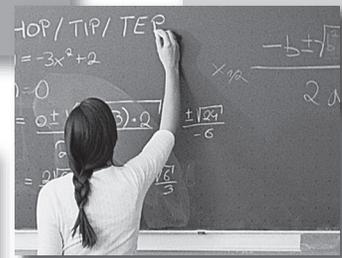


OKLAHOMA

Modified Alternate Assessment Program (OMAAP)

2008–2009



Test Interpretation Manual
Grades 3–8 and
End-of-Instruction

OKLAHOMA STATE DEPARTMENT OF EDUCATION



Developed and published under contract with the Oklahoma State Department of Education by The Riverside Publishing Company, 3800 Golf Rd., Suite 100, Rolling Meadows, Illinois 60008-4015. Copyright © 2009 by the Oklahoma State Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the Oklahoma State Department of Education.

TABLE OF CONTENTS

INTRODUCTION	1
Purpose of the Test Interpretation Manual	1
The History of the Oklahoma School Testing Program (OSTP)	2
Purpose of the Oklahoma Modified Testing Program	2
INTRODUCTION: THE OKLAHOMA MODIFIED ALTERNATE ASSESSMENT PROGRAM (OMAAP)	5
Oklahoma Modified Alternate Assessment Program (OMAAP)	5
Testing Dates	5
INTRODUCTION: KEY COMPONENTS OF THE OMAAP	6
Key Components of the OMAAP	6
<i>Priority Academic Student Skills (PASS)</i>	6
Performance Levels	6
Performance Level Descriptors	6
Oklahoma Performance Index (OPI) Score	7
INTRODUCTION: OMAAP GLOSSARY	8
General Terms	8
Student Categories and Special Characteristics	9
SECTION I: INTERPRETING SCORE REPORTS	11
Parent/Student Reports	11
Student Score Labels	17
Class Reports	19
Building Reports	24
District Level Reports	31
State Level Report	38
SECTION II: GRADE 3	40
Grade 3 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading	40
The Grade 3 Mathematics Test	40
The Grade 3 Reading Test	44
SECTION II: GRADE 4	47
Grade 4 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading	47
The Grade 4 Mathematics Test	47
The Grade 4 Reading Test	51

TABLE OF CONTENTS

SECTION II: GRADE 5	54
Grade 5 Oklahoma Modified Alternate Assessment Program Tests: Mathematics, Reading, and Science	54
The Grade 5 Mathematics Test	54
The Grade 5 Reading Test	58
The Grade 5 Science Test	62
SECTION II: GRADE 6	65
Grade 6 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading	65
The Grade 6 Mathematics Test	65
The Grade 6 Reading Test	69
SECTION II: GRADE 7	73
Grade 7 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading	73
The Grade 7 Mathematics Test	73
The Grade 7 Reading Test	77
SECTION II: GRADE 8	81
Grade 8 Oklahoma Modified Alternate Assessment Program Tests: Mathematics, Reading, and Science	81
The Grade 8 Mathematics Test	81
The Grade 8 Reading Test	85
The Grade 8 Science Test	89
SECTION II: END-OF-INSTRUCTION	93
End-of-Instruction Algebra I Test	94
End-of-Instruction English II Test	98
End-of-Instruction Biology I Test	104
End-of-Instruction U.S. History Test	109

INTRODUCTION

Purpose of the Test Interpretation Manual

This *Test Interpretation Manual* provides information about interpreting results from the Oklahoma Modified Alternate Assessment Program (OMAAP) for the following grades and subjects:

- Grades 3–8: Reading and Mathematics
- Grades 5 and 8: Science
- High School End-of-Instruction (EOI): Algebra I, English II, Biology I, and U.S. History

The purpose of this manual is to assist Oklahoma teachers and administrators to better understand and use the information provided on the score reports associated with the OMAAP for the 2008–2009 school year. This manual includes the following sections:

- Introduction/Glossary
- Section I
Interpreting and Using Test Results
Samples of the Major Score Reports
- Section II
Test Content Descriptions, *Priority Academic Student Skills (PASS)* and Performance Level Descriptors by Grade

INTRODUCTION

The History of the Oklahoma School Testing Program (OSTP)

More than 14 years ago, State Superintendent Sandy Garrett, the Oklahoma State Board of Education, and various citizens of Oklahoma met to discuss public education. The group set a vision and developed state curriculum standards and a testing program to measure student achievement relative to these standards.

On June 7, 2003, House Bill 1414 was signed into law, making changes to the Oklahoma School Testing Program, including changes in dates of test administration, the content areas tested, the grades tested, and the assessment resources available to teachers, parents, and students. Changes were also made in the Oklahoma School Accountability System. Many of these changes were made to comply with the requirements of the *No Child Left Behind Act* (NCLB).

Under the direction of the state legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, *Priority Academic Student Skills (PASS)*, provide the basis for Oklahoma's core curriculum.

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

Purpose of the Oklahoma Modified Testing Program

The Oklahoma Modified Alternate Assessment Program (OMAAP) is comprised of assessments developed and administered to meet the federal regulations outlined in Title I of the Elementary and Secondary Education Act. Specifically, Title I mandates that “State assessments shall be aligned with the State’s challenging content and student performance standards and provide coherent information about student attainment of such standards.” The Modified assessments are intended for “gap” students for whom the OSTP assessments are inappropriate. The Modified assessments will provide information on grade level student academic performance in specified areas of knowledge, skills, reading, mathematics, and science content in relation to *PASS* based on modified achievement standards. The NCLB requirements include an immediate need to address assessments for the following subjects:

- Grades 3–8: Reading and Mathematics
- Grades 5 and 8: Science
- High School End-of-Instruction (EOI): Algebra I, English II, Biology I, and U.S. History

INTRODUCTION

Each year’s Oklahoma Modified Alternate Assessments are built from previously administered items contained in the Oklahoma Core Curriculum Test’s (OCCT) operational test forms for grades 3–8 and End-of-Instruction (EOI).

Items from the Core Curriculum Test are modified and reviewed by committees of educators to be used on the Modified Alternate Assessments. The following table illustrates the modification rules that were used for each subject area.

Subject Area	Modification Rules
Universal	<ul style="list-style-type: none">• Reduce the number of items on each test by 25% to 50%• Reduce the number of questions on the page (limit to 3).• Minimize questions on each page (limit to 2)• Use a larger font size• Provide only 3 answer options instead of 4• Highlight main points in question or passage by underlining and making bold• Allow for the same accommodations currently used in the standard assessment• Avoid questions that require students to select the better/best answer• Eliminate answer choices that give students the option to make “no change” to the item
Reading/English II	<ul style="list-style-type: none">• Display passages in a one-column format• Break apart passages into smaller portions, and place the specific questions pertaining to the smaller portion underneath that section (this is a modification used frequently in the classroom)
Math/Algebra I	<ul style="list-style-type: none">• For lower grade levels, display the number on all sides for questions about perimeter• Avoid items with negative and positive answer choices of the same number (for example -4 and $+4$)• Place any items with a coordinate grid on one page• For lower grade levels, use grids for area questions• Be consistent with qualifiers in stem and answer choices (i.e., use mL or milliliters throughout)• Try to avoid questions with <u>best</u> or <u>closest</u>• Avoid complicated art• Avoid items that ask for students to redefine their perception of an object (e.g., fold this item along the dotted line)

INTRODUCTION

Subject Area	Modification Rules
Science/Biology I	<ul style="list-style-type: none">• Emphasize pictures over text• Simplify cells and other diagrams• Optimize readability; highlight if possible• Box formulas to make them stand out
English II/ Writing Prompt	<ul style="list-style-type: none">• Simplify the prompt• Simplify the writer's checklist• Use a 3-point holistic writing rubric
U.S. History	<ul style="list-style-type: none">• Optimize readability, where appropriate, by shortening and/or simplifying text stimuli• Simplify details included in visual stimuli• Reduce number of items requiring students to compare/contrast two visual stimuli or two text stimuli• Reduce number of items that combine a visual stimulus with a text stimulus• Incorporate essential text from the stimuli into the stem itself

The primary purpose of the Modified assessments is to produce information for educators to use for making instructional decisions. District reports were developed in a manner that yields diagnostic information for the purpose of guiding instruction based on student performance levels in relation to the *PASS*.

INTRODUCTION: THE OKLAHOMA MODIFIED ALTERNATE ASSESSMENT PROGRAM (OMAAP)

Oklahoma Modified Alternate Assessment Program (OMAAP)

The Oklahoma Modified Alternate Assessment Program is a series of tests that are part of the OSTP. The following is a chart of the 2009 series of OMAAP tests administered during the 2008–2009 school year.

2009 OMAAP

Test Administration	EOI*				
	Algebra I	English II	Biology I	U.S. History	English II /Writing
Winter	December 1, 2008–January 9, 2009				Writing December 9, 2008
	★	★	★	★	★
Trimester	January 19, 2009–February 6, 2009				Writing January 27, 2009
	★	★	★	★	★
Spring	April 20, 2009–May 15, 2009				Writing April 21 or 22, 2009
	★	★	★	★	★
Summer	June 8, 2009 – July 31, 2009				Writing June 8 – July 31, 2009
	★	★	★	★	★
Grade	Grades 3 - 8				
	Mathematics	Reading	Science		
Spring	April 20, 2009–May 15, 2009				
Grade 3	★	★			
Grade 4	★	★			
Grade 5	★	★	★		
Grade 6	★	★			
Grade 7	★	★			
Grade 8	★	★	★		

* End-of-Instruction (EOI) assessments include Algebra I, Biology I, U.S. History, and English II. End-of-Instruction assessments were administered in both Winter and Spring.

Testing Dates

The Oklahoma State Board of Education sets all administration dates for the OMAAP. Tests were administered during the dates noted in the table above. Once tests were scored, reports for parents, schools, and districts were printed and shipped to the districts to arrive in June 2009.

INTRODUCTION: KEY COMPONENTS OF THE OMAAP

Key Components of the OMAAP

The Modified Performance Level Descriptors and the Oklahoma Performance Index (OPI) are the key components of the OMAAP. These components ensure the validity and reliability of the testing program, as well as the reports that are produced.

Priority Academic Student Skills (PASS)

The *PASS* is used as the basis for the development of the OMAAP. The Modified assessments are intended for “gap” students for whom the Oklahoma Alternate Assessment Program (OAAP), which are portfolio assessments, and the regular OSTP assessments are inappropriate. The subject areas assessed in the OMAAP are skills grouped into standards, with specific objectives detailed for each standard.

The Oklahoma State Department’s Web site provides more details about whether an individual student should take the OAAP or the OMAAP. (Refer to the “Criteria Checklist for Oklahoma’s Alternate Assessments.”)

Performance Levels

Student performance on the OMAAP is classified into four Performance Levels:

- Advanced
- Satisfactory
- Limited Knowledge
- Unsatisfactory

Each Performance Level conveys the level of student performance. When interpreting and using OMAAP results, it is important to understand the specific knowledge and skills that a student must be able to demonstrate at each performance level.

Performance Level Descriptors

Performance Level Descriptors describe the specific knowledge and skills that a student must be able to demonstrate at each performance level. The descriptors use competency-based, content-specific phrases. The Performance Level Descriptors were developed by panels of Oklahoma educators and approved by the Oklahoma State Board of Education. The No Child Left Behind (NCLB) Act mandates that states define levels of performance on statewide assessments.

INTRODUCTION: KEY COMPONENTS OF THE OMAAP

Oklahoma Performance Index (OPI) Score

Oklahoma Performance Index (OPI) scores for the OMAAP assessments are reported on a scale from 100 to 350. OPI scores, also called scale scores, are more accurate than “percentage correct” scores because they factor in the difficulty level of the test. OPI scores are reported on a scale because tests have different questions from one year to the next causing a test to be slightly more or less difficult than the previous year. OPI scores take into account this difference in difficulty and report scores on a common scale so that OPI scores mean the same thing from year to year. For example, students one year may need to answer 37 questions correctly to obtain an OPI score of 300. If the test the next year is a little more difficult, students may need to answer only 35 questions correctly to obtain the same 300 OPI score. This way, scores for groups of students can be accurately compared from one year to the next using OPI scores. The processes and formulas used to produce these scale scores can be found in the OMAAP Technical Manual. OPI scores are useful for comparing student scores for the same grade and subject area from year to year. OPI scores cannot be used to accurately compare scores across grades (e.g., fourth grade to fifth grade) or to compare scores across subject areas.

INTRODUCTION: OMAAP GLOSSARY

The following is a glossary defining terminology presented on the OMAAP reports and in this *Test Interpretation Manual*.

General Terms

Oklahoma Core Curriculum Tests (OCCT): The OCCT is the testing program administered in Oklahoma Public Schools to all students in Grades 3–8 and EOI. This program includes the writing assessment administered at Grades 5 and 8 in February of each year and the multiple-choice assessments administered in April of each year.

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

Portfolio Assessments: The Portfolio assessments are a yearlong collection of information and pieces of evidence, which over time is reduced to a selection of the best representations of the student’s work, which then becomes a reflection of the student.

Oklahoma Performance Index (OPI): The OPI is a scale score that places students into performance levels established for each subject and grade.

Oklahoma School Testing Program (OSTP): The OSTP is a testing program that includes the OCCT general assessment in Grades 3–8 and the End-of-Instruction, the OMAAP Modified assessments in Grades 3 – 8 and End- of – Instruction, and the OAAP Portfolio assessment.

Performance Levels: There are four Performance Levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

Performance Level Score Range: The Performance Level Score Range is the range of scale scores that corresponds to one of the four Performance Levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

Priority Academic Student Skills (PASS): The *PASS* is Oklahoma’s Core Curriculum. Each subject/grade has a different set of standards and objectives on which students are tested.

INTRODUCTION: OMAAP GLOSSARY

Curriculum Access Resource Guide—Modified (CARG-M): CARG-M is an instructional tool for teaching PASS.

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

- N – No Response/Restatement of Task
- I – Illegible/Incomprehensible
- L – Language other than English
- O – Off Topic

Valid Scores: Students who were given the following testing status have “valid scores” in a subject: Multiple Choice: attempted (5 or more responses).

Student Categories and Special Characteristics

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

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

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

Emergency Exempt (EMG EXE): Emergency exempt students are those who did not participate in the OCCT 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 EXE): ELL EXE students are those who did not participate in the OCCTs based upon their status as English language learners in their first year in the U.S.

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

INTRODUCTION: OMAAP GLOSSARY

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

Individualized Education Plan (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 Plan 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 OCCT or OMAAP due to a visual impairment as documented in the students' IEPs.

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

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

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

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

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

SECTION I: INTERPRETING SCORE REPORTS

Section I of the *Test Interpretation Manual* is intended to provide information to district personnel about the 2009 OMAAP score reports. The score reports are designed to clearly convey information that will inform classroom instruction and guide curriculum decisions at the classroom, school, and district levels.

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

- Parent/Student Report
- Student Score Label
- Class Report by Student Name
- Class Summary Report
- Building Grade Level Report by Student Name
- Building Level Alphabetical Performance Groupings
- Building Grade Level Summary Report
- District Level Summary Report by Grade
- District Disaggregated Results by Performance Level
- District Disaggregated Results by Standard
- State Disaggregated Results by Performance Level

For all reports presented in this manual, identifying information, such as student names/data and school/district names, are represented by xxxs to protect the confidentiality of the data.

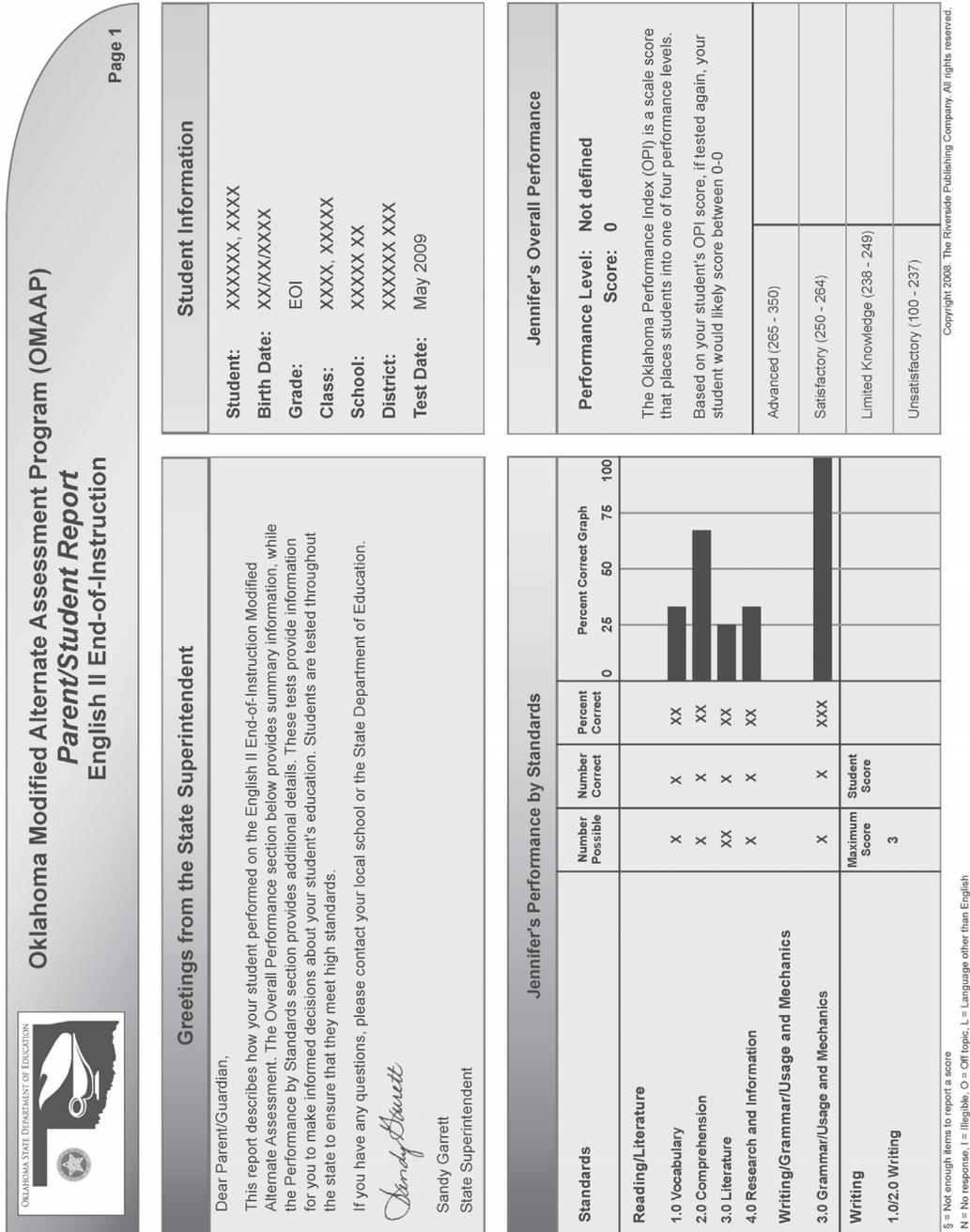
Parent/Student Reports

Parent/Student Reports on the OMAAP are provided for students tested in Grades 3–8 for Math and Reading, Grades 5 and 8 for Science, and the End-of-Instruction (EOI) for Algebra I, English II, Biology I, and U.S. History. Separate reports are produced for each content area. Two copies of each report are produced: one for the district to retain for teacher use and a second to be sent home to the parents/guardians in accordance with district policy. Additional copies are NOT available from the testing vendor.

The purpose of this report is to communicate the test results to students, their parents, and their teachers. These reports provide information to help parents make important decisions about their child's education. They are intended to provide a comprehensive, yet easy-to-understand portrait of a student's test performance. Because students and their parents may have questions about these reports, it is important that teachers and principals understand what information is included on them. Parents should be encouraged to contact the school for more information about their child's test performance.

On the following pages are samples of the reports and explanations of the key elements of the reports. For demonstration purposes, figures of two Parent/Student Reports, an English II EOI report and a Reading Grade 3 report, are presented. Please note that identifying student information has been removed to protect confidentiality.

SECTION I: INTERPRETING PARENT/STUDENT REPORTS



Jennifer's Overall Performance

Performance Level: Not defined
Score: 0

The Oklahoma Performance Index (OPI) is a scale score that places students into one of four performance levels. Based on your student's OPI score, if tested again, your student would likely score between 0-0

Advanced (265 - 350)
Satisfactory (250 - 264)
Limited Knowledge (238 - 249)
Unsatisfactory (100 - 237)

Copyright 2008, The Riverside Publishing Company. All rights reserved.

§ = Not enough items to report a score
 N = No response, I = Illegible, O = Off topic, L = Language other than English

Figure 1 – Parent/Student Report – English II EOI, Page 1

SECTION I: INTERPRETING PARENT/STUDENT REPORTS



**Oklahoma Modified Alternate Assessment Program (OMAAP)
Parent/Student Report
English II End-of-Instruction**

Page 2

Performance Level Descriptors	Resources
<p>Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment typically demonstrate a thorough understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. In addition to demonstrating an understanding and application of knowledge and skills at the Satisfactory performance level, students scoring at the Advanced level typically are effective in understanding abstract text, demonstrating an understanding of a broad variety of literary forms, regularly applying research strategies for understanding factual information, demonstrating a thorough understanding of correct Standard English usage, demonstrating a consistent understanding of literary elements and techniques when using regular or modified text, and applying correct Standard English to writing.</p> <p>Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment typically demonstrate a general understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:</p> <ul style="list-style-type: none"> • use a range of strategies to comprehend reading material (both fiction and nonfiction); • demonstrate a general understanding of a variety of literary forms; • use basic research strategies to organize and understand factual information; • demonstrate a general understanding of correct use of Standard English; • demonstrate a general understanding of literary elements and techniques; • write responses that demonstrate moderate support, address the prompt with some development of details, use acceptable word choice, contain evidence of sentence structure, and demonstrate sufficient mastery in grammar and mechanics so that readability is not affected. <p>Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment typically demonstrate a partial understanding of the knowledge and skills expected of students at the End-of-Instruction in English II. Students are inconsistent in demonstrating the Satisfactory level competencies. They typically use a limited number of strategies to comprehend and interpret grade-level-modified reading material, demonstrate some understanding of the various literary forms; use simple research strategies to organize and interpret factual information; display partial understanding of correct Standard English usage; demonstrate an understanding of some basic literary elements and techniques and their effect on a limited number of literary forms when explicitly stated; write responses with minimal focus, limited support, little or insufficient organization and planning, vague or inappropriate word choice, and frequent errors in basic sentence structure.</p> <p>Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate even a Limited Knowledge level of the knowledge and skills expected of students at the End-of-Instruction in English II. Students scoring at the Unsatisfactory level need additional comprehensive remedial instruction.</p>	<p>Additional information regarding the Oklahoma Modified Alternate Assessment Program (OMAAP) can be found on the Oklahoma State Department of Education's Web site: www.sde.state.ok.us.</p> <p>Office of Accountability and Assessments 405-521-3341</p> <p>State Special Education Office 405-521-3351</p> <p>State Bilingual Office 405-521-3196</p> <p>Purpose of the Oklahoma Modified Alternate Assessment Program (OMAAP) Tests: To obtain information about the performance of Oklahoma students to ensure they meet high standards and to evaluate the success of the core curriculum as presented in the <i>Priority Academic Student Skills (PASS)</i>.</p> 

Copyright 2008, The Riverside Publishing Company. All rights reserved.

Order No. 6228067

Figure 2 – Parent/Student Report – English II EOI, Page 2

SECTION I: INTERPRETING PARENT/STUDENT REPORTS

Page 1

Oklahoma Modified Alternate Assessment Program (OMAAP)
Parent/Student Report
Reading Grade 3

1

Greetings from the State Superintendent

Dear Parent/Guardian,

This report describes how your child performed on the Reading Grade 3 Modified Alternate Assessment. The Overall Performance section below provides summary information, while the Performance by Standards section provides additional details. These tests provide information for you to make informed decisions about your child's education. Students are tested throughout the state to ensure that they meet high standards.

If you have any questions, please contact your local school or the State Education Department.

Sandy Garrett
 State Superintendent

3

Student Information

Student: xxx, xxx
Birth Date: xx/xx/xxxx
Grade: 3
Class: xxxxx
School: xxxxx
District: xxxxx
Test Date: April 2008

4

Student's Performance by Standards

Standards	Number Possible	Number Correct	Percent Correct	Percent Correct Graph
Reading	xx	N/A	N/A	
2.0 Vocabulary	xx	xx	xx	75
4.0 Comprehension/ Critical Literacy	xx	xx	xx	85
5.0 Literature	xx	xx	xx	95
6.0 Research and Information	xx	xx	xx	100

N/A = Not enough items to report a score

5

Student's Overall Performance

Performance Level: Satisfactory **Score:** xxx

The Oklahoma Performance Index (OPI) is a scale score that places students into one of four performance levels.

- Advanced 269–350
- Limited Knowledge 238–249
- Satisfactory 250–268
- Unsatisfactory 100–237

Advanced 269–350	
Satisfactory 250–268	[Bar]
Limited Knowledge 238–249	[Bar]
Unsatisfactory 100–237	[Bar]

Copyright 2008. The Riverside Publishing Company. All rights reserved.

Figure 3 – Parent/Student Report – Reading Grade 3, Page 1

SECTION I: INTERPRETING PARENT/STUDENT REPORTS



**Oklahoma Modified Alternate Assessment Program (OMAAP)
Parent/Student Report
Reading Grade 3**

Page 2

<p style="text-align: center;">6</p> <p style="text-align: center;">Performance Level Descriptors</p> <p>Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research.</p> <p>Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Satisfactory level typically read and comprehend grade-level-modified reading material and will:</p> <ul style="list-style-type: none"> • identify new words and multiple meanings of words using structural analysis in combination with context clues and introductory resources with guidance, such as boldface text, underlining, etc.; • identify the major elements of story structure, such as plot, setting, and characters, and be able to make logical predictions based on text information; • determine the main idea and important details; • make obvious inferences, organize, and draw conclusions; • identify fact and opinion statements in various texts; • identify summaries; • answer literal questions about the reading selection; • identify character traits; • use functional print information resources such as dictionaries, charts, and diagrams; • alphabetize to the first or second letter; • use guide words to locate information. <p>Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.</p> <p>Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.</p> <div style="text-align: center;">  <p>Your child's level</p> </div>	<div style="text-align: center;"> <p>7</p> <p>Resources</p> </div> <p>Additional information regarding the Oklahoma Modified Alternate Assessment Program (OMAAP) can be found on the Oklahoma State Department of Education's Web site: www.sde.state.ok.us</p> <p>Office of Accountability and Assessments</p> <p>State Special Education Office</p> <p>State Bilingual Office</p> <p>Purpose of the Oklahoma Modified Alternate Assessment Program (OMAAP) Tests: To obtain information about the performance of Oklahoma students to ensure they meet high standards and to evaluate the success of the core curriculum as presented in the Curriculum Access Resource Guide Modified (CARG-M).</p> 
---	---

Copyright 2008. The Riverside Publishing Company. All rights reserved.

Figure 4 – Parent/Student Report – Reading Grade 3, Page 2

SECTION I: INTERPRETING PARENT/STUDENT REPORTS

Figures 1 through 4 illustrate the Parent/Student report for English II EOI and Reading Grade 3. These are shown to illustrate the inclusion of Writing Standards on the English II EOI reports.

- ❶ The heading of the Parent/Student Report includes the grade and/or content area for the results being presented. A separate report is produced for each content area tested.
- ❷ Presented on each report is a message from Oklahoma’s State Superintendent of Education, Sandy Garrett.
- ❸ The Student Information section contains the student name and birth date. Identifying information for the grade, class, school, and district are listed, followed by the test date.
- ❹ Performance by Standards presents the student’s test performance for each *PASS* standard for the content area. The table presents the applicable standards, along with the number of test items possible, the number of test items answered correctly by the student, and the percentage of items answered correctly by the student. N/A will be displayed if fewer than 4 items exist for a standard. The percentage correct for each standard is also presented in graph form. Compare the Reading Grade 3 and the English II EOI standards. The English II EOI Report includes Reading/Literature as well as Writing standards. Note the standards displayed on the reports vary by content area.
- ❺ Overall Performance presents information about the individual student’s score on the test. This is presented as a three-digit OPI score and also as a bar graph showing the Performance Level attained by the student. The graphic also details the OPI score range associated with each performance level for the grade and content area assessed. The OPI score is a scale score with a range from 100–350. If the student were tested again, they would likely obtain a different score. The range for this new score is provided and gives an indication of the margin of error for the reported OPI score. For all grades and content areas, an OPI score of 250 or above is considered Satisfactory.
- ❻ The top section on page two of the Parent/Student Report contains the Performance Level Descriptor for each of the four Performance Levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. This text describes the student performance characteristics corresponding to each level. The student is expected to perform the majority of what is described for his/her Performance Level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level but not enough to have reached that level.
- ❼ The Resources section of the report directs the reader to the SDE’s Web site for additional information about the OMAAP assessments. Contact information for the Oklahoma State Department of Education’s Office of Accountability and Assessment, State Special Education Office, and Office of Bilingual Education is provided to assist parents and educators.

SECTION I: INTERPRETING STUDENT SCORE LABELS

Student Score Labels

Student Score Labels are generated for all students at each school. The labels summarize OMAAP results, including Writing for English II, providing a quick and comprehensive overview of a student’s performance. The labels have adhesive backing so that they can be easily transferred onto the student record folders.

Note that new for this year, English II labels will have a legend for nonscorable written responses. EOI students will have one label per content area. Grade 3–8 students will continue to have one label with their test results. In addition, only EOI students will have “2TT” in the legend of the label.

Figure 5 – Student Score Label

1 Oklahoma Modified Alternate Assessment Program (OMAAP)

xxx, xxx	Subject Area	OPI	Performance Level
Grade: EOI	English II	xxx	Advanced
School: xxx			
School Code: xxx			
Birth Date: xx/xx/xxxx			
Student ID #: 0000000001	Subject Area	Total Score	
Gender: M	Writing	xx	
Test Date: 04/2008			

ABS = Absent
 ELL EXE = ELL 1st Year in U.S. Exempt
 EMG EXE = Emergency Exempt
 INV = Invalid
 DNA = Did not complete at least 5 items

2TT = 2nd Time Tester
 N = No response
 I = Illegible
 O = Off-topic
 L = Language other than English

Responses that did not meet certain criteria cannot be scored. A zero composite score is given to responses that fall into the categories listed here.

1 Oklahoma Modified Alternate Assessment Program (OMAAP)

xxx, xxx	Subject Area	OPI	Performance Level
Grade: EOI	Biology I	xxx	Advanced
School: xxx			
School Code: xxx			
Birth Date: xx/xx/xxxx			
Student ID #: 0000000001			
Gender: M			
Test Date: 04/2008			

ABS = Absent
 ELL EXE = ELL 1st Year in U.S. Exempt
 EMG EXE = Emergency Exempt
 INV = Invalid
 DNA = Did not complete at least 5 items

SECTION I: INTERPRETING STUDENT SCORE LABELS

- ❶ The student's name and identifying information are provided on the left side of the label.
- ❷ The middle of the label shows the subjects tested. To the right are the OPI score and the corresponding Performance Level.
- ❸ Abbreviations used when a score does not apply are displayed across the bottom of the label. Examples are Absent, Emergency Exempt, etc.

SECTION I: INTERPRETING CLASS REPORTS

Class Reports

These two reports are intended to provide as much detailed information as possible to teachers about the performance of their students in each class on the OMAAP tests. Class reports are organized by grade and content area. One report is an alphabetical list by student name for the class, and the other is a summary of the overall performance for the class.

SECTION I: INTERPRETING CLASS REPORTS

1

- **Grade:** EOI
- **District:** xxx
- **District:** xxx
- **Code:** xxx
- **Test Date:** 4/2009
- **Total Students:** xx
- **District:** xxx
- **Building:** xxx
- **Class:** xxx
- **Page:** 1 of 6

4 Oklahoma Performance Index

The Oklahoma Performance Index (OPI) is a scale score that places students into one of four performance levels:

- Advanced (265–350)
- Satisfactory (250–264)
- Limited Knowledge (238–249)
- Unsatisfactory (100–237)

It is important to remember that a test score represents a single snapshot of a student's performance. If the student had a bad day, the test score may underestimate his or her true level of achievement. Under other circumstances, a test score may overestimate a student's level of achievement.

5 Interpreting this Report

This report shows the results of all students tested in your class on the English II Modified End-of-Instruction Test. It illustrates the extent to which each student has mastered the *Priority Academic Student Skills (PASS)*, Oklahoma's core curriculum, based on modified achievement standards.

- ABS = Absent
- ELL EXE = ELL 1st Year in U.S. Exempt
- EMG EXE = Emergency Exempt
- OP = Other Placement
- INV = Invalid
- DNA = Attempted fewer than 5 items
- ZTT = 2nd Time Tester

2

Oklahoma Modified Alternate Assessment Program (OMAAP)
Class Report by Student Name
English II End-of-Instruction

3

Student Name xxx, xxx Birth Date: xx/xx/xxxx Student: ID #: 0000000001	P Level/OPI Score Advanced xxx	Percent Correct for the English II Standards						Score	
		Reading/Literature	Vocabulary	2.0 Comprehension	3.0 Literature	4.0 Research and Information	Writing/Grammar/Usage and Mechanics		3.0 Grammar/Usage and Mechanics
xxx, xxx Birth Date: xx/xx/xxxx Student: ID #: 0000000002	F Advanced xxx	N/A	N/A	XX	XX	XX	XX	XX	2
xxx, xxx Birth Date: xx/xx/xxxx Student: ID #: 0000000003	M Satisfactory xxx	N/A	N/A	XX	XX	XX	XX	XX	X
xxx, xxx Birth Date: xx/xx/xxxx Student: ID #: 0000000004	M Limited Knowledge xxx	N/A	N/A	XX	XX	XX	XX	XX	N
xxx, xxx Birth Date: xx/xx/xxxx Student: ID #: 0000000005	F Limited Knowledge xxx	N/A	N/A	XX	XX	XX	XX	XX	O
xxx, xxx Birth Date: xx/xx/xxxx Student: ID #: 0000000006	F DNA								
xxx, xxx Birth Date: xx/xx/xxxx Student: ID #: 0000000007	M INV								

Copyright 2007, The Riverside Publishing Company. All rights reserved.

Figure 6 – Class Report by Student Name

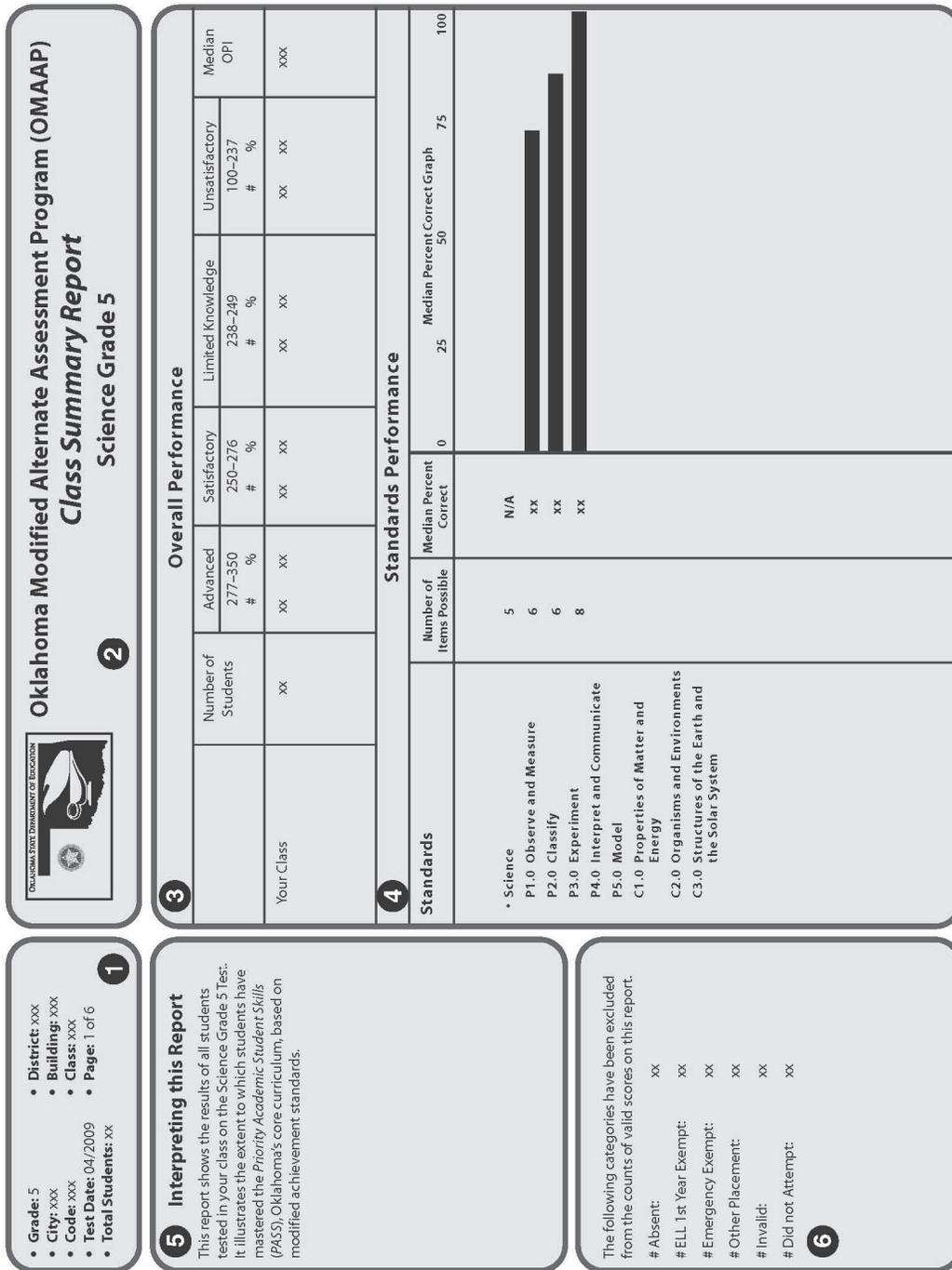
Oklahoma School Testing Program, Modified Alternate Assessment Program Tests
Test Interpretation Manual 2009

Page 20

SECTION I: INTERPRETING CLASS REPORTS

- ❶ The upper-left corner of the report documents the district, school, grade or EOI, and class as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The English II EOI is used again to illustrate the Writing standards.
- ❸ Standards for this report are listed along the upper border of the table. The student name, with gender, birth date, and student identification number, is listed alphabetically in the first column. Next the Performance Level and OPI Score are listed. Then the percentage correct for each standard of this report is presented. N/A will be displayed if fewer than 4 items exist for a standard. It should be noted that standards with relatively few test items may result in scores of limited reliability. In these cases, educators should use other sources of information to confirm areas of strength and weakness.
- ❹ The OPI score range is provided and explained.
- ❺ This section of the report is used to provide additional information about codes, abbreviations, and symbols used in interpreting this report.

SECTION I: INTERPRETING CLASS REPORTS



Copyright 2007, The Riverside Publishing Company. All rights reserved.

Figure 7 – Class Summary Report

SECTION I: INTERPRETING CLASS REPORTS

- ❶ The upper-left corner of the report documents information for the district, school, grade or EOI, and class as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The Science Grade 5 Report is used as the example for this type of report. Note that both process and content will be reported for the first time for Science.
- ❸ The first column lists the class and the total number of valid scores in the class. The next four columns list the number and percentage of students in each of the four Performance Levels. The last column shows the median OPI for the class.
- ❹ The standards for this content area and grade level are listed in the first column. Next the number of items possible and median percentage correct for the class being reported are shown. N/A will be displayed if fewer than 6 items exist for a standard. The median percentage correct for each assessed *PASS* standard is shown in the last column.
- ❺ This section provides some brief information on interpreting this report.
- ❻ This lists the categories that have been excluded from the counts of valid scores on this report.

SECTION I: INTERPRETING BUILDING REPORTS

Building Reports

These three reports are intended to provide detailed information about the performance of schools on the OMAAP tests. These reports are organized by school, grade, and content area.

- The first report is an alphabetical list by student name for a grade and subject.
- The next report is an alphabetical listing of students grouped by performance levels, grade, and content area.
- The last report is the summary report for the school.

SECTION I: INTERPRETING BUILDING REPORTS

1

- Grade: 4
- City: XXX
- District: XXX
- Building: XXX
- Code: XXX
- Page: 1 of 6
- Test Date: 04/2009
- Total Students: XX

2

**Oklahoma Modified Alternate Assessment Program (OMAAP)
Building Grade Level Report by Student Name
Mathematics Grade 4**

3

Student Name	P Level/OPI Score	Percent Correct for the Mathematics Grade 4 Standards				
		1.0 Patterns and Algebraic Reasoning	2.0 Number Sense	3.0 Number Operations and Computation	4.0 Geometry and Measurement	5.0 Data Analysis and Probability
XXX, XXX M Birth Date: xx/xx/xxxx Student: ID #: 000000001	Advanced xxx	N/A	N/A	XX	XX	XX
XXX, XXX F Birth Date: xx/xx/xxxx Student: ID #: 000000002	Advanced xxx	N/A	N/A	XX	XX	XX
XXX, XXX M Birth Date: xx/xx/xxxx Student: ID #: 000000003	Satisfactory xxx	N/A	N/A	XX	XX	XX
XXX, XXX M Birth Date: xx/xx/xxxx Student: ID #: 000000004	Limited Knowledge xxx	N/A	N/A	XX	XX	XX
XXX, XXX F Birth Date: xx/xx/xxxx Student: ID #: 000000005	Limited Knowledge xxx	N/A	N/A	XX	XX	XX
XXX, XXX F Birth Date: xx/xx/xxxx Student: ID #: 000000006	DNA					
XXX, XXX M Birth Date: xx/xx/xxxx Student: ID #: 000000007	INV					

4 Oklahoma Performance Index

The Oklahoma Performance Index (OPI) is a scale score that places students into one of four performance levels.

- Advanced (276–350)
- Satisfactory (250–275)
- Limited Knowledge (235–249)
- Unsatisfactory (100–234)

It is important to remember that a test score represents a single snapshot of a student's performance. If the student had a bad day, the test score may underestimate his or her true level of achievement. Under other circumstances a test score may overestimate a student's level of achievement.

5 Interpreting this Report

This report shows the results of all students tested in your school on the Mathematics Grade 4 Test. It illustrates the extent to which each student has mastered the *Priority Academic Student Skills (PASS)*, Oklahoma's core curriculum, based on modified achievement standards.

- ABS = Absent
- ELL EXE = ELL 1st Year in U.S. Exempt
- EMG EXE = Emergency Exempt
- OP = Other Placement
- INV = Invalid
- 2TT = 2nd Time Tester
- DNA = Did not complete at least 5 items

Copyright 2007, The Riverside Publishing Company. All rights reserved.

Figure 8 – Building Grade Level Report

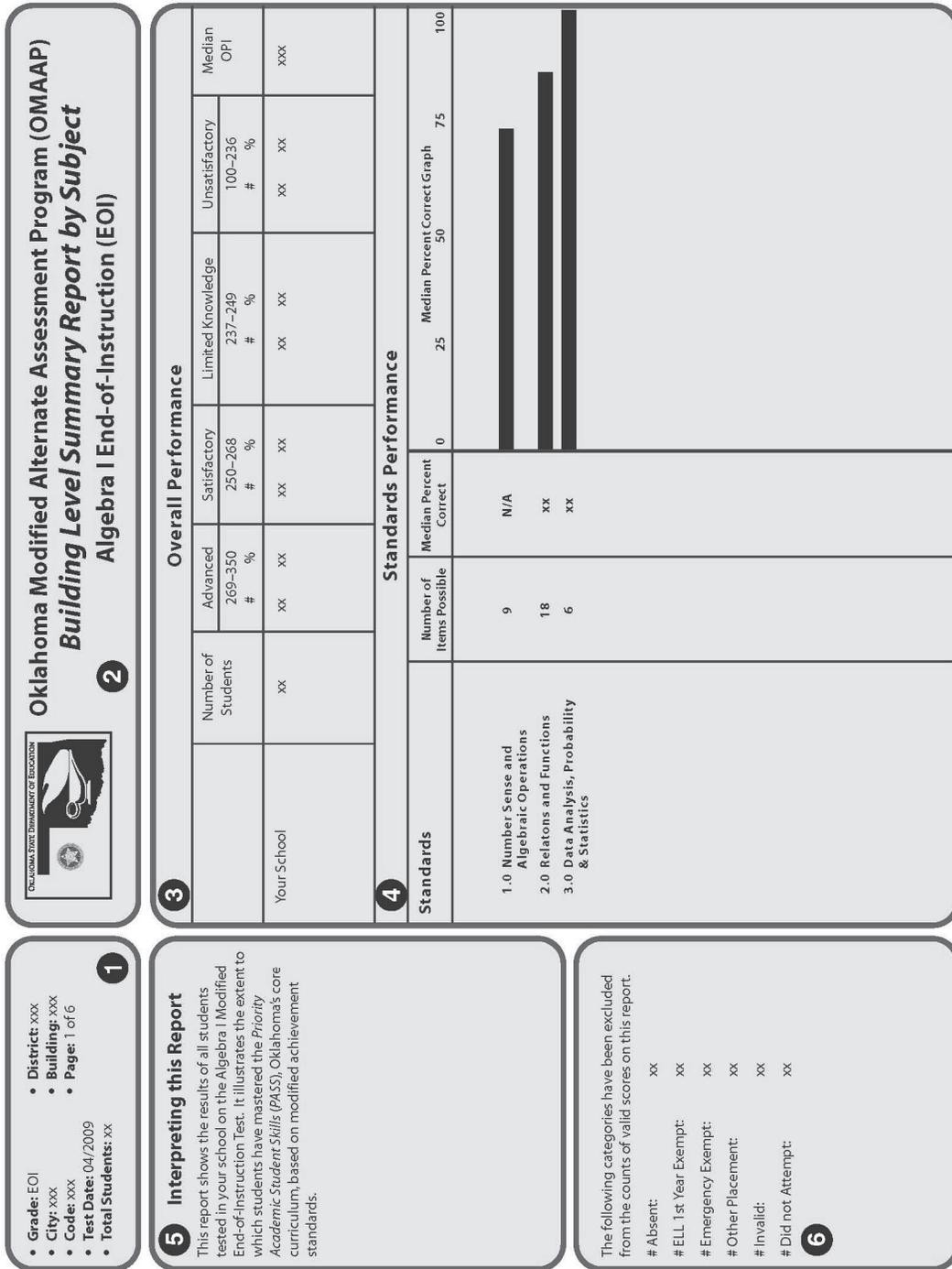
SECTION I: INTERPRETING BUILDING REPORTS

- ❶ The upper-left corner of the report documents the district, school, and grade or EOI, as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. This report is illustrated using Mathematics Grade 4.
- ❸ Standards for this report are listed along the upper border of the table. The student name, with gender, birth date, and student identification number, is listed alphabetically in the first column. Next the Performance Level and OPI Score are listed. N/A will be displayed if fewer than 6 items exist for a standard. Then the percentage correct for each standard of the content area is reported.
- ❹ The OPI score range is provided and explained.
- ❺ This section is used to provide additional information about codes, abbreviations, and symbols used in interpreting this report.

SECTION I: INTERPRETING BUILDING REPORTS

- ❶ The upper-left corner of the report documents the district, school, and grade or EOI as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The report is illustrated using Mathematics Grade 6.
- ❸ Students are ordered by descending OPI Score. If more than one student has the same OPI Score, the students are ordered alphabetically by last name. The special code, enrollment status, Gender, Birth Date, OPI Score, and Performance Level are shown in that order.
- ❹ Additional information about codes, abbreviations, and symbols used in interpreting this report is provided in this section.
- ❺ Listed here are the codes that describe the student's enrollment status at time of testing.

SECTION I: INTERPRETING BUILDING REPORTS



Copyright 2007, The Riverside Publishing Company. All rights reserved.

Figure 10 – Building Grade Level Summary Report

SECTION I: INTERPRETING BUILDING REPORTS

- ❶ The upper-left corner of the report documents information for the district, school, and grade or EOI, as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The report is illustrated using Algebra I.
- ❸ The first column shows the school and the total number of valid scores for this test. The next four columns list the number and percentage of students in each of the four Performance Levels. The last column shows the median OPI for the school.
- ❹ The standards for this content area and grade level are listed in the first column. Next, the number of items possible and median percentage correct for each of these standards are shown. N/A will be displayed if fewer than 6 items exist for a standard. The median percentage correct for each assessed *PASS* standard is graphed in the last column.
- ❺ This section provides some brief information on interpreting this report.
- ❻ This is a list of categories that have been excluded from the counts of valid scores on this report.

SECTION I: INTERPRETING DISTRICT LEVEL REPORTS

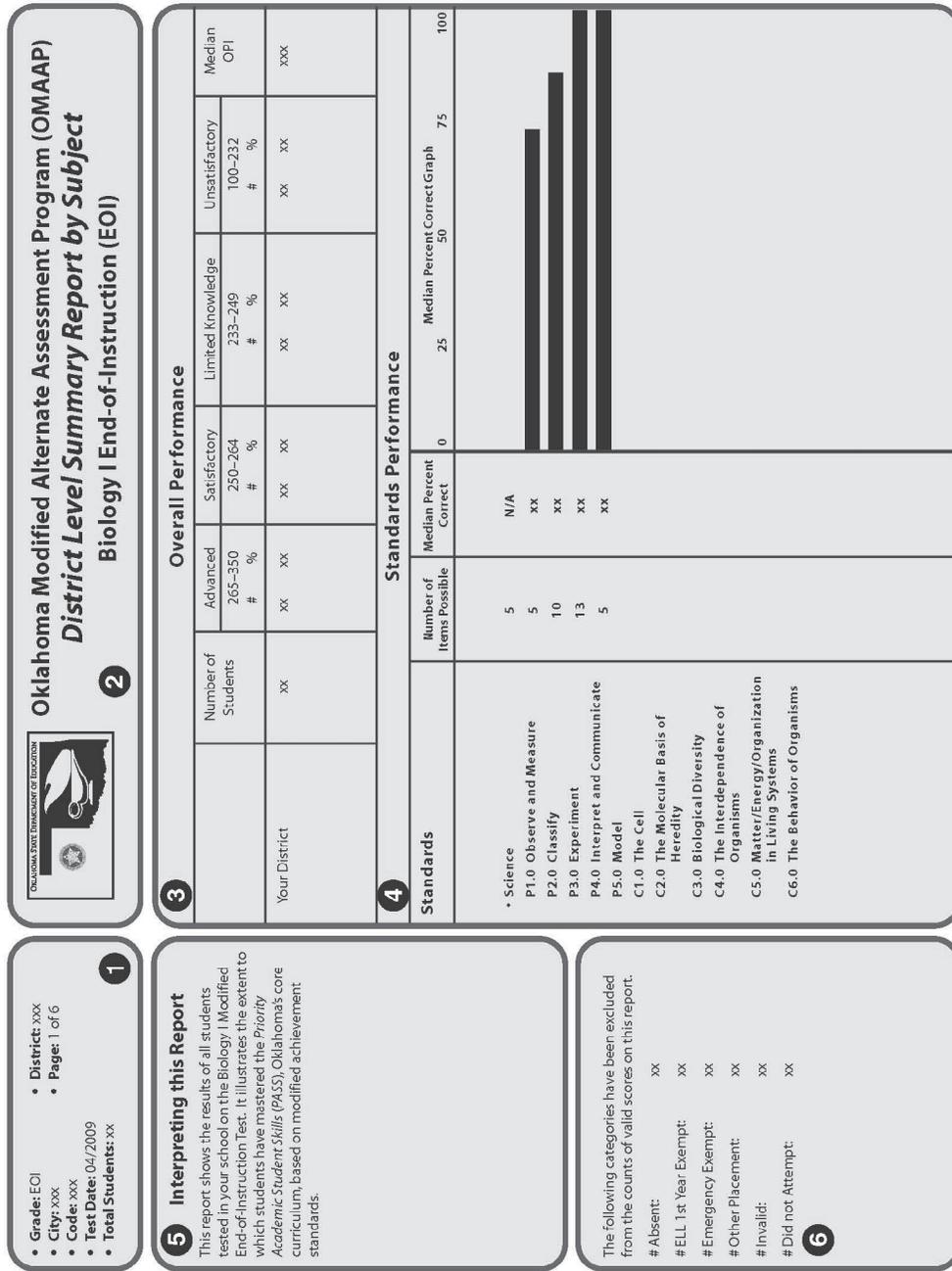
District Level Reports

The district level reports provide detailed information about the performance of districts on the OMAAP tests. These reports are also sent to the State Department of Education.

These reports are organized as listed below.

- A summary report of overall performance is prepared by grade and content area for each district.
- A district report is disaggregated by student group and performance level.
- A summary report is disaggregated by standard.

SECTION I: INTERPRETING DISTRICT LEVEL REPORTS



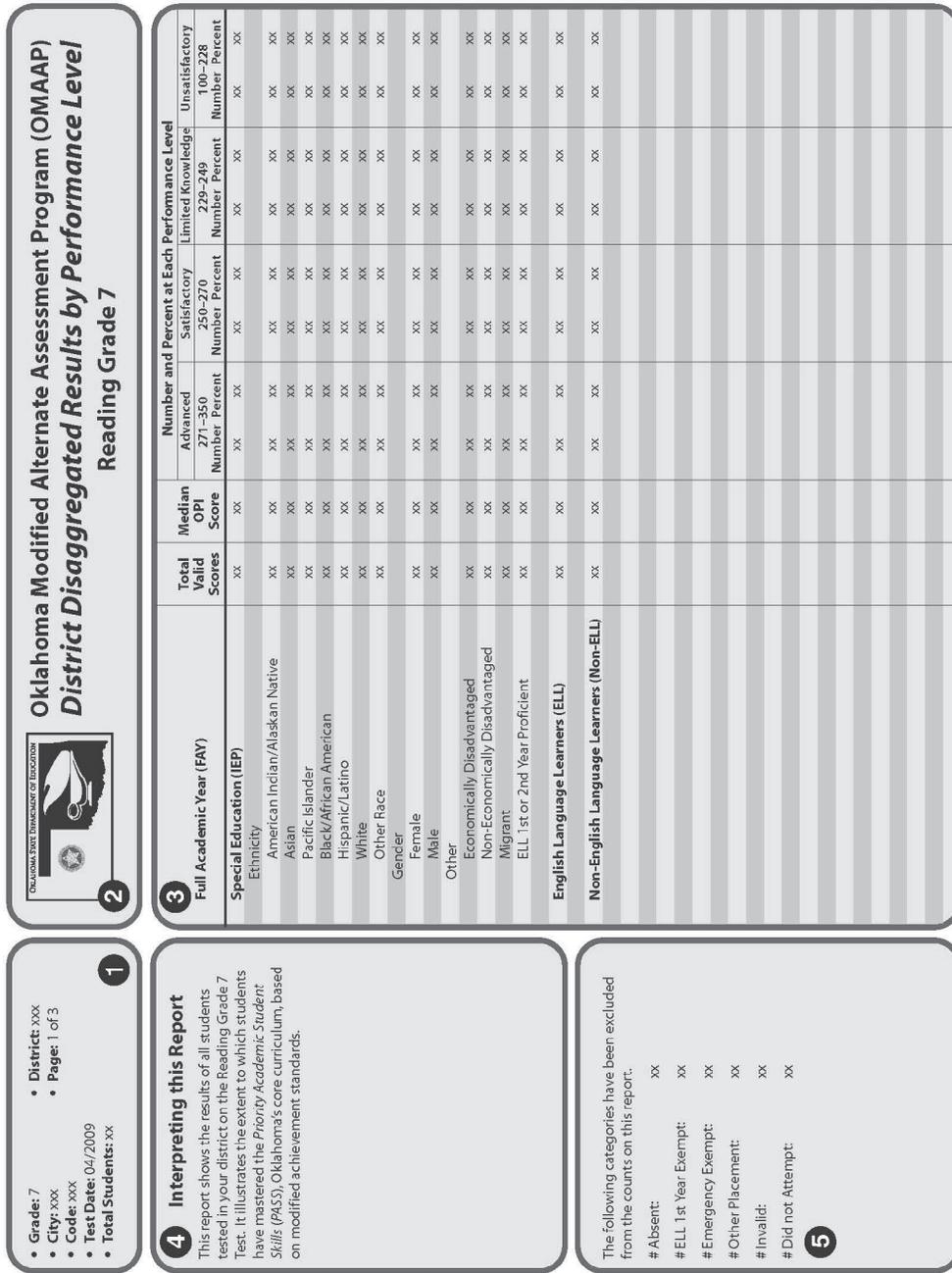
Copyright © 2007, The Riverside Publishing Company. All rights reserved.

Figure 11 – District Level Summary Report by Grade

SECTION I: INTERPRETING DISTRICT LEVEL REPORTS

- ❶ The upper-left corner of the report documents information for the district, school code, and grade or EOI, as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The report is illustrated using Biology I.
- ❸ The first column shows the district and the total number of valid scores for this test. The next four columns list the number and percentage of students in each of the four Performance Levels. The last column shows the median OPI for the district.
- ❹ The standards for this content area and grade level or EOI are listed in the first column. Next, the number of items possible and median percentage correct for each of these standards are shown. N/A will be displayed if fewer than 6 items exist for a standard. A graph, illustrating the median percentage correct for each standard, is last.
- ❺ This section provides some brief information on interpreting this report.
- ❻ This is a list of categories that have been excluded from the counts of valid scores on this report.

SECTION I: INTERPRETING DISTRICT LEVEL REPORTS



Copyright 2007, The Riverside Publishing Company. All rights reserved.

Figure 12 – District Disaggregated Results by Performance Level

SECTION I: INTERPRETING DISTRICT LEVEL REPORTS

- ❶ The upper-left corner of the report documents the district and grade or EOI, as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The report is illustrated using Reading Grade 7.
- ❸ The first column heading of this section provides information on which group (FAY, NFAY, or All) is presented on the report. The headings in this column list the name of the population or sub-group. The next column lists the number of students with valid scores on the OMAAP for each sub-group. Then the median OPI scores are listed. The last section shows the number and percentage of students scoring at each of the Performance Levels (Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory). Percentages may not sum to 100% due to rounding. Note that the OPI score range associated with each of the Performance Levels is specific to the grade and content area.
- ❹ This section provides some brief information on interpreting this report.
- ❺ This is a list of categories that have been excluded from the counts of valid scores on this report.

SECTION I: INTERPRETING DISTRICT LEVEL REPORTS

1

- Grade: 8
- City: xxx
- Code: xxx
- Test Date: 04/2009
- Total Students: xx

- District: xxx
- Page: 1 of 1

Oklahoma Modified Alternate Assessment Program (OMAAP)
District Disaggregated Results by Standard
Reading Grade 8

2



3

Student Population Group	Total Valid Scores	Median Percent Correct			
		1.0 Vocabulary	2.0 Comprehension	3.0 Literature	4.0 Research and Information
Full Academic Year (FAY)					
English Language Learners (ELL)	xx	N/A	xx	xx	xx
Non-English Language Learners (Non-ELL)	xx	N/A	xx	xx	xx
Special Education (IEP)	xx	N/A	xx	xx	xx
Non-Full Academic Year (NFAY)					
English Language Learners (ELL)	xx	N/A	xx	xx	xx
Non-English Language Learners (Non-ELL)	xx	N/A	xx	xx	xx
Special Education (IEP)	xx	N/A	xx	xx	xx
All Students with Valid Scores (OCCT) (FAY plus NFAY)					
English Language Learners (ELL)	xx	N/A	xx	xx	xx
Non-English Language Learners (Non-ELL)	xx	N/A	xx	xx	xx
Special Education (IEP)	xx	N/A	xx	xx	xx

4

Interpreting this Report

This report shows the results of all students tested in your district on the Reading Grade 8 Test. It illustrates the extent to which students have mastered the *Priority Academic Student Skills (PASS)*, Oklahoma's core curriculum, based on modified achievement standards.

- FAY = Full Academic Year
- NFAY = Non-Full Academic Year
- ELL = English Language Learners
- Non-ELL = Non-English Language Learners
- IEP = Individualized Education Program

5

The following categories have been excluded from the counts of valid scores on this report.

- # Absent: xx
- # ELL 1st Year Exempt: xx
- # Emergency Exempt: xx
- # Other Placement: xx
- # Invalid: xx
- # Did not Attempt: xx

Copyright 2007, The Riverside Publishing Company. All rights reserved.

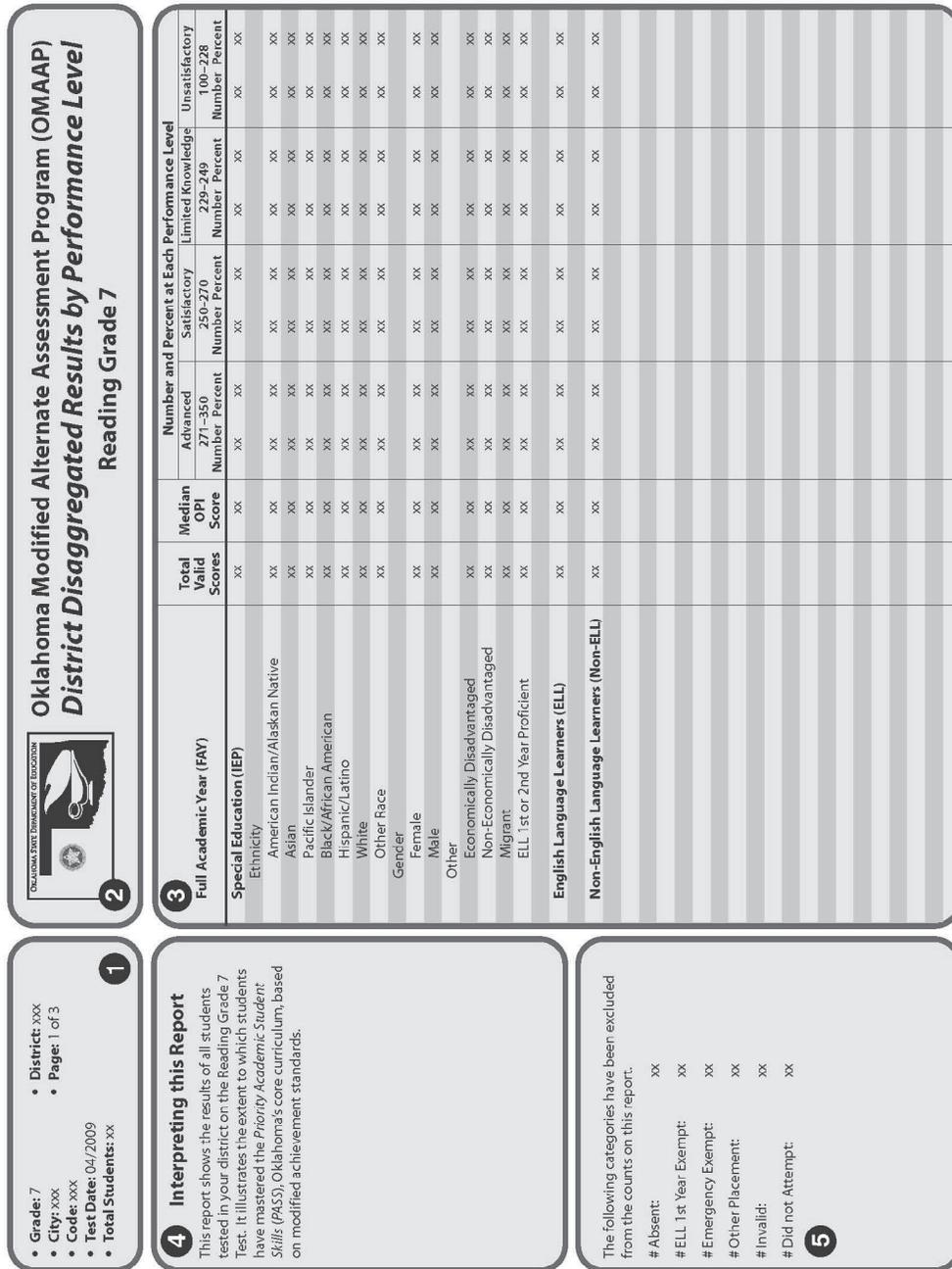
Figure 13 – District Disaggregated Results by Standard

SECTION I: INTERPRETING DISTRICT LEVEL REPORTS

- ❶ The upper-left corner of the report documents the district, grade or EOI, and district information, as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The report is illustrated using Reading Grade 8.
- ❸ The first column describes the student population/group for which results are presented. The next column shows the total valid scores for each group. The body of the report shows the median percentage correct for each *PASS* standard for each of the student groups. N/A will be displayed if fewer than 6 items exist for a standard.
- ❹ This section provides some brief information on interpreting this report.
- ❺ This is a list of categories that have been excluded from the counts of valid scores on this report.

SECTION I: INTERPRETING STATE LEVEL REPORT

State Level Report



Copyright 2007, The Riverside Publishing Company. All rights reserved.

Figure 14 – State Disaggregated Results by Performance Level

SECTION I: INTERPRETING STATE LEVEL REPORT

- ❶ The upper-left corner of the report documents the grade or EOI as well as test date and page number.
- ❷ The heading includes the grade and/or content area of the report being presented. A separate report is produced for each content area tested. The report is illustrated using Reading Grade 7.
- ❸ The first column heading of this section provides information on which group (FAY, NFAY, or All) is presented on the report. The headings in this column list the name of the population or sub-group. The next column lists the number of students with valid scores on the OMAAP for each sub-group. Then the median OPI scores are listed. The last section shows the number and percentage of students scoring at each of the Performance Levels (Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory). Percentages may not sum to 100% due to rounding. Note that the OPI score range associated with each of the Performance Levels is specific to the grade and content area.
- ❹ This section provides some brief information on interpreting this report.
- ❺ This is a list of categories that have been excluded from the counts of valid scores on this report.

SECTION II: GRADE 3

Grade 3 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading

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

The Grade 3 Mathematics Test

The Grade 3 OMAAP test in Mathematics consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 3 Mathematics**

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

SECTION II: GRADE 3

The following table shows the *PASS* standards and objectives included in the Grade 3 OMAAP in Mathematics.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Patterns and Algebraic Reasoning (1.0)	6–8	18%
Algebra Patterns (1.1)	2–4	
Problem Solving (1.2)	3–5	
Number Sense (2.0)	6–7	15%
Place Value (2.1)	2–4	
Whole Numbers and Fractions (2.2)	2–4	
Number Operations and Computation (3.0)	10–12	27%
Estimation (3.1)	3–5	
Multiplication (3.2)	2–4	
Money Problems (3.3)	3–5	
Geometry and Measurement (4.0)	10–12	27%
Spatial Reasoning (4.1)	3–5	
Measurement (4.2)	3–5	
Time and Temperature (4.4)	2–4	
Data Analysis and Probability (5.0)	6	13%
Data Analysis (5.1)	2–3	
Probability (5.2)	3–4	
Total Test	40²	100%

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

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

• Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 3

Performance Levels: Grade 3 Mathematics

Students received an OPI score based on their performance on the Grade 3 OMAAP in Mathematics. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
268–350	Advanced
250–267	Satisfactory
235–249	Limited Knowledge
100–234	Unsatisfactory

SECTION II: GRADE 3

Performance Level Descriptors: Grade 3 Mathematics

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate an understanding of the knowledge and skills expected of students at this grade, which include patterns, number sense, number operations and computation, geometry, measurement, and data analysis and probability. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

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

- recognize and predict patterns (skip counting is limited to 2s, 5s, and 10s);
- understand and model place value (to three digits);
- compare and order whole numbers (to three digits) and fractions (halves, thirds, and fourths) using models;
- estimate and solve addition and subtraction problems using whole numbers and money (without regrouping);
- demonstrate fluency with basic multiplication concepts (including fact families through 5×5);
- apply geometric properties and relationships (including coordinate locations);
- apply measurement concepts (including area and perimeter, length, weight, mass, time, and temperature);
- analyze and interpret data in tables, graphs, and charts;
- determine the likelihood of events.

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

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

SECTION II: GRADE 3

The Grade 3 Reading Test

The Grade 3 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables. Students are asked to respond to a variety of items written to the standards of Vocabulary, Comprehension and Critical Literacy, Literature, and Research and Information.

The Reading test is estimated to take 60 minutes. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (2.0)	9–11	25%
Words in Context (2.1)	2–4	
Affixes (2.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (2.3)	2–4	
Using Resource Materials (2.4)	1–3	
Comprehension/Critical Literacy (4.0)	18–20	48%
Literal Understanding (4.1)	4–6	
Inferences and Interpretation (4.2)	4–6	
Summary and Generalization (4.3)	4–6	
Analysis and Evaluation (4.4)	2–4	
Literature (5.0)	6–7	15%
Literary Elements (5.2) & Figurative Language/Sound Devices (5.3)	6	
Research and Information (6.0)	6	13%
Accessing Information (6.1)	6	
Total Test	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 3

PASS Standards and Objectives: Grade 3 Reading

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

The table on the previous page shows the *PASS* standards and objectives included in the Grade 3 OMAAP in Reading.

Performance Levels: Grade 3 Reading

Students received an OPI score based on their performance on the Grade 3 OMAAP in Reading. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
269–350	Advanced
250–268	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

SECTION II: GRADE 3

Performance Level Descriptors: Grade 3 Reading

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research.

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

- identify new words and multiple meanings of words using structural analysis in combination with context clues and introductory resources with guidance, such as boldface text, underlining, etc.;
- identify the major elements of story structure, such as plot, setting, and characters, and be able to make logical predictions based on text information;
- determine the main idea and important details;
- make obvious inferences, organize, and draw conclusions;
- identify fact and opinion statements in various texts;
- identify summaries;
- answer literal questions about the reading selection;
- identify character traits;
- use functional print information resources such as dictionaries, charts, and diagrams;
- alphabetize to the first or second letter;
- use guidewords to locate information.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

SECTION II: GRADE 4

Grade 4 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading

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

The Grade 4 Mathematics Test

The Grade 4 OMAAP test in Mathematics consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 4 Mathematics**

The Grade 4 OMAAP in Mathematics asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards, please refer to the Oklahoma State Department of Education Web site.

SECTION II: GRADE 4

The following table shows the *PASS* standards and objectives included in the Grade 4 OMAAP in Mathematics.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Patterns and Algebraic Reasoning (1.0)	6–8	18%
Algebra Patterns (1.1)	3–5	
Functions (1.2)	2–4	
Number Sense (2.0)	8–10	22%
Place Value (2.1)	2–4	
Whole Numbers and Decimals (2.2)	2–4	
Fractions (2.3)	2–4	
Number Operations and Computation (3.0)	9–11	25%
Multiplication (3.1)	3–5	
Division (3.2)	2–4	
Estimation (3.3)	2–4	
Geometry and Measurement (4.0)	8–10	22%
Lines and Angles (4.1)	2–4	
Spatial Reasoning (4.3)	2–4	
Measurement (4.4)	2–4	
Data Analysis and Probability (5.0)	6	13%
Data Analysis (5.1)	6	
Total Test	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 4

Performance Levels: Grade 4 Mathematics

Students received an OPI score based on their performance on the Grade 4 OMAAP in Mathematics. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
276–350	Advanced
250–275	Satisfactory
235–249	Limited Knowledge
100–234	Unsatisfactory

SECTION II: GRADE 4

Performance Level Descriptors: Grade 4 Mathematics

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate an understanding of the knowledge and skills expected of students at this grade, which include patterns, number sense, number operations and computation, geometry, measurement, and data analysis. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

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

- be able to recognize, describe, and extend patterns;
- be able to solve open sentences involving addition and subtraction with whole numbers;
- understand place value of whole numbers to four digits and decimals to the hundredths;
- compare and order whole numbers;
- be able to use addition and subtraction of whole numbers (to four digits) to estimate and to solve problems;
- compare fractions (including the use of benchmarks);
- estimate and find the product of up to two 2-digit numbers to solve problems;
- find the quotient of a one-digit divisor and a two-digit dividend to solve problems;
- identify and compare angles and lines;
- apply geometric (spatial reasoning) and measurement concepts using customary and metric units of measure (including estimation);
- analyze and interpret data in graphs.

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

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

SECTION II: GRADE 4

The Grade 4 Reading Test

The Grade 4 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiography, and traditional stories such as fairy tales and fables. Students are asked to respond to a variety of items written to the standards of Vocabulary, Comprehension and Critical Literacy, Literature, and Research and Information.

The Reading test is estimated to take 60 minutes. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (1.0)	9–11	25%
Words in Context (1.1)	2–4	
Affixes, Roots, and Derivatives (1.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	2–4	
Comprehension/Critical Literacy (3.0)	17–19	45%
Literal Understanding (3.1)	3–5	
Inferences and Interpretation (3.2)	3–5	
Summary and Generalization (3.3)	3–5	
Analysis and Evaluation (3.4)	3–5	
Literature (4.0)	6–8	18%
Literary Elements (4.2)	2–4	
Figurative Language and Sound Devices (4.3)	2–4	
Research and Information (5.0)	6	13%
Accessing Information (5.1)	6	
Total Test	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 4

PASS Standards and Objectives: Grade 4 Reading

The Grade 4 OMAAP in Reading asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The table on the previous page shows the *PASS* standards and objectives included in the Grade 4 OMAAP in Reading.

Performance Levels: Grade 4 Reading

Students received an OPI score based on their performance on the Grade 4 OMAAP in Reading. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
266–350	Advanced
250–265	Satisfactory
237–249	Limited Knowledge
100–236	Unsatisfactory

SECTION II: GRADE 4

Performance Level Descriptors: Grade 4 Reading

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research.

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

- identify new words using structural analysis in combination with context clues;
- identify synonyms, antonyms, and homonyms;
- identify the major elements of story structure, such as plot, setting, and characters, and be able to make logical predictions based on text information;
- identify character traits;
- recognize and interpret cause and effect, sequence, and compare/contrast;
- recognize the main ideas, key concepts, and key actions in text;
- make inferences, draw conclusions, and make generalizations but not in a complex way;
- recognize simple figurative language in poetry and descriptive passages;
- distinguish among facts, opinions, and supported inferences in a variety of texts;
- determine the purposes of different types of texts;
- identify similarities and differences in text and summarize events;
- use functional print information resources such as dictionaries, charts, and diagrams;
- answer literal questions about the reading selection;
- identify characteristics of a variety of genres.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

SECTION II: GRADE 5

Grade 5 Oklahoma Modified Alternate Assessment Program Tests: Mathematics, Reading, and Science

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

The Grade 5 Mathematics Test

The Grade 5 OMAAP test in Mathematics consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 5 Mathematics**

The Grade 5 OMAAP in Mathematics asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards, please refer to the Oklahoma State Department of Education Web site.

SECTION II: GRADE 5

The following table shows the *PASS* standards and objectives included in the Grade 5 OMAAP in Mathematics.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Patterns and Algebraic Reasoning (1.0)	6–8	18%
Algebra Patterns (1.1)	2–4	
Problem Solving (1.2)	3–5	
Number Sense (2.0)	6–8	18%
Fraction/Decimal/Percents (2.1)	3–5	
Number Theory (2.2)	2–4	
Number Operations and Computation (3.0)	6–8	18%
Estimation (3.1)	2–4	
Whole Numbers/Decimals/Fractions (3.2)	3–5	
Geometry and Measurement (4.0)	10–12	27%
Geometric Figure Properties (4.1)	2–4	
Perimeter/Area (4.2)	3–5	
Convert Measurements (4.5)	3–5	
Data Analysis and Probability (5.0)	7–9	20%
Data Analysis (5.1)	3–5	
Probability (5.2)	3–5	
Total Test	40²	100%

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

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

• Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 5

Performance Levels: Grade 5 Mathematics

Students received an OPI score based on their performance on the Grade 5 OMAAP in Mathematics. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
274–350	Advanced
250–273	Satisfactory
241–249	Limited Knowledge
100–240	Unsatisfactory

SECTION II: GRADE 5

Performance Level Descriptors: Grade 5 Mathematics

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate an understanding of the knowledge and skills expected of students at this grade, which include patterns, number sense, number operations and computation, geometry, measurement, and data analysis. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

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

- use whole numbers, fractions, and decimals to solve problems;
- apply basic properties of arithmetic and simulate algebraic problem-solving techniques;
- identify factors and multiples;
- estimate to determine solutions to problems involving decimals;
- identify and describe the basic properties of figures;
- identify and estimate basic measurements of volume, weight, and distance;
- find the perimeter of simple polygons and the area of rectangles;
- analyze and transfer data in graphs, charts, and tables;
- determine the probabilities of events and express them as fractions;
- list permutations and combinations of up to three items;
- determine the range (spread) and mean (average) of a set of data.

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

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

SECTION II: GRADE 5

The Grade 5 Reading Test

The Grade 5 OMAAP test in Reading consists of multiple-choice items taken from passages from various genres encountered every day both in and out of the school setting. These genres include contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends. Students are asked to respond to a variety of items written to the standards of Vocabulary, Comprehension and Critical Literacy, Literature, and Research and Information.

The Reading test is estimated to take 60 minutes. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 5 Reading**

The Grade 5 OMAAP in Reading asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

SECTION II: GRADE 5

The following table shows the *PASS* standards and objectives included in the Grade 5 OMAAP in Reading.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (1.0)	9–11	25%
Words in Context (1.1)	2–4	
Affixes, Roots, and Stems (1.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	2–4	
Comprehension/Critical Literacy (3.0)	15–17	40%
Literal Understanding (3.1)	3–5	
Inferences and Interpretation (3.2)	3–5	
Summary and Generalization (3.3)	3–5	
Analysis and Evaluation (3.4)	3–5	
Literature (4.0)	9–11	25%
Literary Genres (4.1)	2–4	
Literary Elements (4.2)	2–4	
Figurative Language and Sound Devices (4.3)	2–4	
Research and Information (5.0)	6	13%
Accessing Information (5.1)	2–4	
Interpreting Information (5.2)	2–4	
Total Test	40²	100%

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

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

• Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 5

Performance Levels: Grade 5 Reading

Students received an OPI score based on their performance on the Grade 5 OMAAP in Reading. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
269–350	Advanced
250–268	Satisfactory
231–249	Limited Knowledge
100–230	Unsatisfactory

SECTION II: GRADE 5

Performance Level Descriptors: Grade 5 Reading

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to interpret text, regularly demonstrate a thorough understanding of literary forms when using regular and modified text, and consistently apply different strategies for accessing and summarizing information.

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

- identify new words using structural analysis and context clues;
- identify major elements of story structure;
- recognize and interpret relationships in narrative and expository text;
- identify key concepts/main ideas and important details;
- make inferences and draw conclusions/generalizations;
- identify figurative language and characteristics of poetry;
- recognize characteristics of a variety of genres;
- distinguish among facts, opinions, and supported inferences in expository text;
- identify the author's purpose;
- demonstrate use of functional print, charts, diagrams, and informational resources;
- identify similarities and differences in text and summarize events.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

SECTION II: GRADE 5

The Grade 5 Science Test

The Grade 5 OMAAP test in Science consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

PASS Standards and Objectives: Grade 5 Science

The Grade 5 OMAAP test in Science asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The following table shows the *PASS* process standards and objectives included in the Grade 5 OMAAP in Science.

<i>PASS</i> Process Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Observe and Measure (P1.0)	8–10	22%
SI Metric (P1.1)	3–5	
Similar/different characteristics (P1.2)	3–5	
Classify (P2.0)	8–10	22%
Observable properties (P2.1)	3–5	
Serial order (P2.2)	3–5	
Experiment (P3.0)	9–11	25%
Experimental design (P3.2)	5–7	
Hazards/practice safety (P3.4)	3–5	
Interpret and Communicate (P4.0)	12–14	32%
Data tables/line/bar/trend and circle graphs (P4.2)	4–6	
Prediction based on data (P4.3)	3–5	
Explanations based on data (P4.4)	3–5	
Total Test	40²	100%

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

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

• Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 5

The following table shows the *PASS* content standards and objectives covered in the Grade 5 OMAAP in Science.

<i>PASS</i> Content Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Properties of Matter and Energy (1.0)	15–17	43%
Matter has physical properties (1.1)	4–6	
Physical properties can be measured (1.2)	4–6	
Energy can be transferred (1.3)	4–6	
Organisms and Environments (2.0)	10–12	30%
Dependence upon community (2.1)	4–6	
Individual organism and species survival (2.2)	4–6	
Structures of the Earth and the Solar System (3.0)	9–11	27%
Weather patterns (3.2)	4–6	
Earth as a planet (3.3)	4–6	
Total Test	37^{2*}	100%^{**}

* Three out of the 40 total items assess the “Safety” process standard, for which there is no corresponding content standard.

** The approximate percentages are based on the total number of items on a test that are matched to the content standards and do not include items added for safety.

Performance Levels: Grade 5 Science

Students received an OPI score based on their performance on the Grade 5 OMAAP in Science. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
277–350	Advanced
250–276	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

SECTION II: GRADE 5

Performance Level Descriptors: Grade 5 Science

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and practicing safety) as related to the physical, life, and earth/space sciences. The students regularly demonstrate a working knowledge and understanding of the science processes and consistently apply many different strategies for identifying, organizing, and comparing scientific data.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. Students performing at this level also demonstrate the ability to apply their understanding to practical situations at a level appropriate for this grade. In addition to demonstrating a general understanding and application of the science skills at previous levels, students performing at the Satisfactory level will:

- make descriptive and numerical observations of the living and nonliving world using Système International units of measurement;
- identify observable properties to classify objects, organisms, and events;
- arrange the steps of a scientific problem in an appropriate order;
- recognize line graphs, bar graphs, and simple circle graphs, and use data to make predictions;
- communicate the results of a scientific investigation;
- practice safety and recognize potential hazards in all science investigations.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate for this grade. These students are partially able to recognize and explain experimental procedures.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate even a Limited Knowledge level of the science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate for this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive science instruction.

SECTION II: GRADE 6

Grade 6 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading

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

The Grade 6 Mathematics Test

The Grade 6 OMAAP test in Mathematics consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 6 Mathematics**

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

SECTION II: GRADE 6

The following table shows the *PASS* standards and objectives included in the Grade 6 OMAAP in Mathematics.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Algebraic Reasoning (1.0)	8–10	22%
Patterns (1.1)	4–6	
Substitution (1.2)	3–5	
Number Sense (2.0)	11–13	30%
Multiply/Divide Fractions (2.1)	2–4	
Decimals (2.2)	2–4	
Estimation (2.3)	2–4	
Expressions (2.5)	2–4	
Geometry (3.0)	6	13%
Angles (3.1)	3–4	
Congruent and Similar Figures (3.2)	2–3	
Measurement (4.0)	6–7	15%
Compare/Convert Units (4.2)	2–4	
Estimate Measurements (4.3)	2–4	
Data Analysis and Statistics (5.0)	7–9	20%
Collect/Organize/Interpret Data (5.1)	1–3	
Identify/Interpret Graphs (5.2)	2–4	
Median/Mode (5.3)	2–4	
Total Test	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 6

Performance Levels: Grade 6 Mathematics

Students received an OPI score based on their performance on the Grade 6 OMAAP in Mathematics. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
280–350	Advanced
250–279	Satisfactory
238–249	Limited Knowledge
100–237	Unsatisfactory

SECTION II: GRADE 6

Performance Level Descriptors: Grade 6 Mathematics

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate an understanding of the knowledge and skills expected of students at this grade, which include algebraic reasoning, number sense, geometry, measurement, and data analysis and statistics. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

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

- extend and create patterns from a variety of contexts;
- use substitution and the order of operations to simplify and evaluate single-step algebraic expressions and numerical expressions (including exponents up to the power of 3 and parentheses);
- order decimals, fractions, and percents;
- multiply and divide common fractions to solve problems;
- estimate solutions to single-step problems using whole numbers, decimals, fractions, and percents;
- compare, estimate, and determine the measurement of angles and find the complement and supplement of an angle;
- differentiate between congruent and similar figures;
- compare and convert units within the same measurement system and find reasonable estimates for measurements using measurements in standard and metric units;
- analyze and transfer data in graphs, charts, and tables, and determine the median and the mode of a set of data.

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

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

SECTION II: GRADE 6

The Grade 6 Reading Test

The Grade 6 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include short story, novel, drama, poetry, nonfiction, autobiography, biography, fable, folk tale, mystery, and myth. Students are asked to respond to a variety of items written to the standards of Vocabulary, Comprehension and Critical Literacy, Literature, and Research and Information.

The Reading test is estimated to take 60 minutes. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 6 Reading**

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

SECTION II: GRADE 6

The following table shows the *PASS* standards and objectives included in the Grade 6 OMAAP in Reading.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (1.0)	6–7	15%
Words in Context (1.1)	4–5	
Word Origins (1.2)	2–3	
Comprehension/Critical Literacy (3.0)	15–17	40%
Literal Understanding (3.1)	4–5	
Inferences and Interpretation (3.2)	3–4	
Summary and Generalization (3.3)	3–4	
Analysis and Evaluation (3.4)	3–4	
Literature (4.0)	10–12	28%
Literary Genres (4.1)	3	
Literary Elements (4.2)	3–4	
Figurative Language and Sound Devices (4.3)	3–4	
Research and Information (5.0)	6–7	15%
Accessing Information (5.1)	3–5	
Interpreting Information (5.2)	2–4	
<i>Total Test</i>	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 6

Performance Levels: Grade 6 Reading

Students received an OPI score based on their performance on the Grade 6 OMAAP in Reading. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
261–350	Advanced
250–260	Satisfactory
229–249	Limited Knowledge
100–228	Unsatisfactory

SECTION II: GRADE 6

Performance Level Descriptors: Grade 6 Reading

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to understand text; regularly demonstrate a thorough knowledge of literary forms when using regular or modified text; and consistently apply strategies for accessing, organizing, and summarizing information.

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

- determine stated and implied word meaning using various strategies;
- recognize main idea and supporting details;
- use text structure to locate information;
- make inferences, generalizations, and predictions, and draw conclusions from various types of literature;
- summarize information from text;
- distinguish among facts, opinions, and supported inferences in a variety of texts;
- identify figurative language, literary elements, and sound devices in various genres;
- determine the author's purpose;
- access information from a variety of sources;
- use timelines, outlines, and graphic organizers to identify ideas within text;
- recognize structural patterns in literature.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

SECTION II: GRADE 7

Grade 7 Oklahoma Modified Alternate Assessment Program Tests: Mathematics and Reading

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

The Grade 7 Mathematics Test

The Grade 7 OMAAP test in Mathematics consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 7 Mathematics**

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

SECTION II: GRADE 7

The following table shows the *PASS* standards and objectives included in the Grade 7 OMAAP test in Mathematics.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Algebraic Reasoning (1.0)	6–8	18%
Properties (1.1)	2–4	
Linear Equations (1.2)	3–5	
Number Sense (2.0)	10–12	27%
Integers (2.1)	3–5	
Ratio/Proportion/Percent (2.2)	3–5	
Exponents (2.3)	2–4	
Geometry (3.0)	7–9	20%
Geometric Figures (3.1)	2–4	
Angles (3.2)	1–3	
Coordinate System (3.3)	2–4	
Measurement (4.0)	6–7	15%
Area and Perimeter (4.1)	2–4	
Customary Measurements (4.2)	2–4	
Data Analysis and Probability (5.0)	7–9	20%
Outcomes/Simple Probability (5.1)	2–4	
Probability (5.2)	2–4	
Combinations/Permutations (5.3)	1–3	
Total Test	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 7

Performance Levels: Grade 7 Mathematics

Students received an OPI score based on their performance on the Grade 7 OMAAP in Mathematics. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

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

SECTION II: GRADE 7

Performance Level Descriptors: Grade 7 Mathematics

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate an understanding of the knowledge and skills expected of students at this grade, which include number sense, algebraic reasoning, geometry, measurement, and data analysis and probability. In addition to demonstrating an understanding and application of all modified skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to solve problems, regularly use various types of reasoning, connect one area or idea of mathematics to another, and communicate mathematical ideas.

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

- identify and apply commutative, identity, associative, and distributive properties;
- model and evaluate simple linear relationships using tables or coordinate graphs;
- model and solve single-step algebraic equations;
- compare, order, and use integers to solve problems;
- estimate and solve problems using ratio, proportion, and percent;
- recognize models of squares and square roots (perfect squares to 25);
- classify triangles and quadrilaterals according to sides and angles, and identify vertical angles;
- identify geometric reflections and rotations not on a coordinate plane and locate points on a coordinate plane;
- solve problems involving perimeter and area using formulas or grids;
- find reasonable estimates of measurements using customary units;
- use data from a set, chart, or illustration to predict outcomes and probabilities.

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

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

SECTION II: GRADE 7

The Grade 7 Reading Test

The Grade 7 OMAAP test in Reading consists of multiple-choice items taken from passages of various genres encountered every day both in and out of the school setting. These genres include classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. Students are asked to respond to a variety of items written to the standards of Vocabulary, Comprehension and Critical Literacy, Literature, and Research and Information.

The Reading test is estimated to take 60 minutes. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 7 Reading**

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

SECTION II: GRADE 7

The following table shows the *PASS* standards and objectives covered in the Grade 7 OMAAP in Reading.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (1.0)	6–8	18%
Words in Context (1.1)	2–3	
Word Origins (1.2)	1–2	
Idioms and Comparisons (1.3)	2–3	
Comprehension (3.0)	15–17	40%
Literal Understanding (3.1)	3–4	
Inference and Interpretation (3.2)	4–6	
Summary and Generalization (3.3)	4–6	
Analysis and Evaluation (3.4)	3–4	
Literature (4.0)	9–11	25%
Literary Genres (4.1)	3–4	
Literary Elements (4.2)	3–4	
Figurative Language and Sound Devices (4.3)	2–3	
Research and Information (5.0)	6–7	15%
Accessing Information (5.1)	3–5	
Interpreting Information (5.2)	2–4	
Total Test	40²	100%

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

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

• Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 7

Performance Levels: Grade 7 Reading

Students received an OPI score based on their performance on the Grade 7 OMAAP in Reading. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
271–350	Advanced
250–270	Satisfactory
229–249	Limited Knowledge
100–228	Unsatisfactory

SECTION II: GRADE 7

Performance Level Descriptors: Grade 7 Reading

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to understand text; regularly demonstrate a thorough knowledge of literary forms when using regular or modified text; and consistently apply strategies for accessing, summarizing, and interpreting information.

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

- determine literal and nonliteral word meanings in context, using a wide variety of strategies;
- identify and explain comparisons such as analogies, metaphors, and similes to infer meanings of words and phrases;
- determine author's purpose;
- recognize and understand transition words in text;
- demonstrate literal understanding of a variety of texts;
- identify main idea and supporting details;
- demonstrate comprehension by inferring, summarizing, and predicting in a variety of texts;
- distinguish facts and opinions in text;
- identify and explain figurative language, sound devices, and literary elements;
- identify characteristics of genres and subgenres;
- use appropriate strategies to organize, summarize, and interpret information;
- identify elements of fiction and nonfiction;
- select the best source for a given purpose.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

SECTION II: GRADE 8

Grade 8 Oklahoma Modified Alternate Assessment Program Tests: Mathematics, Reading, and Science

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

The Grade 8 Mathematics Test

The Grade 8 OMAAP test in Mathematics consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 8 Mathematics**

The Grade 8 OMAAP test in Mathematics asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

SECTION II: GRADE 8

The following table shows the *PASS* standards and objectives included in the Grade 8 OMAAP in Mathematics.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Algebraic Reasoning (1.0)	7–9	20%
Equations (1.1)	3–5	
Inequalities (1.2)	3–5	
Number Sense (2.0)	6–8	18%
Rational Numbers/Proportions (2.1)	3–5	
Exponents (2.2)	3–5	
Geometry (3.0)	6–8	18%
Classify Solids (3.1) & Pythagorean Theorem (3.2)	6–8	
Measurement (4.0)	10–12	27%
Estimate Surface Area/Volume (4.1)	2–4	
Similar Figures (4.2)	3–5	
Formulas (4.3)	3–5	
Data Analysis and Statistics (5.0)	6–8	18%
Data Representation (5.1)	2–4	
Central Tendency (5.2)	2–4	
Total Test	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 8

Performance Levels: Grade 8 Mathematics

Students received an OPI score based on their performance on the Grade 8 OMAAP in Mathematics. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
271–350	Advanced
250–270	Satisfactory
233–249	Limited Knowledge
100–232	Unsatisfactory

SECTION II: GRADE 8

Performance Level Descriptors: Grade 8 Mathematics

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

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

- solve one-step and two-step algebraic equations and one-step inequalities;
- compare and order positive and negative rational integers and decimals;
- use the rules of exponents, including integer exponents (excluding raising a power to a power), to solve problems;
- classify solid figures and estimate surface area and volume of rectangular solids in real-world settings;
- use ratio and proportion to solve problems involving similar geometric figures;
- apply appropriate formulas for given situations;
- analyze samples and select and apply appropriate charts and graphs to represent collected data;
- find the measures of central tendency (mean, median, and mode) of a set of data.

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

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive mathematics instruction.

SECTION II: GRADE 8

The Grade 8 Reading Test

The Grade 8 OMAAP test in Reading consists of multiple-choice test items from passages of various genres encountered every day both in and out of the school setting. These genres include classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. Students are asked to respond to a variety of items written to the standards of Vocabulary, Comprehension and Critical Literacy, Literature, and Research and Information.

The test is estimated to take 60 minutes. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Grade 8 Reading**

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

SECTION II: GRADE 8

The following table shows the *PASS* standards and objectives included in the Grade 8 OMAAP in Reading.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (1.0)	6	13%
Words in Context (1.1)	2–3	
Word Origins (1.2)	0–1	
Idioms and Comparisons (1.3)	2–3	
Comprehension (3.0)	16–18	43%
Literal Understanding (3.1)	3–4	
Inferences and Interpretation (3.2)	4–5	
Summary and Generalization (3.3)	4–5	
Analysis and Evaluation (3.4)	4–5	
Literature (4.0)	11–13	30%
Literary Genres (4.1)	3–4	
Literary Elements (4.2)	5–6	
Figurative Language and Sound Devices (4.3)	3–4	
Research and Information (5.0)	6–7	15%
Accessing Information (5.1)	3–4	
Interpreting Information (5.2)	3–4	
Total Test	40²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 8

Performance Levels: Grade 8 Reading

Students received an OPI score based on their performance on the Grade 8 OMAAP in Reading. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
276–350	Advanced
250–275	Satisfactory
236–249	Limited Knowledge
100–235	Unsatisfactory

SECTION II: GRADE 8

Performance Level Descriptors: Grade 8 Reading

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently demonstrate a thorough understanding of the knowledge and skills expected of students at this grade. These skills are broadly demonstrated in reading processes, responses to text, and in the acquisition of information through research. In addition to demonstrating an understanding and application of all skills at the Satisfactory performance level, students scoring at the Advanced level typically use a range of strategies to understand text; regularly demonstrate a thorough knowledge of literary forms when using regular or modified text; and consistently apply strategies for accessing, summarizing, and paraphrasing information.

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

- determine literal and nonliteral word meanings using a variety of strategies;
- recognize the characteristics of both literary and informational texts;
- identify main idea and recognize the relevance of details;
- identify and explain figurative language and elements of poetry;
- make inferences and predictions, draw conclusions, and paraphrase ideas in a variety of texts;
- identify point of view;
- determine author's purpose;
- distinguish stated fact and opinion;
- use appropriate strategies to organize and summarize information.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of the reading knowledge and skills expected of students at this grade. Students scoring at the Limited Knowledge level are inconsistent in demonstrating Satisfactory level competencies.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate at least a Limited Knowledge level of the skills expected of students at this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive reading instruction.

SECTION II: GRADE 8

The Grade 8 Science Test

The Grade 8 OMAAP test in Science consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

PASS Standards and Objectives: Grade 8 Science

The Grade 8 OMAAP test in Science asks students to respond to a variety of items measuring student achievement of the *PASS* standards and objectives. This information is important to teachers and administrators because it defines what the test measured and will aid in interpreting the reports for the purpose of targeting future instruction for specific students or groups. For a complete list of *PASS* standards and objectives, please refer to the Oklahoma State Department of Education Web site.

The following table shows the *PASS* process standards and objectives included in the Grade 8 OMAAP in Science.

<i>PASS</i> Process Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Observe and Measure (P1.0)	6–8	18%
Qualitative/quantitative observations/changes (P1.1)	3–5	
SI (metrics) units/appropriate tools (P1.2 and P1.3)	3–5	
Classify (P2.0)	6–8	18%
Classification system (P2.1)	3–5	
Properties ordered (P2.2)	3–5	
Experiment (P3.0)	13–15	35%
Experimental design (P3.2)	4–6	
Identify variables (P3.3)	4–6	
Hazards/practice safety (P3.6)	3–5	
Interpret and Communicate (P4.0)	11–13	30%
Data tables/line/bar/trend and circle graphs (P4.2)	6–8	
Explanations/prediction (P4.3)	4–6	
Total Test	40²	100%

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

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

• Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: GRADE 8

The following table shows the *PASS* content standards and objectives covered in the Grade 8 OMAAP in Science.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Properties and Chemical Changes in Matter (1.0)	6–8	19%
Chemical reactions (1.1)	2–4	
Conservation of matter (1.2)	2–4	
Motion and Forces (2.0)	6–8	20%
Motion of an object (2.1)	2–4	
Object subjected to a force (2.2)	2–4	
Diversity and Adaptations of Organisms (3.0)	7–9	22%
Classification (3.1)	3–5	
Internal and external structures (3.2)	2–4	
Structures/Forces of the Earth/Solar System (4.0)	6–8	20%
Landforms result from constructive and destructive forces (4.1)	2–4	
Rock cycle (4.2)	2–4	
Earth’s History (5.0)	6–8	19%
Catastrophic events (5.1)	2–4	
Fossil evidence (5.2)	2–4	
Total Test	36^{2*}	100%^{**}

* Four out of 40 total items assess the “Safety” process standard, for which there is no corresponding content standard.

** The approximate percentages are based on the total number of items on the test matched to the content standards and do not include items added for safety.

SECTION II: GRADE 8

Performance Levels: Grade 8 Science

Students received an OPI score based on their performance on the Grade 8 OMAAP in Science. The OPI score represents one of the four Performance Levels specific to the grade and subject area. The following table shows the OPI score ranges and the Performance Level that each range represents.

OPI Score Range	Performance Level
288–350	Advanced
250–287	Satisfactory
241–249	Limited Knowledge
100–240	Unsatisfactory

SECTION II: GRADE 8

Performance Level Descriptors: Grade 8 Science

Advanced: Students performing at the Advanced level on the Oklahoma Modified Alternate Assessment consistently and thoroughly demonstrate the ability to recognize and use scientific processes (e.g., observing and measuring, classifying, experimenting, interpreting, communicating, and practicing safety) as related to the physical, life, and earth/space sciences. The students regularly demonstrate a working knowledge and understanding of the science processes and consistently apply many different strategies for identifying, organizing, comparing, and interpreting scientific data.

Satisfactory: Students performing at the Satisfactory level on the Oklahoma Modified Alternate Assessment demonstrate a general understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences. Students performing at this level also demonstrate the ability to apply their understanding to practical situations at a level appropriate for this grade. In addition to demonstrating a general understanding and application of the science skills at previous levels, students performing at the Satisfactory level will:

- make qualitative and quantitative observations of the living and nonliving world using Système International units of measurement;
- classify objects, organisms, and events;
- arrange the steps of a scientific problem in an appropriate order and identify simple variables;
- interpret line graphs, bar graphs, and circle graphs, and use data to develop reasonable explanations and predictions;
- practice safety and recognize potential hazards in all science investigations.

Limited Knowledge: Students performing at the Limited Knowledge level on the Oklahoma Modified Alternate Assessment demonstrate a partial understanding of science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate for this grade. These students are partially able to interpret information, identify the design of simple investigations, and explain scientific processes and experimental procedures.

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate even a Limited Knowledge level of the science processes as related to the knowledge and reasoning required for understanding the physical, life, and earth/space sciences at a level appropriate for this grade. Students scoring at the Unsatisfactory level should be given additional comprehensive science instruction.

SECTION II: END-OF-INSTRUCTION

Oklahoma Modified Alternate Assessment Program Tests: End-of-Instruction (EOI) Algebra I, Biology I, English II, and U.S. History

This year students in OMAAP were tested in EOI for Algebra I, Biology I, English II, and U.S. History. These tests are criterion-referenced, comparing a student's performance with performance standards established by the Oklahoma State Board of Education. As a result, students earned an OPI score for each subject area tested. A student's test performance is reported according to one of four performance levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory.

SECTION II: END-OF-INSTRUCTION

End-of-Instruction Algebra I Test

The OMAAP Algebra I EOI test consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

PASS Standards and Objectives: Algebra I EOI

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

SECTION II: END-OF-INSTRUCTION

The following table shows the *PASS* standards and objectives included in the Algebra I EOI.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Number Sense and Algebraic Operations (1.0)	10–12	27%
Equations and Formulas (1.1)	4–6	
Expressions (1.2)	5–7	
Relations and Functions (2.0)	21–23	55%
Relations/Functions (2.1)	2–3	
Linear Equations and Graphs (2.2)	12–14	
Linear Inequalities and Graphs (2.3)	3–5	
Systems of Equations (2.4)	2–3	
Data Analysis, Probability, & Statistics (3.0)	6–8	18%
Data Analysis (3.1)	4–6	
Line of Best Fit (3.2)	1–3	
<i>Total Test</i>	40²	100%

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

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

• Student performance on the multiple-choice test will be reported at the standard level.

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

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

SECTION II: END-OF-INSTRUCTION

Performance Levels: Algebra I EOI

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

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

SECTION II: END-OF-INSTRUCTION

Performance Level Descriptors: Algebra I EOI

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

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

- use formulas, laws of exponents, percents, probability, and measures of central tendency to solve one-step problems within an algebraic context;
- simplify and evaluate linear expressions;
- distinguish between linear and nonlinear data;
- calculate the slope of a line;
- identify the equation of a line;
- solve linear equations and inequalities and match simple equations to a graph;
- solve a system of linear equations by graphing;
- translate from one representation of data to another and make valid inferences and predictions based on collected data without calculations.

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

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

SECTION II: END-OF-INSTRUCTION

End-of-Instruction English II Test

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

The multiple choice and essay sections of the test are each estimated to take 60 minutes. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: English II EOI**

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

SECTION II: END-OF-INSTRUCTION

The following table shows the *PASS* standards and objectives included in the English II EOI.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (1.0)	6	14%
Comprehension (2.0)	9	21%
Literal Understanding (2.1)	1–3	
Inferences and Interpretation (2.2)	2–4	
Summary and Generalization (2.3)	2–4	
Analysis and Examination (2.4)	1–3	
Literature (3.0)	12	28%
Literary Genres (3.1)	2–3	
Literary Elements (3.2)	3–5	
Figurative Language and Sound Devices (3.3)	3–5	
Literary Works (3.4)	2–3	
Research and Information (4.0)	6	14%
Accessing Information (4.1)	2–4	
Interpreting Information (4.2)	2–4	
Writing (1.0/2.0)	1 (3 pts)	7%
Writing Prompt	1	
Grammar/Usage and Mechanics (3.0)	7	16%
Standard English Usage (3.1)	2–3	
Mechanics and Spelling (3.2)	2–3	
Sentence Structure (3.3)	2–3	
Total Test	41² (43 pts)	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

Each item contributes one score point to the total test score, except for the writing prompt which contributes up to 3 score points. All the percentages in this chart are based on the maximum 43 score points.

SECTION II: END-OF-INSTRUCTION

Performance Levels: English II EOI

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

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

SECTION II: END-OF-INSTRUCTION

Performance Level Descriptors: English II EOI

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

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

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

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

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

SECTION II: END-OF-INSTRUCTION

End-of-Instruction Writing Component

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

Holistic Scores and Performance Levels: Writing

Each student’s Writing response is reviewed against Scoring criteria that are based on the *PASS* standards and objectives. Two trained readers independently read each response and assign a holistic score that focuses on specific writing skills. These ratings range from 3 (the highest score) to 1 (the lowest score). The final score provides a profile of the student’s writing.

SECTION II: END-OF-INSTRUCTION

The following is the scoring rubric used to assign the holistic scores.

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

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

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

SECTION II: END-OF-INSTRUCTION

End-of-Instruction Biology I Test

The OMAAP Biology I EOI test consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: Biology I EOI**

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

SECTION II: END-OF-INSTRUCTION

The following table shows the *PASS* process and inquiry standards and objectives included in the Biology I EOI.

<i>PASS</i> Process/Inquiry Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
Observe and Measure (P1.0)	6–7	13%
Qualitative/quantitative observations and changes (P1.1)	2–4	
Use appropriate System International (SI) units and tools (P1.2 & P1.3)	2–4	
Classify (P2.0)	6–7	13%
Use observable properties to classify (P2.1)	2–4	
Identify properties of a classification system (P2.2)	2–4	
Experiment (P3.0)	11–13	26%
Evaluate the design of investigations (P3.1)	2–4	
Identify a testable hypothesis, variables, and control in an experiment (P3.2 & P3.4)	2–4	
Use mathematics to show relationships (P3.3)	2–4	
Identify potential hazards and practice safety procedures in all science activities (P3.5)	2–4	
Interpret and Communicate (P4.0)	15–17	35%
Select predictions based on observed patterns of evidence (P4.1)	2–4	
Interpret line, bar, trend, and circle graphs (P4.3)	2–4	
Accept or reject a hypothesis (P4.4)	2–4	
Make logical conclusions based on experimental data (P4.5)	2–4	
Identify an appropriate graph or chart (P4.8)	2–4	
Model (P5.0)	6–7	13%
Interpret a model which explains a given set of observations (P5.1)	2–4	
Select predictions based on models (P5.2)	2–4	
Total Test	46¹	100%

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: END-OF-INSTRUCTION

The following table shows the *PASS* content standards and objectives included in the Biology I EOI.

<i>PASS</i> Content Standards	Ideal Number of Items	Ideal ¹ Percentage of Items
The Cell (1.0)	6–8	16%
Cell structures and functions (1.1)	3–5	
Differentiation of cells (1.2)	2–4	
The Molecular Basis of Heredity (2.0)	6–8	16%
DNA structure and function in heredity (2.1)	2–4	
Sorting and recombination of genes (2.2)	3–5	
Biological Diversity (3.0)	6–8	16%
Variation among organisms (3.1)	2–4	
Natural selection and biological adaptations (3.2)	3–5	
The Interdependence of Organisms (4.0)	8–11	22%
Earth cycles including abiotic and biotic factors (4.1)	2–4	
Organisms both cooperate and compete (4.2)	2–4	
Population dynamics (4.3)	2–4	
Matter/Energy/Organization in Living Systems (5.0)	6–8	16%
Complexity and organization used for survival (5.1)	2–4	
Matter and energy flow in living and nonliving systems (5.2)	3–5	
The Behavior of Organisms (6.0)	6	14%
Specialized cells (6.1)	2–4	
Behavior patterns can be used to ensure reproductive success (6.2)	2–4	
Total Test	43²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.
- The approximate percentages are based on the total number of items on a test that are matched to the content standards and do not include items added for safety.

SECTION II: END-OF-INSTRUCTION

Performance Levels: Biology I EOI

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

OPI Score Range	Performance Level
265–350	Advanced
250–264	Satisfactory
233–249	Limited Knowledge
100–232	Unsatisfactory

SECTION II: END-OF-INSTRUCTION

Performance Level Descriptors: Biology I EOI

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

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

- identify qualitative and quantitative changes;
- use observable properties to make biological classifications;
- recognize the correct designs of scientific investigations, identify variables, use mathematics, identify hypotheses, and recognize hazards;
- make predictions, interpret data, accept or reject hypotheses, draw conclusions, and select an appropriate graph or chart from data;
- select and make appropriate predictions based on biological models;
- identify cell structures and functions;
- understand the cell cycle, replication, mitosis, and gene recombination;
- identify evidence of common ancestry related to biological diversity and adaptations;
- understand biosphere structure, organism and species interaction in an ecosystem, and how populations change and are limited;
- identify the basic inputs and outputs of photosynthesis and cellular respiration.

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

Unsatisfactory: Students performing at the Unsatisfactory level on the Oklahoma Modified Alternate Assessment do not demonstrate even a Limited Knowledge level of the knowledge, skills, and application of the science concepts expected of students at the End-of-Instruction in Biology I. Students scoring at the Unsatisfactory level should be given additional comprehensive science instruction.

SECTION II: END-OF-INSTRUCTION

End-of-Instruction U. S. History Test

The OMAAP U.S. History EOI test consists entirely of multiple-choice items estimated to take 60 minutes to complete. However, since this is not a timed test, additional time was available to all students as an immediate extension of the testing session.

***PASS* Standards and Objectives: U.S. History I EOI**

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

SECTION II: END-OF-INSTRUCTION

The following table shows the *PASS* standards and objectives included in the U. S. History EOI.

<i>PASS</i> Standards and Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Social Studies Process Skills (1.0)	3–5	10%
Civil War/Reconstruction Era (2.0) Immigration/Westward Movement (3.0) Industrial Revolution (4.0)	9–15	30%
Imperialism/Isolationism (5.0) Twenties Culture/Change (6.0)	6–10	20%
Great Depression (7.0) World War II (8.0)	6–10	20%
Post-War Foreign Policy (9.0) Post-War Domestic Policy (10.0)	6–10	20%
<i>Total Test</i>	40 ²	100%

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

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

- Student performance on the multiple-choice test will be reported at the standard level.

SECTION II: END-OF-INSTRUCTION

Performance Level Descriptors: U.S. History EOI

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

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

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

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

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

TIM
1101177