td>##</td> <td>Advanced</td> </tr> </tbody> </table>	Subject	Score	Performance Level	US HIST	##	Advanced
Subject	Score	Performance Level													
SOC ST	##	Advanced													
Subject	Score	Performance Level													
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<admin> <ccyy-ccyy> OAAP Grade 5 LASTNAME, FIRSTNAME M. State ID: 1234567890 Birth Date: MM/DD/YYYY Gender: F Grade: 5 SCHOOL_NAME DISTRICT_NAME	<admin> <ccyy-ccyy> OAAP End-of-Instruction LASTNAME, FIRSTNAME M. State ID: 1234567890 Birth Date: MM/DD/YYYY Gender: F Grade: 11 SCHOOL_NAME DISTRICT_NAME	<table border="1"> <thead> <tr> <th>Subject</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>SOC ST</td> <td>##</td> <td>Limited Knowledge</td> </tr> </tbody> </table>	Subject	Score	Performance Level	SOC ST	##	Limited Knowledge	<table border="1"> <thead> <tr> <th>Subject</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>US HIST</td> <td>##</td> <td>Limited Knowledge</td> </tr> </tbody> </table>	Subject	Score	Performance Level	US HIST	##	Limited Knowledge
Subject	Score	Performance Level													
SOC ST	##	Limited Knowledge													
Subject	Score	Performance Level													
US HIST	##	Limited Knowledge													

1. Test administration and student grade level
2. Student name
3. Student information
4. Raw score and performance level by subject
5. School name and district name

Student Report

The Student Report communicates to students, parents, and schools the test results of an individual student and shows the extent of mastery of the Oklahoma 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 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 performance.

STUDENT REPORT

Oklahoma Alternate Assessment Program (OAAP) Portfolio
Grade 5 Social Studies - <admin> <ccyy>

For the family of:
STUDENT_NAME _____ SCHOOL_NAME _____ **1**
 State Student ID: 1234567890 DISTRICT_NAME _____
 Birth Date: mmdd/yyyy Code: 99-AS99-999

FIRSTNAME'S performance on the OAAP Grade 5 Social Studies test **2**

Dear Family,

During this school year, your child was assessed utilizing the Oklahoma Alternate Assessment Program (OAAP) Portfolio. The Individualized Education Program (IEP) team, which includes you, determined that the OAAP Portfolio was the appropriate assessment for your child. The OAAP Portfolio is an assessment that is based on alternate achievement of the Oklahoma Academic Standards. The portfolio contains pieces of evidence selected by the teacher and your child that demonstrate your child's knowledge and skills. The portfolio requires documentation of supports provided by the program that your child utilized to demonstrate their skills. Supports may include, but are not limited to, accommodations, modifications, supplementary aids and services, and assistive technology to enable your child to reach the maximum level of independence and proficiency toward alternate achievement of the standard.

Sincerely, **3**
 State Superintendent of Public Instruction

OAAP Grade 5 Social Studies
Proficient

4

ADVANCED

PROFICIENT

LIMITED KNOWLEDGE

UNSATISFACTORY

(Standard Met = ## or above)

FIRSTNAME'S overall performance on the test is PROFICIENT.

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

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

5

Performance Levels & Score Ranges

ADVANCED: Score range: ##-##
 In addition to skills described at the lower achievement levels, the student at the Advanced level will be able to analyze benefits and negative impacts of explorations for both Native Americans and Europeans; analyze changes of differing rates, community life, and key individuals regarding the growth and development of colonial America; analyze lasting effects of conflicts and key individuals of the American Revolution; analyze services that are paid by taxes; identify the functions of the three branches of government; and analyze how various climates and geographical features might influence peoples' work and recreation.

PROFICIENT: Score range: ##-##
 In addition to skills described at the lower achievement levels, the student at the Proficient level will be able to identify benefits and negative impacts of explorations for both Native Americans and Europeans; identify changes of differing rates, community life, and key individuals regarding the growth and development of colonial America; identify causes and effects of conflicts and key individuals involved in the American Revolution; identify the three branches of government; and describe how various climates and geographical features might influence peoples' work and recreation.

LIMITED KNOWLEDGE: Score range: ##-##
 In addition to skills described at the lower achievement levels, the student at the Limited Knowledge level will be able to identify benefits of explorations for Native Americans/Europeans; identify events related to colonial America; identify major events in the American Revolution; identify services paid by taxes; and identify how climates/geographical features influence work/recreation.

UNSATISFACTORY: Score range: ##-##
 The student at the Unsatisfactory level will be able to identify differences between Native Americans/Europeans; identify an event in colonial America; identify an event of the American Revolution; identify a service paid by taxes; and identify a climatogeographical feature.

6

Additional Resources and Information

Office of Accountability and Assessments - 405-521-3341 Bilingual Education/Migrant Education - 405-521-3196
 Special Education Services - 405-521-3353 Office of Instruction - 405-521-3578
 Visit the **Oklahoma Department of Education online**
 Go to the Oklahoma Department of Education's Web site at <http://www.ok.gov/ode>. Click on the Site Index button and then the Accountability and Assessments link to access sample test questions, study materials, and practice test items.
 This site also provides report cards for your student's school, district, and state. mmddyy-22000011-00000000-0000001

FIRSTNAME'S Score & Performance Level in OAAP Grade 5 Social Studies: ## / Proficient

FIRSTNAME'S performance in each skill area **7**

Standards and Objectives	Points Possible	Points Earned	Percent	Score										
				0	10	20	30	40	50	60	70	80	90	100
5.2 Early Exploration of America	##	##	80	[Progress bar showing 80%]										
5.3 Colonial America	##	##	90	[Progress bar showing 90%]										
5.4 American Revolution	##	##	73	[Progress bar showing 73%]										
5.4.1 Key Conflicts	##	B	73	[Progress bar showing 73%]										
5.4.2 Key Individuals	##	##	73	[Progress bar showing 73%]										
5.5 Government	##	##	86	[Progress bar showing 86%]										
5.5.1 Services paid by taxes	##	##	83	[Progress bar showing 83%]										
5.5.2 Branches of government	##	##	89	[Progress bar showing 89%]										
5.6 Geographic Skills	##	##	65	[Progress bar showing 65%]										
5.7.1 Climate	##	C	65	[Progress bar showing 65%]										
5.7.2 Geographical Features	##	##	65	[Progress bar showing 65%]										

8

Standard/Objective Level No Score Codes

A = Task performed does not align with task specification C = Teacher interference E = Student did not participate
 B = Required supporting documentation not provided D = Evidence uploaded to wrong student

9

GLOSSARY OF TERMS

Score: Total points earned used to place students into one of the four performance levels.
 Performance Level: Different ranges of scores define the four levels of performance—Advanced, Proficient, Limited Knowledge and Unsatisfactory.
 Percent: The percent of points earned out of points possible for the standard or objective. This is calculated by dividing the points earned by the points possible in the standard or objective.
 Standard Met: The Proficient level and the Advanced level are considered "meeting the standard" under the No Child Left Behind law. For all subject areas this score is the minimum score for placement in the Proficient performance level.

1. The heading includes the testing administration window, grade, and/or content area for the results being presented. A separate report is produced for each content area tested.
2. This section contains the student name, state student ID, and birth date. Identifying information for the school and district are also provided.
3. A message from Oklahoma's State Superintendent of Public Instruction, Joy Hofmeister, is shown here.
4. This shows the performance level achieved by the student. Each performance level has a range of raw scores that places the student in a specific level of the raw score.
5. This section provides definitions for the four performance levels with the corresponding raw score ranges. The checked box indicates the performance level attained by the student.
6. Contact information for OSDE and Web site resources for additional information about the assessments are listed here. Resources are also provided to help prepare the student for success.
7. Page 2 of the Student Report lists the standards and objectives tested, and for each objective: the points possible, the points earned, and the percentage earned.
8. Possible messages for Standard/Objective Level No Score Codes are shown. These codes may appear in the Points Earned section of the report (see 7).
9. The bottom section of page 2 provides a glossary of terms.

Two copies of this report are produced: one for the district for teacher use or for the student file and a second for the parents/guardians in accordance with district policy.

Student Roster by Student Name

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

**FINAL
Student Roster
by Student Name**

Oklahoma Alternate Assessment Program (OAAP) Portfolio
Grade 7 Geography – <admin> <ccyy-ccyy>



School report for: **SCHOOL_NAME**

1

District: **DISTRICT_NAME**
Code: 99-A999-999

OAAP Grade 7 Geography 2

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

OAAP Performance Level & Score* Range

Advanced	###
Proficient	###
Limited Knowledge	###
Unsatisfactory	###

*Score: Total points earned that places a student into one of the four performance levels listed above.

Number of Students Listed: 14

Student Name	State Student ID#	Birth Date	Gender	Cond. Code**	Performance Level	Score	PERCENT EARNED BY STANDARDS AND OBJECTIVES				
							7.1 Maps	7.2 Cultural and Physical Regions of the World	7.3 Interactions of Physical Systems	7.4 Human Systems	7.5 Interactions of Humans and Their Environments
					Advanced	##	###	###	###	###	###
ALASTNAME, BFIRSTNAME B.	1234567890	04/05/1990	M	2 OP	DNA	DNA	B	B	B	B	B
	1234567890	01/01/1992	F	3	DNA	DNA					
	1234567890	03/17/1991	F		Proficient	##	###	###	###	###	###
CLASTNAME, AFIRSTNAME B.	1234567890	12/22/1991		2	Unsatisfactory	##	###	###	A	###	###
	1234567890	09/08/1992	M	1	Limited Knowledge	##	###	###	###	###	###
QLASTNAME, AFIRSTNAME E.	1234567890	10/10/1991	M		DNA	DNA	A	B	###	A	###
	1234567890	02/10/1991	F		EE	EE					
ILASTNAME, AFIRSTNAME D.	1234567890				INV	INV					
	1234567890				INV	INV					
KLASTNAME, DFIRSTNAME F.	1234567890	11/11/1991	F		ABS	ABS					
	1234567890				ABS	ABS					

** Condition Codes: T = NFAY in school. OP = Other Placement. DNA = Did Not Attempt. ABS = Absent. A = Task performed does not align with task specification. E = Student did not participate. Blank = FAY in state, district, and school.

Test Level No Score Codes: EE = Emergency Exempt. ELL 1st = ELL 1st Year in U.S. Exempt. INV = Student's test was invalidated. B = Required supporting documentation not provided. C = Teacher interference. D = Evidence uploaded to wrong student.

1. The heading includes the test name, test administration window, grade and content area, school name (if applicable), test administration window, grade and content area, school name (if applicable), district name, class name (if applicable), and CDS (county/district/site) code.
2. This area lists the content area and/or grade for each report. A separate report is produced for each content area tested. Writing is included in the English II and III reports.
3. The purpose of the report, raw score ranges, and corresponding performance level is provided and explained. The total number of students included on the report is also listed.
4. This section contains the student name, state student ID, and birth date.
5. A condition code will be placed beside a student's name due to Non-Full Academic Year (NFAY) status or Other Placement (OP). See footnotes for Condition Codes.
6. The student's performance level, test level raw score, and standard/objective level percentage earned are provided. See the footnotes for Test Level and Standard/Objective Level No Score Codes that may appear in this section.

Oklahoma Alternate Assessment Portfolio: 2015–2016 Test Interpretation Manual

11

OAAP Portfolio Summary Reports—Class, School, and District

Summary Reports are provided at the class, school, and district levels. The school and district Summary Reports follow a similar format.

Class Summary Report

The Class Summary Report communicates summary results of all students tested showing the extent to which the competencies in the Oklahoma Academic Standards have been mastered. The Class Summary Report presents these results in two sections: performance level achievement for the class and standards and objectives median percent earned.

Performance Level Achievement for the Class includes pages for Full Academic Year (FAY) testers, Non-Full Academic Year (NFAY) testers, and Total Tested. The sample below is for Total Tested.

<div style="border: 2px solid black; padding: 5px; display: inline-block;"> FINAL Class Summary Report </div>	Oklahoma Alternate Assessment Program (OAAP) Portfolio End-of-Instruction – <admin> <ccyy-ccyy>											
	Classroom report for: 1 TEACHER_NAME	School: SCHOOL_NAME District: DISTRICT_NAME Code: 99-A999-999										
OAAP U.S. History 2		FAY										
Purpose To communicate to teachers the class summary test results of all students tested showing the extent to which the competencies in the Oklahoma Academic Standards have been mastered, based on alternate achievement of the standards.	PERFORMANCE LEVEL ACHIEVEMENT FOR YOUR CLASS											
OAAP Performance Level & Score* Range 3 Advanced ###-### Proficient ###-### Limited Knowledge ###-### Unsatisfactory ###-### OP and ZTT Excluded – Other Placement and 2nd Time Testers are excluded from these results. *Score: Total points earned that places a student into one of the four performance levels listed above.	4 Median Score: ## (Proficient = ## or above)	Percent of Students at each Performance Level <table border="1" style="font-size: x-small; margin-top: 5px;"> <tr> <th>Performance Level</th> <th>Percent</th> </tr> <tr> <td>ADVANCED</td> <td>25%</td> </tr> <tr> <td>PROFICIENT</td> <td>60%</td> </tr> <tr> <td>LIMITED KNOWLEDGE</td> <td>10%</td> </tr> <tr> <td>UNSATISFACTORY</td> <td>5%</td> </tr> </table>	Performance Level	Percent	ADVANCED	25%	PROFICIENT	60%	LIMITED KNOWLEDGE	10%	UNSATISFACTORY	5%
Performance Level	Percent											
ADVANCED	25%											
PROFICIENT	60%											
LIMITED KNOWLEDGE	10%											
UNSATISFACTORY	5%											
5 OAAP PERFORMANCE LEVELS, SCORE RANGES, AND PERFORMANCE LEVEL DESCRIPTORS												
ADVANCED: Score range: ##-## In addition to skills described at the lower achievement levels, the student at the Advanced level will be able to analyze effects of the 13th, 14th, & 15th Amendments; analyze reasons people immigrate to the U.S. and technological advances/inventions during the Industrial Revolution; analyze causes/effects of World War I; analyze the impact of the automobile, expansion of electricity, and contributions of key individuals of the time; analyze the significance of Pearl Harbor and events of the Holocaust; explain the differences in capitalism vs. communism and democracy vs. totalitarianism; and identify goals of the Civil Rights movement.												
PROFICIENT: Score range: ##-## In addition to skills described at the lower achievement levels, the student at the Proficient level will be able to identify the major ideas in the 13th, 14th, and 15th Amendments; identify major technological advances/inventions during the Industrial Revolution; identify causes of World War I; identify key individuals of the time and how automobiles and the expansion of electricity changed American life; identify the powers during World War II; explain the significance of Pearl Harbor/the Holocaust; and identify the significance of Martin Luther King Jr. and Rosa Parks, major nations in the Cold War, and dangers of nuclear weapons.												
LIMITED KNOWLEDGE: Score range: ##-## In addition to skills described at the lower achievement level, the student at the Limited Knowledge level will be able to identify a cause of the civil war; identify a reason people immigrate to the U.S.; identify a cause of World War I; identify an automobile and the purpose of electricity; identify a major power during World War II; and identify a goal of the Civil Rights movement.												
UNSATISFACTORY: Score range: ##-## The student at the Unsatisfactory level will be able to identify a leader of the civil war; identify an invention during the Industrial Revolution; identify a country involved in World War I; identify a key individual of the time; identify a country in World War II; and identify Martin Luther King, Jr. and Rosa Parks.												
Page 1		mmddy-2000011-00000000-000001										

1. The heading includes the test name, test administration window, grade and/or content area, classroom name, school name (if applicable), district name, class name (if applicable), and CDS (county/district/site) code.
2. This area lists the content area and/or grade for each report. A separate report is produced for each content area tested. Writing is included in the English II and III reports.
3. The purpose of the report, raw score ranges, and corresponding performance level is provided and explained.
4. The median score, number of valid scores, and percentage of students at each performance level are shown.
5. OAAP score ranges and performance level descriptors are shown.

Standards and Objectives Median Percent Earned includes pages for Full Academic Year (FAY) testers, Non-Full Academic Year (NFAY) testers, or Total Tested. The sample below is for Total Tested.

**FINAL
Class Summary
Report**

Oklahoma Alternate Assessment Program (OAAP) Portfolio
End-of-Instruction – <admin> <ccyy-ccyy>



Classroom report for:
TEACHER_NAME

6

School: SCHOOL_NAME
District: DISTRICT_NAME
Code: 99-A999-999

FAY

OAAP U.S. History

STANDARDS AND OBJECTIVES MEDIAN PERCENT EARNED

Standards and Objectives	Points Possible	Median Percent Earned	0	10	20	30	40	50	60	70	80	90	100
US.2 Industrial Revolution	##	###											
US.3 Causes of World War I	##	###											
US.4 Events in the U.S. in the era between the World Wars	##	###											
US.4.1 Automobiles	##	###											
US.4.2 Electricity	##	###											
US.5 World War II	##	###											
US.5.1 Pearl Harbor	##	###											
US.5.2 Holocaust	##	###											
US.5.3 Major Powers of WWII	##	###											
US.6 United States Since World War II	##	###											

Additional Resources and Information
Office of Accountability and Assessments - 405-521-3341
Special Education Services - 405-521-3351
Bilingual Education/Migrant Education - 405-521-3196
Office of Instruction - 405-521-3578

7

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

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6. The first column shows standards and objectives tested. The remaining columns show the points possible and the class median percent earned.
7. Contact information for OSDE and Web site resources for additional information about the assessments are listed here. Resources are also provided to help prepare the student for success.

Note: No Class Summary Report will be created if all students are 2nd Time Testers (2TT) or Other Placement (OP).

School and District Summary Report

The school and district Summary Reports communicate summary results of all students tested, in disaggregated and aggregated forms, showing the extent to which the competencies in the Oklahoma Academic Standards have been mastered. The school and district Summary Report presents these results in three sections: summary counts, the number and percentage 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 for each standard/objective (titled Disaggregated Group Results by Standards and Objectives).

FINAL 1
School Summary Report
Summary Counts of Total Tested

Oklahoma Alternate Assessment Program (OAAP) Portfolio
Grade 8 U.S. History - <admin> <ccyy-ccyy>

School report for: **2** District: DISTRICT_NAME
SCHOOL_NAME Code: 99-A999-999



3
OAAP Grade 8 U.S. History

4
Purpose

To communicate to schools and districts summary test results of all students, in disaggregated and aggregated forms, showing the extent to which the competencies in the Oklahoma Academic Standards have been mastered, based on alternate achievement of the standards.

5
Summary Report Table of Contents for: Grade 8 U.S. History

Page 1 Summary Counts of Total Tested
Pages 2-5 Disaggregated Group Results

6
SUMMARY COUNTS OF TOTAL TESTED

Test Status	All Students
Total Tested	999,999
Other Placement	999,999
Absent	999,999
Did Not Attempt	999,999
Emergency Exempt	999,999
Invalidated	999,999
Total Enrolled	999,999

Page 1

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1. The type of report is shown here.
2. The heading includes the test name, test administration window, grade and/or content area, school name (if applicable), district name, and CDS (county/district/site) code.
3. This area lists the content area and/or grade for each report.
4. The purpose of the report, raw score ranges, and corresponding performance level is provided and explained.
5. The table of contents lists the types of reports and the pages where they appear.
6. This table summarizes the number of students in each test status.

Disaggregated Group Results by Performance Level includes pages for Full Academic Year (FAY) testers, Non-Full Academic Year (NFAY) testers, or Total Tested who obtained each performance level. The sample below is for FAY testers.

FINAL School Summary Report Disaggregated Group Results by Performance Level		Oklahoma Alternate Assessment Program (OAAP) Portfolio Grade 8 U.S. History – <admin> <ccyy>								
School report for: SCHOOL_NAME		District: DISTRICT_NAME Code: 99-A999-999								
OAAP Grade 8 U.S. History						FAY				
7 FULL ACADEMIC YEAR (FAY) ¹ (Only FAY scores are used for Accountability)	NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL									
	Number of Valid Scores (OAAP)	Score Range ##-## ADVANCED		Score Range ##-## PROFICIENT		Score Range ##-## LIMITED KNOWLEDGE		Score Range ##-## UNSATISFACTORY		Median Score
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1 ALL STUDENTS	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
2 Ethnicity										
3 Hispanic/Latino	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
4 Race										
5 American Indian/Alaskan Native	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
6 Asian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
7 Black/African American	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
8 Pacific Islander	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
9 White Caucasian	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
10 Two or More Races	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
11 Gender										
12 Female	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
13 Male	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
14 Not Indicated	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
15 Other										
16 Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
17 Non-Economically Disadvantaged	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
18 Migrant	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
19 ENGLISH LANGUAGE LEARNERS (ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999
20 NON-ENGLISH LANGUAGE LEARNERS (NON-ELL)	999,999	999,999	999%	999,999	999%	999,999	999%	999,999	999%	999

¹ OP EXCLUDED - Other Placement is excluded from these results.

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- The first column lists the student groups for which results are provided. The remaining columns show the number and percentage of students at each performance level and includes the number of valid scores and median raw score. 2nd Time Testers (EOI only) and Other Placement are excluded from the summary results, as noted in footnotes.

Disaggregated Group Results by Standards and Objectives shows the performance of Full Academic Year (FAY) testers, Non-Full Academic Year (NFAY) testers, and Total Tested.

FINAL School Summary Report Disaggregated Group Results by Standards and Objectives		Oklahoma Alternate Assessment Program (OAAP) Portfolio Grade 8 U.S. History – <admin> <ccyy>																		
School report for: SCHOOL_NAME		District: DISTRICT_NAME Code: 99-A999-999																		
OAAP Grade 8 U.S. History																				
STUDENT POPULATION/GROUP 1		STANDARDS AND OBJECTIVES MEDIAN PERCENT EARNED																		
8		Number of Valid Scores (OAAP)	8.3 Events Leading to the American Revolution	8.4 Preamble to the United States Constitution	8.5.1 Bill of Rights	8.5.2 Amendments to the United States Constitution	8.6 Slavery	8.8 Lifestyles of the Pioneers	8.10 Civil War											
Points Possible		(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)											
1 FULL ACADEMIC YEAR (FAY)																				
2 ALL STUDENTS		999,999	999	999	999	999	999	999	999											
3 English Language Learners (ELL)		999,999	999	999	999	999	999	999	999											
4 Non-English Language Learners (Non-ELL)		999,999	999	999	999	999	999	999	999											
5 NON-FULL ACADEMIC YEAR (NFAY)																				
6 ALL STUDENTS		999,999	999	999	999	999	999	999	999											
7 English Language Learners (ELL)		999,999	999	999	999	999	999	999	999											
8 Non-English Language Learners (Non-ELL)		999,999	999	999	999	999	999	999	999											
9 TOTAL TESTED WITH VALID SCORES (FAY plus NFAY)																				
10 ALL STUDENTS		999,999	999	999	999	999	999	999	999											
11 English Language Learners (ELL)		999,999	999	999	999	999	999	999	999											
12 Non-English Language Learners (Non-ELL)		999,999	999	999	999	999	999	999	999											

* OP EXCLUDED - Other Placement is excluded from these results.

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8. The first column shows the student groups for which results are provided. The remaining columns provide the number of valid scores and the median percent earned by Oklahoma academic content standard/objective. 2nd Time Testers (EOI only) and Other Placement are excluded from the summary results, as noted in footnotes.

Note: If all students are 2TT or OP, the School or District Summary report will include page 1 only (summary page). FAY, NFAY, and Total Tested pages will not be provided.

OAAP Portfolio Performance Levels and Raw Score Ranges

Grades 3–8 and EOI OAAP Portfolio are criterion-referenced tests, which compare a student’s performance with the EAls established by OSDE. As a result, students earn a raw score for each subject area tested. This is a raw 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.

Grades 3–8 OAAP Portfolio Performance Levels and Raw Score Ranges

Performance Level	Raw Score Ranges		
	Grade 5	Grade 7	Grade 8
Social Studies			
Advanced	45–48		34–36
Proficient	36–44		27–33
Limited Knowledge	29–35		21–26
Unsatisfactory	0–28		0–20
Geography			
Advanced		28–30	
Proficient		22–27	
Limited Knowledge		18–21	
Unsatisfactory		0–17	

EOI OAAP Portfolio Performance Levels and Raw Score Ranges

Performance Level	Raw Score Ranges
	U.S. History
Advanced	46–48
Proficient	37–45
Limited Knowledge	28–36
Unsatisfactory	0–27

The Grade 3–8 OAAP Portfolio tests ask students to respond to a variety of tasks measuring student achievement of the Oklahoma Academic Standards. 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, please refer to the OSDE Web site at www.ok.gov/sde.

Test Content and Performance Descriptors

The next section provides the following information about each subject test in the OAAP Portfolio.

- Test blueprint—The test blueprint reflects the degree to which each Oklahoma academic content standard and objective is represented on the test.
- Performance Level Descriptors—The descriptors summarize the knowledge and skills typically possessed by students in the applicable category: Advanced, Proficient, Limited Knowledge, Unsatisfactory. These descriptors appear on the Student Report and the Class Summary Report.

Refer to *OAAP Portfolio Components and Concepts* for an explanation of these terms.

The following test blueprints reflect the degree to which each Oklahoma academic content standard and objective is represented on the Grades 3–8 and EOI OAAP Portfolio tests. The overall distribution of operational items in a test form is intended to look like the blueprints in this manual.

Grade 7 Geography Test Blueprint

Standards	Pieces of Evidence Point Values
7.1 Maps	6
7.2 Cultural and Physical Regions of the World	6
7.3 Interactions of Physical Systems	6
7.4 Human Systems	6
7.5 Interactions of Humans and Their Environments	6
Total Test	30

OAAP Portfolio Grade 7 Geography—Performance Level Descriptors

Advanced: In addition to skills described at the lower achievement levels, the student at the Advanced level will be able to analyze the relationship between actual geographical features and their representations on maps; analyze causes of city and regional changes over time; analyze the impact of natural disasters; analyze how differences in world cultures lead to cooperation/conflict; and analyze houses/clothing of different climates/environments.

Proficient: In addition to skills described at the lower achievement levels, the student at the Proficient level will be able to identify the relationship between actual geographical features and their representations on maps; sequence a series of city and regional changes over time; describe the impact of natural disasters; compare and contrast language, food, and money systems of world cultures; and describe how people adapt their houses/clothing to their climate/environment.

Limited Knowledge: In addition to skills described at the lower achievement levels, the student at the Limited Knowledge level will be able to create simple maps of school/community; identify landforms, bodies of water, cities, rivers, and a country on a map; identify the impact of natural disasters; identify differences in other world cultures; and identify differences in regional climates/environments.

Unsatisfactory: The student at the Unsatisfactory level will be able to identify simple maps of school/community; recognize a familiar city; identify regional weather phenomena; identify changes in your community; and identify a change in climate/environment.

Grade 8 United States History Test Blueprint

Standards	Pieces of Evidence Point Values
8.3 Events Leading to the American Revolution	6
8.5 Preamble to the United States Constitution	12
<ul style="list-style-type: none"> • Bill of Rights • Preamble to the United States Constitution 	
8.6 Slavery	6
8.9 Lifestyles of the Pioneers	6
8.10 Civil War	6
Total Test	36

OAAP Portfolio Grade 8 U.S. History—Performance Level Descriptors

Advanced: In addition to skills described at the lower achievement levels, the student at the Advanced level will be able to analyze economic/political issues, propaganda, and patriotic slogans /excerpts from notable speeches/documents; analyze two critical events leading to the American Revolution; analyze a major idea from the Declaration of Independence and explain different perspectives on the war; analyze a major idea expressed in the Bill of Rights and the Preamble to the United States Constitution; analyze the life circumstances of slaves; analyze a major event during the Jacksonian era; analyze activities of early reform leaders; analyze the lifestyles of the pioneers and people today; and analyze a major difference leading to the Civil War.

Proficient: In addition to skills described at the lower achievement levels, the student at the Proficient level will be able to identify economic/political issues, propaganda, and patriotic slogans/excerpts from notable speeches/documents; identify critical events leading to the American Revolution; identify a major idea from the Declaration of Independence and different roles in the war; identify a major idea expressed in the Bill of Rights and in the Preamble to the United States Constitution; identify the life circumstances of slaves; identify major events during the Jacksonian era; identify awareness activities of early reform leaders and one state of the Confederacy on a map; distinguish between the lifestyles of the pioneers and people today; and identify political differences leading to the Civil War.

Limited Knowledge: In addition to skills described at the lower achievement levels, the student at the Limited Knowledge level will be able to identify a patriotic slogan; identify an event leading to the American Revolution; identify an idea from the Declaration of Independence; identify an idea from the Bill of Rights; identify a transportation system in the first half of the 19th century; identify an event during the Jacksonian era; match an early reform leader to a reform movement; identify the lifestyles of the pioneers; and identify a political event leading to the Civil War.

Unsatisfactory: The student at the Unsatisfactory level will be able to identify a slogan; identify a historical event; recognize an individual in the revolutionary period; identify a branch of the government; identify a transportation system; identify one of the Five Tribes; identify an early reform leader; identify an object used by pioneers; and identify an event leading to the Civil War.

Grade 5 Social Studies Test Blueprint

Standards	Pieces of Evidence Point Values
5.2 Early Exploration of America	6
5.3 Colonial America	6
5.4 American Revolution <ul style="list-style-type: none"> • Key Conflicts • Key Individuals 	12
5.5 Climate/Government <ul style="list-style-type: none"> • Services paid by taxes • Branches of government 	12
5.7 Geographic Skills <ul style="list-style-type: none"> • Climate • Geographical Features 	12
Total Test	48

OAAP Portfolio Grade 5 Social Studies—Performance Level Descriptors

Advanced: In addition to skills described at the lower achievement levels, the student at the Advanced level will be able to analyze benefits and negative impacts of explorations for both Native Americans and Europeans; analyze changes of differing roles, community life, and key individuals regarding the growth and development of colonial America; analyze lasting effects of conflicts and key individuals of the American Revolution; analyze services that are paid by taxes; identify the functions of the three branches of government; and analyze how various climates and geographical features might influence peoples' work and recreation.

Proficient: In addition to skills described at the lower achievement levels, the student at the Proficient level will be able to identify benefits and negative impacts of explorations for both Native Americans and Europeans; identify changes of differing roles, community life, and key individuals regarding the growth and development of colonial America; identify cause and effect of conflicts and key individuals involved in the American Revolution; identify the three branches of government; and describe how various climates and geographical features might influence peoples' work and recreation.

Limited Knowledge: In addition to skills described at the lower achievement levels, the student at the Limited Knowledge level will be able to identify benefits of explorations for Native Americans/Europeans; identify events related to colonial America; identify major events in the American Revolution; identify services paid by taxes; and identify how climates/geographical features influence work/recreation.

Unsatisfactory: The student at the Unsatisfactory level will be able to identify differences between Native Americans/Europeans; identify an event in colonial America; identify an event of the American Revolution; identify a service paid by taxes; and identify a climate/geographical feature.

End-of-Instruction United States History Test Blueprint

Standards	Pieces of Evidence Point Values
US.2 Industrial Revolution	6
US.3 Causes of World War I	6
US.4 Events in the U.S. in the era between the World Wars <ul style="list-style-type: none"> • Automobiles • Electricity 	12
US.5 World War II <ul style="list-style-type: none"> • Pearl Harbor • Holocaust • Major Powers of WWII 	18
US.6 United States Since World War II	6
Total Test	48

EOI U.S. History—Performance Level Descriptors

Advanced: In addition to skills described at the lower achievement levels, the student at the Advanced level will be able to analyze effects of the 13th, 14th, & 15th Amendments; analyze reasons people immigrate to the U.S. and technological advances/inventions during the Industrial Revolution; analyze causes/effects of World War I; analyze the impact of the automobile, expansion of electricity, and contributions of key individuals of the time; analyze the significance of Pearl Harbor and events of the Holocaust; explain the differences in capitalism vs. communism and democracy vs. totalitarianism; and identify goals of the Civil Rights movement.

Proficient: In addition to skills described at the lower achievement levels, the student at the Proficient level will be able to identify the major ideas in the 13th, 14th, and 15th Amendments; identify major technological advances/inventions during the Industrial Revolution; identify causes of World War I; identify key individuals of the time and how automobiles and the expansion of electricity changed American life; identify the powers during World War II; explain the significance of Pearl Harbor/the Holocaust; and identify the significance of Martin Luther King Jr. and Rosa Parks, major nations in the Cold War, and dangers of nuclear weapons.

Limited Knowledge: In addition to skills described at the lower achievement levels, the student at the Limited Knowledge level will be able to identify a cause of the civil war; identify a reason people immigrate to the U.S.; identify a cause of World War I; identify an automobile and the purpose of electricity; identify a major power during World War II; and identify a goal of the Civil Rights movement.

Unsatisfactory: The student at the Unsatisfactory level will be able to identify a leader of the civil war; identify an invention during the Industrial Revolution; identify a country involved in World War I; identify a key individual of the time; identify a country in World War II; and identify Martin Luther King, Jr. and Rosa Parks.

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 What can be learned from the results of the OAAP Portfolio Tests?

A The OAAP Portfolio tests measure students' progress in mastering the Oklahoma Academic Standards and objectives through alternate achievement standards outlined in the OAAP task specifications/rubrics. The test data provides 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.

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 OAAP Portfolio is submitted for scoring in the same year that the student will finish instruction in the subject being assessed. Teachers are given task specifications and rubrics describing the concepts and skills which are to be assessed. Teachers collect evidence of student knowledge as the instruction is occurring, which is then submitted in the portfolio at the end of the school year.

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

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

A Results of OAAP Portfolio 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.

Appendix B—Glossary

This glossary of commonly used assessment terms can be used to help interpret and communicate the OAAP Portfolio 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 provide students with special needs access to the content standards and the test, yet do not alter what the test measures or the comparability of scores.

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

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

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.

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

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

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 content standards, rather than in comparison to the performances of other test-takers. See also norm-referenced test.

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.

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

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.

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 statistical hypothesis testing and estimation in psychology and education because it approximates the frequency distributions of sets of measurements of human characteristics. Score distribution of alternate assessments are usually not confined to the normal distribution.

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 School Testing Program (OSTP) The OSTP is a testing program that includes the OCCT general assessment in Grades 3–8 and EOI and the OAAP Portfolio assessment.

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 raw scores that corresponds to one of the four performance levels: Advanced, Proficient, 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).

rubric A scoring tool, or set of criteria, used to evaluate a student's test performance.

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.

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

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.

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

Appendix C—OAAP Portfolio Student Categories and Special Characteristics

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

Did Not Attempt (DNA): Tests are designated “DNA” when less than half of the standards/objectives are scorable. No score is available; no performance level is assigned.

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

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

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

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

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

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

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.

IEP Braille: IEP Braille students are those who took a Brailled version of the OAAP Portfolio due to a visual impairment as documented in the students’ IEPs.

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

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

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

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

Standard/Objective Level No Score Codes:

A zero (0) score may be assigned for the following reasons:

A = Task performed does not align with task specification

B = Required supporting documentation not provided

C = Teacher interference

D = Evidence uploaded to wrong student

E = Student did not participate