

Performance Standards
(reported in Quantile[®] measures)

Test. Oklahoma Core Curriculum Tests (OCCT).

Test Publisher. Oklahoma State Department of Education (Pearson).

Test Information. The Oklahoma Core Curriculum Tests (OCCT) are state-level assessments aligned with the state's curriculum standards for each subject and grade level (OSDE, 2010). The purpose of the OCCT is to obtain information about the performance of Oklahoma students to ensure they meet high academic standards and to evaluate the success of the core curriculum as presented in the *Priority Academic Student Skills (PASS)*. *PASS* represents the portion of the Oklahoma core curriculum in the subject areas assessed by the OCCT. These skills are grouped into standards, with specific objectives detailed for each standard (OSDE, 2011a).

The Oklahoma School Testing Program (OSTP) was mandated in Title O.S. § 1210.508 and requires that criterion-referenced tests be administered in Grades 5, 8, and the secondary level. In 2003, House Bill 1414 was enacted and called for the testing at Grades 3 through 8 in reading and mathematics to comply with the requirements of the *No Child Left Behind* (NCLB) Act of 2001, a reauthorization of the Elementary and Secondary Education Act. The OSTP includes assessments in reading; writing; mathematics; science; U.S. History, Constitution, and Government; geography; and fine arts.

The *Priority Academic Student Skills* (OSDE, 2011c) were adopted by the State Board of Education in 2002 for implementation by the beginning of the 2003-04 school year (General Statute 70 O.S. § 11-103.6 (a)). The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Communication, Reasoning and Proof, Connections, and Representation. Using these processes, students are actively involved in deepening mathematical understandings which lead to increasingly sophisticated abilities required to meet mathematical challenges.

Each form of the mathematics OCCT has 45 operational test items and 10 field-test items that do not count toward a student's score. These tests consist of all multiple-choice items. The OCCT in mathematics in grades 3 through 5 are administered in two sections of 30 to 40 minutes each. The OCCT in mathematics in grades 6 through 8 are administered in one 60 to 80-minute section. Calculator use is not allowed during the mathematics portions of the OCCT.

In June 2009, the State Superintendent and SBE directed the Data Recognition Corporation (DRC) to facilitate standard setting panels to raise the requirements for

students to meet the proficient level on Oklahoma’s Grades 3-8 reading and mathematics tests. Panels consisted of reading and mathematics educators, business and civic leaders, and representatives from higher education. In July 2009, the State Board of Education approved steps to vertically align proficiency expectations for students on the OCCT for Grades 3-8.

Method. The OCCT linking study was conducted in the spring of 2011 in conjunction with the OSDE. Linear equating within grades for Grades 3 through 8 was employed using a sample obtained by MetaMetrics. The Quantile Linking Test was administered in the same testing window as the OCCT in mathematics.

Performance Standards. The Oklahoma State Department of Education established student performance standards for each grade to “describe the specific knowledge and skills that a student must be able to demonstrate” (OSDE, 2011b). For each grade level, four standards were established: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. These Performance Level Descriptors were developed by panels of Oklahoma educators and approved by the Oklahoma State Board of Education (SBE). However, the original development of the OCCT was phased-in between 2001 and 2006 to meet state and No Child Left Behind requirements. Proficiency rates for several grades were set before some of the requirements of later tests resulting in some inconsistencies. As a result of the standard setting in June 2009, the following revised performance level descriptors were established –

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

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

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

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

Table 1. OCCT performance standards in the Quantile measure metric.

Grade	Unsatisfactory	Limited Knowledge	Proficient	Advanced
3	At or Below 350Q	355Q to 500Q	505Q to 710Q	At or Above 715Q
4	At or Below 470Q	475Q to 620Q	625Q to 875Q	At or Above 880Q
5	At or Below 560Q	565Q to 695Q	700Q to 900Q	At or Above 905Q
6	At or Below 640Q	645Q to 730Q	735Q to 975Q	At or Above 980Q
7	At or Below 775Q	780Q to 835Q	840Q to 1070Q	At or Above 1075Q
8	At or Below 745Q	750Q to 900Q	905Q to 1105Q	At or Above 1110Q

Test Administration. OCCT (Grades 3-8) tests will be administered from April 3-28, 201

References

Oklahoma State Department of Education. (2010). Oklahoma Core Curriculum Test, Grades 3 - 8 Technical Report. Oklahoma City: Author.

Oklahoma State Department of Education. (2011a). *Oklahoma Core Curriculum Test: 2010-2011 Test interpretation manual*. Retrieved November 14, 2011, from <http://sde.state.ok.us/acctassess/testadmin.html>

Oklahoma State Department of Education. (2011b). "Performance level descriptors: Grades 3-8." Retrieved November 14, 2011, from <http://sde.state.ok.us/acctassess/omaap.html>

Oklahoma State Department of Education. (2011c). *Priority academic student skills*. Retrieved November 14, 2011, from <http://sde.state.ok.us/curriculum/PASS/Subject/math.pdf>

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Standards for Kindergarten and Grades 1-2 and 9-12 were judgmentally extrapolated from the standards for Grades 3-8.

Table 1. OCCT performance standards in the Quantile measure metric.

Grade	Unsatisfactory	Limited Knowledge	Proficient	Advanced
K	At or Below EM155Q	EM150Q to 215Q	220Q to 345Q	At or Above 350Q
1	At or Below 30Q	35Q to 320Q	325Q to 485Q	At or Above 490Q
2	At or Below 200Q	205Q to 420Q	425Q to 615Q	At or Above 620Q
9	At or Below 790Q	795Q to 955Q	960Q to 1140Q	At or Above 1145Q
10	At or Below 795Q	800Q to 1010Q	1015Q to 1165Q	At or Above 1170Q
11	At or Below 805Q	810Q to 1060Q	1065Q to 1175Q	At or Above 1180Q
12	At or Below 810Q	815Q to 1100Q	1105Q to 1175Q	At or Above 1180Q

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