Oklahoma Core Curriculum Tests (OCCT)
Grade 5 Science – Spring 2014 Administration
State Results Summary

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL

Total Tested (FAY and NFAY)[1] – 48,128 students

Proficiency Level	OPI Score Range	Number of Valid Scores	Percent[3]	Cut Score
Advanced	765-990	6,428	13%	40/45
Proficient	700-764	18,282	38%	33/45
Limited Knowledge	648-699	12,774	27%	26/45
Unsatisfactory	400-647	10,644	22%	

MEDIAN PERCENT CORRECT[2] BY STANDARDS AND OBJECTIVES

Process/Inquiry Standard	# of Items	Median % Correct[2]
P1.0 Observe and Measure	**9**	**79%**
P1.1 SI Metric	4	78%
P1.2 Similar/Different Characteristics	5	79%
P2.0 Classify	**9**	**66%**
P2.1 Observe Properties	4	61%
P2.2 Serial Order	5	69%
P3.0 Experiment	**13**	**73%**
P3.2 Experimental Design	9	67%
P3.4 Hazards/Practice Safety	4	87%
P4.0 Interpret and Communicate	**14**	**72%**
P4.2 Data Tables/Line/Bar/Trend and Circle Graphs	6	80%
P4.3 Prediction Based on Data	4	66%
P4.4 Explanations Based on Data	4	66%

Content Standards	# of Items	Median % Correct[2]
1.0 Properties of Matter and Energy	**18**	**71%**
1.1 Matter Has Physical Properties	5	74%
1.2 Physical Properties Can Be Measured	5	81%
1.3 Energy Can Be Transferred	4	67%
1.4 Potential/Kinetic Energy	4	57%
2.0 Organisms and Environments	**10**	**73%**
2.1 Dependence Upon Community	5	74%
2.2 Individual Organism and Species Survival	5	71%
3.0 Structures of the Earth and the Solar System	**13**	**69%**
3.1 Properties of Soil	4	74%
3.2 Weather Patterns	5	65%
3.3 Earth as a Planet	4	71%

[1]**BR, EQ, OP, and RT EXCLUDED** – Braille, Equivalent, Other Placement, and Grade Level Repeat Testers are excluded from these results.
[2]**Median % Correct** – is considered to be the middle score in a set of ordered scores.
[3]**Percentages** are approximations and may result in a sum other than 100 due to rounding.
NR = Not reported. Not enough items in the Standard or Objective to report.

Oklahoma Core Curriculum Tests (OCCT)
Grade 5 Science – Spring 2014 Administration
State Results Summary
(Only FAY scores are used for Accountability)

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL

Full Academic Year Tested (FAY)[1] – 46,742 students

Proficiency Level	OPI Score Range	Number of Valid Scores	Percent[3]	Cut Score
Advanced	765-990	6,312	14%	40/45
Proficient	700-764	17,896	38%	33/45
Limited Knowledge	648-699	12,383	26%	26/45
Unsatisfactory	400-647	10,151	22%	

MEDIAN PERCENT CORRECT[2] BY STANDARDS AND OBJECTIVES

Process/Inquiry Standard	# of Items	Median % Correct[2]
P1.0 Observe and Measure	**9**	**79%**
P1.1 SI Metric	4	78%
P1.2 Similar/Different Characteristics	5	79%
P2.0 Classify	**9**	**66%**
P2.1 Observe Properties	4	61%
P2.2 Serial Order	5	69%
P3.0 Experiment	**13**	**73%**
P3.2 Experimental Design	9	67%
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P4.0 Interpret and Communicate	**14**	**72%**
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Content Standards	# of Items	Median % Correct[2]
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1.4 Potential/Kinetic Energy	4	57%
2.0 Organisms and Environments	**10**	**73%**
2.1 Dependence Upon Community	5	75%
2.2 Individual Organism and Species Survival	5	71%
3.0 Structures of the Earth and the Solar System	**13**	**70%**
3.1 Properties of Soil	4	74%
3.2 Weather Patterns	5	66%
3.3 Earth as a Planet	4	71%

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Oklahoma Core Curriculum Tests (OCCT)
Grade 8 Science– Spring 2014 Administration
State Results Summary

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL

Total Tested (FAY and NFAY)[1] – 47,263 students

Proficiency Level	OPI Score Range	Number of Valid Scores	Percent[3]	Cut Score
Advanced	751-990	6,816	14%	36/45
Proficient	700-750	16,749	35%	28/45
Limited Knowledge	658-699	13,979	30%	21/45
Unsatisfactory	400-657	9,719	21%	

MEDIAN PERCENT CORRECT[2] BY STANDARDS AND OBJECTIVES

Process/Inquiry Standard	# of Items	Median % Correct[2]
P1.0 Observe and Measure	**11**	**64%**
P1.1 Qualitative/Quantitative Observations/Changes	5	71%
P1.2 SI (metrics) Units & P1.3 Appropriate Tools	6	58%
P2.0 Classify	**7**	**75%**
P2.1 Classification System	4	77%
P2.2 Properties Ordered	3	NR
P3.0 Experiment	**14**	**52%**
P3.2 Experimental Design	5	49%
P3.3 Identify Variables	6	46%
P3.6 Hazards/Practice Safety	3	NR
P4.0 Interpret and Communicate	**13**	**61%**
P4.2 Data Tables/Line/Bar/Trend and Circle Graphs	6	62%
P4.3 Explanations/Predictions	7	61%

Content Standards	# of Items	Median % Correct[2]
1.0 Properties and Chemical Changes in Matter	**8**	**62%**
1.1 Chemical Reactions	4	70%
1.2 Conservation of Matter	4	53%
2.0 Motion and Forces	**8**	**54%**
2.1 Motion of an Object	4	47%
2.2 Object Subjected to a Force	4	61%
3.0 Diversity and Adaptations of Organisms	**7**	**80%**
3.1 Classification	3	NR
3.2 Internal and External Structures	4	82%
4.0 Structures/Forces of the Earth/Solar System	**11**	**48%**
4.1 Landforms Result From Constructive and Destructive Forces	4	45%
4.2 Rock Cycle	4	54%
4.3 Global Weather Patterns	3	NR
5.0 Earth's History	**8**	**66%**
5.1 Catastrophic Events	4	56%
5.2 Fossil Evidence	4	77%

[1]**BR, EQ, OP, and RT EXCLUDED** – Braille, Equivalent, Other Placement, and Grade Level Repeat Testers are excluded from these results.
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Oklahoma Core Curriculum Tests (OCCT)
Grade 8 Science – Spring 2014 Administration
State Results Summary
(Only FAY scores are used for Accountability)

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL

Full Academic Year Tested (FAY)[1] – 45,253 students

Proficiency Level	OPI Score Range	Number of Valid Scores	Percent[3]	Cut Score
Advanced	751-990	6,725	15%	36/45
Proficient	700-750	16,266	36%	28/45
Limited Knowledge	658-699	13,374	30%	21/45
Unsatisfactory	400-657	8,888	20%	

MEDIAN PERCENT CORRECT[2] BY STANDARDS AND OBJECTIVES

Process/Inquiry Standard	# of Items	Median % Correct[2]
P1.0 Observe and Measure	**11**	**65%**
P1.1 Qualitative/Quantitative Observations/Changes	5	71%
P1.2 SI (metrics) Units & P1.3 Appropriate Tools	6	59%
P2.0 Classify	**7**	**75%**
P2.1 Classification System	4	77%
P2.2 Properties Ordered	3	NR
P3.0 Experiment	**14**	**53%**
P3.2 Experimental Design	5	49%
P3.3 Identify Variables	6	46%
P3.6 Hazards/Practice Safety	3	NR
P4.0 Interpret and Communicate	**13**	**62%**
P4.2 Data Tables/Line/Bar/Trend and Circle Graphs	6	63%
P4.3 Explanations/Predictions	7	61%

Content Standards	# of Items	Median % Correct[2]
1.0 Properties and Chemical Changes in Matter	**8**	**62%**
1.1 Chemical Reactions	4	71%
1.2 Conservation of Matter	4	53%
2.0 Motion and Forces	**8**	**54%**
2.1 Motion of an Object	4	47%
2.2 Object Subjected to a Force	4	62%
3.0 Diversity and Adaptations of Organisms	**7**	**80%**
3.1 Classification	3	NR
3.2 Internal and External Structures	4	83%
4.0 Structures/Forces of the Earth/Solar System	**11**	**49%**
4.1 Landforms Result From Constructive and Destructive Forces	4	45%
4.2 Rock Cycle	4	54%
4.3 Global Weather Patterns	3	NR
5.0 Earth's History	**8**	**67%**
5.1 Catastrophic Events	4	56%
5.2 Fossil Evidence	4	77%

[1]**BR, EQ, OP, and RT EXCLUDED** – Braille, Equivalent, Other Placement, and Grade Level Repeat Testers are excluded from these results.
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Oklahoma Core Curriculum Tests (OCCT) State Results Summary
ACE Biology I End of Instruction – Spring 2014 Administration

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL - Total Tested (FAY and NFAY)[1] – 43,250 students

Proficiency Level	OPI Score Range	Number of Valid Scores	Percent[3]	Cut Score
Advanced	773-999	6,546	15%	52/60
Proficient	700-772	14,793	34%	Fm A – 41/60 Fm B – 42/60
Limited Knowledge	651-699	9,872	23%	Fm A – 33/60 Fm B – 34/60
Unsatisfactory	440-650	12,039	28%	

MEDIAN PERCENT CORRECT[2] BY STANDARDS AND OBJECTIVES

Process/Inquiry Standard	# of Items	Median % Correct[2]
P1.0 Observe and Measure	**6**	**65%**
P1.1 Qualitative/quantitative observations and changes	4	71%
P1.2 Use appropriate SI Units & P1.3 Appropriate Tools	2	NR
P2.0 Classify	**7**	**79%**
P2.1 Use observable properties to classify	5-4	84%
P2.2 Identify properties of a classification system	2-3	NR
P3.0 Experiment	**16**	**69%**
P3.1 Evaluate the design of investigations	5-4	73%
P3.2 Identify variables and control & P3.4 Identify a testable hypothesis	4	63%
P3.3 Use mathematics to show relationships	4-5	62%
P3.5 Identify potential hazards and practice safety procedures	3	NR
P4.0 Interpret and Communicate	**23-22**	**69%**
P4.1 Select predictions based on observed patterns of evidence	6-5	69%
P4.3 Interpret line, bar, trend and circle graphs	4	70%
P4.4 Accept or reject a hypothesis	5	71%
P4.5 Make logical conclusions based on experimental data	4	64%
P4.8 Identify an appropriate graph or chart	4	73%
P5.0 Model	**8-9**	**59%**
P5.1 Interpret a model which explains a given set of observations	4	56%
P5.2 Select predictions based on models	4-5	60%

Content Standards	# of Items	Median % Correct[2]
1.0 The Cell	**12**	**65%**
1.1 Cell structures and functions	4	62%
1.2 Differentiation of cells	4	65%
1.3 Specialized cells	4	68%
2.0 The Molecular Basis of Heredity	**8-9**	**68%**
2.1 DNA structures and function in heredity	4	65%
2.2 Sorting and recombination of genes	4-5	75%
3.0 Biological Diversity	**16-15**	**71%**
3.1 Variation among organisms	5-4	71%
3.2 Natural selection and biological adaptations	6-7	73%
3.3 Behavior patterns can be used to ensure reproductive success	5-4	70%
4.0 The Interdependence of Organisms	**9**	**72%**
4.1 Organisms both cooperate and compete	4	75%
4.2 Population dynamics	5	70%
5.0 Matter/Energy/Organization in Living Systems	**12**	**61%**
5.1 Complexity and organization used for survival	4	64%
5.2 Matter and energy flow in living and nonliving systems	4	50%
5.3 Earth cycles including abiotic and biotic factors	4	70%

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Oklahoma Core Curriculum Tests (OCCT) State Results Summary
ACE Biology I End of Instruction – Spring 2014 Administration
(Only FAY scores are used for Accountability)

NUMBER AND PERCENT AT EACH PERFORMANCE LEVEL - Tested (FAY)[1] – 41,660 students

Proficiency Level	OPI Score Range	Number of Valid Scores	Percent[3]	Cut Score
Advanced	773-999	6,455	15%	52/60
Proficient	700-772	14,460	35%	Fm A – 41/60 Fm B – 42/60
Limited Knowledge	651-699	9,526	23%	Fm A – 33/60 Fm B – 34/60
Unsatisfactory	440-650	11,219	27%	

MEDIAN PERCENT CORRECT[2] BY STANDARDS AND OBJECTIVES

Process/Inquiry Standard	# of Items	Median % Correct[2]
P1.0 Observe and Measure	**6**	**65%**
P1.1 Qualitative/quantitative observations and changes	4	72%
P1.2 Use appropriate SI Units & P1.3 Appropriate Tools	2	NR
P2.0 Classify	**7**	**79%**
P2.1 Use observable properties to classify	5-4	84%
P2.2 Identify properties of a classification system	2-3	NR
P3.0 Experiment	**16**	**69%**
P3.1 Evaluate the design of investigations	5-4	74%
P3.2 Identify variables and control & P3.4 Identify a testable hypothesis	4	63%
P3.3 Use mathematics to show relationships	4-5	62%
P3.5 Identify potential hazards and practice safety procedures	3	NR
P4.0 Interpret and Communicate	**23-22**	**70%**
P4.1 Select predictions based on observed patterns of evidence	6-5	69%
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P4.8 Identify an appropriate graph or chart	4	73%
P5.0 Model	**8-9**	**59%**
P5.1 Interpret a model which explains a given set of observations	4	57%
P5.2 Select predictions based on models	4-5	61%

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5.2 Matter and energy flow in living and nonliving systems	4	51%
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