

**Table 2. Testing Sessions**

<b>Content Area</b>	<b>Specification</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>
<b>English Language Arts</b>	<b>Time</b>	60 minutes	60 minutes	90 minutes
	<b>Item Types</b>	Multiple Choice and Short Constructed Response	Multiple Choice and Short Constructed Response	Extended Writing Response
<b>Mathematics</b>	<b>Time</b>	90 minutes	90 minutes	X
	<b>Item Types</b>	Multiple Choice, Short Constructed Response, and 1-2 Extended Performance Tasks	Multiple Choice, Short Constructed Response, and 1-2 Extended Performance Tasks	X

**Table 3. English Language Arts Reporting Categories**

Content Area	Domain 1	Domain 2	Domain 3	Domain 4
English Language Arts: Grade 3-5	Reading Standards for Literature <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	Reading Standards for Informational Text <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	Writing Standards <ul style="list-style-type: none"> <li>➤ Ideas and Development</li> <li>➤ Organization, Unity, and Coherence</li> <li>➤ Word Choice</li> <li>➤ Sentences and Paragraphs</li> <li>➤ Grammar, Usage, and Mechanics</li> </ul>	Reading Standards: Foundational Skills <ul style="list-style-type: none"> <li>➤ Phonological Awareness</li> <li>➤ Phonics Fluency</li> </ul>
English Language Arts: Grades 6-8	Reading Standards for Literature <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	Reading Standards for Informational Text (Emphasis on History/Social Studies, Science, and Technical Subjects) <ul style="list-style-type: none"> <li>➤ Key Ideas and Details</li> <li>➤ Craft and Structure</li> <li>➤ Integration of Knowledge and Ideas</li> <li>➤ Vocabulary Acquisition and Use</li> </ul>	Writing Standards <ul style="list-style-type: none"> <li>➤ Ideas and Development</li> <li>➤ Organization, Unity, and Coherence</li> <li>➤ Word Choice</li> <li>➤ Sentences and Paragraphs</li> <li>➤ Grammar, Usage, and Mechanics</li> </ul>	

**Table 4. Mathematics Reporting Categories**

Content Area	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Mathematics Grades 3	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>➤ Represent and solve problems involving multiplication and division.</li> <li>➤ Understand properties of multiplication and the relationship between multiplication and division.</li> <li>➤ Multiply and divide within 100.</li> <li>➤ Solve problems involving the four operations and identify and explain patterns in arithmetic.</li> </ul>	<p>Numbers and Operations- Base 10</p> <ul style="list-style-type: none"> <li>➤ Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>	<p>Numbers and Operations- Fractions</p> <ul style="list-style-type: none"> <li>➤ Develop understanding of fractions as numbers.</li> </ul>	<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>➤ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>➤ Represent and interpret data.</li> <li>➤ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</li> <li>➤ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Reason with shapes and their attributes.</li> </ul>
Mathematics Grades 4	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>➤ Use the four operations with whole numbers to solve problems.</li> <li>➤ Gain familiarity with factors and multiples.</li> <li>➤ Generate and analyze patterns.</li> </ul>	<p>Numbers and Operations- Base 10</p> <ul style="list-style-type: none"> <li>➤ Generalize place value understanding for multi-digit whole numbers.</li> <li>➤ Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>	<p>Numbers and Operations- Fractions</p> <ul style="list-style-type: none"> <li>➤ Extend understanding of fraction equivalence and ordering.</li> <li>➤ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</li> <li>➤ Understand decimal notation for fractions, and compare decimal fractions.</li> </ul>	<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>➤ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</li> <li>➤ Represent and interpret data.</li> <li>➤ Geometric measurement: understand concepts of angle and measure angles.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</li> </ul>
Mathematics Grades 5	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>➤ Write and interpret</li> </ul>	<p>Numbers and Operations- Base 10</p> <ul style="list-style-type: none"> <li>➤ Understand the place value</li> </ul>	<p>Numbers and Operations- Fractions</p> <ul style="list-style-type: none"> <li>➤ Use equivalent fractions as a</li> </ul>	<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>➤ Convert like measurement units within a given</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>➤ Graph points on the coordinate plane to solve</li> </ul>

	<ul style="list-style-type: none"> <li>numerical expressions.</li> <li>Analyze patterns and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>system.</li> <li>Perform operations with multi-digit whole numbers and with decimals to hundredths.</li> </ul>	<ul style="list-style-type: none"> <li>strategy to add and subtract fractions.</li> <li>Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</li> </ul>	<ul style="list-style-type: none"> <li>measurement system.</li> <li>Represent and interpret data.</li> <li>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</li> </ul>	<ul style="list-style-type: none"> <li>real-world and mathematical problems.</li> <li>Classify two-dimensional figures into categories based on their properties.</li> </ul>
Mathematics Grades 6	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> <li>Understand ration concepts and use ration reasoning to solve problems.</li> </ul>	<p>The Number System</p> <ul style="list-style-type: none"> <li>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</li> <li>Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>Apply and extend previous understandings of numbers to the system of rational numbers.</li> </ul>	<p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>Reason about and solve one-variable equations and inequalities.</li> <li>Represent and analyze quantitative relationships between dependent and independent variables.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>Solve real-world and mathematical problems involving area, surface area, and volume.</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>Develop understanding of statistical variability.</li> <li>Summarize and describe distributions.</li> </ul>
Mathematics Grades 7	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> <li>Analyze proportional relationships and use them to solve real-world and mathematical problems.</li> </ul>	<p>The Number System</p> <ul style="list-style-type: none"> <li>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</li> </ul>	<p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>Use properties of operations to generate equivalent expressions.</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>Draw, construct and describe geometrical figures and describe the relationships between them.</li> <li>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>Use random sampling to draw inferences about a population.</li> <li>Draw informal comparative inferences about two populations.</li> <li>Investigate chance processes and develop, use, and evaluate probability models.</li> </ul>
Mathematics Grades 8	<p>The Number System</p> <ul style="list-style-type: none"> <li>Know that there are numbers that are not rational, and approximate them by rational numbers.</li> </ul>	<p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>Work with radicals and integer exponents.</li> <li>Understand the connections between proportional relationships, lines, and linear equations.</li> <li>Analyze and solve linear equations and pairs of</li> </ul>	<p>Functions</p> <ul style="list-style-type: none"> <li>Define, evaluate, and compare functions.</li> <li>Use functions to model relationships between quantities.</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>Understand congruence and similarity using physical models, transparencies, or geometry software.</li> <li>Understand and apply the Pythagorean Theorem.</li> <li>Solve real-world and mathematical problems</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>Investigate patterns of association in bivariate data.</li> </ul>

		simultaneous linear equations.		involving volume of cylinders, cones and spheres.	
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**Table 7A-Reports**

Report	Purpose	Description	Quantity and Distribution		
			School	District	State
Preliminary Reports	The preliminary reports should provide immediate student results and general aggregate results for districts to review for accuracy and correctness.	The preliminary reports shall include a roster report that includes the students name, ethnicity, student population, student test designations (such as Full Academic Year (FAY) status, absent, invalidated, ELL exempt, Emergency exempt or other placement) and performance level. Business rules should be applied. The aggregate results shall include total counts for defined student groups, total enrollment and percent of students in each performance level. The preliminary reports should be reported at the class, school, and district level.	1	1	
Student Labels	Labels will be applied to cumulative folders or test record cards for the purpose of historical reference on student academic performance progress. Pre-code labels will be provided, one per subject.	Contractor may suggest an appropriate size and design for labels. One label per subject per student will be printed. The following information will be included: Student Name Grade/school name School Code Student demographic information (Student code, birth date, etc.) Content area scale scores for multiple-choice with Performance Levels indicated Legend of abbreviations used if appropriate		1 sorted by School, Grade, Student Name	
Parent Student Reports	The Parent/Student Report is designed to	The Parent/Student Report will be provided in color and include a brief	1 sorted	1 sorted by	

Report	Purpose	Description	Quantity and Distribution		
			School	District	State
	<p>inform parents and students of the individual student performance level on the content area. This report will also be used by teachers for filing in the cumulative folder or on the permanent folder for reference and for designing curriculum and appropriate remedial activities.</p>	<p>letter from the State Superintendent describing the OMELAA, its meaning for instruction of their child, and its relevance for the State's goals for education. The SDE will collaborate with the Contractor in writing this letter, and the letter will be approved and signed by the State Superintendent.</p> <p>Interpretation of the results should be presented in the report as well. The Parent/Student Report should be attractive and of high quality. Multiple colors should be used to enhance the report design and attractiveness. The reports should be clear, coherent, and convey critical information to students and parents in a straightforward manner.</p> <p>The Parent/Student Report shall include explanations interpretations and additional resources associated with all reported results. The report will include:  State Superintendent's letter  Name of the student  Date of test by month and year  Purpose of score report  Listing of CCSS Domains tested for each content area  Scale score range for content area  Student scale score for content area</p>	by School, Grade, Student Name	School, Grade, Student Name	

Report		Purpose	Description	Quantity and Distribution		
				School	District	State
			Number of items possible per CCSS Domain Total number and percent of items answered correctly per CCSS Domain Performance Level achieved for content area. If available, corresponding Lexile and Quantile scores.			
Roster Reports	Class	The Class Report by Student Name and Class Report by scale score will be a comprehensive report for reviewing each student's individual performance on the CCSS content area.	The reports will include the following information: Name of teacher Date test taken Number of students tested Purpose of score report Listing of CCSS Domains tested Scale score range for content area Indication by student name of student designations such as Full Academic Year (FAY) status, absent, invalidated, ELL exempt, Emergency exempt, or other placement Listing of students in alphabetical order by last name or by scale score depending on which report Percent of each CCSS Domain answered correctly Performance Level achieved Results should also be reported in terms of percentiles and mean and median scores.	1	1	
	School	The School Grade Level Report by Student Name and School Grade Level	The reports will include the following information: Name of School Date test taken	1	1	

Report	Purpose	Description	Quantity and Distribution			
			School	District	State	
	Report by scale score will provide information for assessing overall performance by grade and lists each student's individual performance in the specified grade.	<p>Number of students tested</p> <p>Purpose of score report</p> <p>Listing of CCSS Domains tested</p> <p>Scale score range for content area</p> <p>Indication by student name of student designations such as Full Academic Year (FAY) status, absent, invalidated, ELL first year exempt, Emergency exempt, or other placement</p> <p>Listing of students in alphabetical order by last name or by scale score depending on which report</p> <p>Percent of CCSS domain points earned.</p> <p>Performance Level achieved</p> <p>Results should also be reported in terms of percentiles and mean and median scores.</p>				
Summary Reports	Class	<p>The Class Summary Report will provide the classroom teacher information for assessing overall class performance of all students as a class.</p>	<p>The report will include information for Regular Education Full Academic Year (FAY), Special Education FAY, English Language Learners FAY, Non-English Language Learners FAY, All FAY, Regular Education Non-Full Academic Year (NFAY), Special Education NFAY, English Language Learners NFAY, All NFAY, Regular Education Total Tested (FAY plus NFAY), Special Education Total Tested, English Language Learner Total Tested, Non-English Language Learner Total Tested and All Total Tested</p> <p>Teacher Name</p>	1	1	

Report	Purpose	Description	Quantity and Distribution		
			School	District	State
		<p>Number of students tested</p> <p>Purpose of score report</p> <p>Listing of the CCSS domains assessed.</p> <p>Median number of points earned per CCSS domain</p> <p>Number and percent of students at each Performance Level.</p> <p>Results should also be reported in terms of percentiles and mean and median scores.</p>			
School	The School Level Summary Report by Grade will provide the administrators and teachers with an overall view of performance levels as to strengths, weakness, and areas needing additional support.	The School, District, and State Level Summary Reports by Grade will include aggregate and disaggregate information on student's performance by performance level, standard and objective. Disaggregation will be determined by the SDE and may change with State and Federal regulations. The disaggregation will include categories for FAY status, ethnicity, special student populations, and test status.	1	1	
District	The District Level Summary Report by Grade will provide the administrators with an overall view of performance levels as to strengths, weakness, and areas needing additional support.	<p>Also included on reports will be the number of students tested, number of students taking alternate assessments and total enrollment</p> <p>Purpose of score report</p> <p>Median percent of points earned for each CCSS domain.</p> <p>Number and percent of students at each Performance Level</p>		1	
State	The State Level Summary Report by Grade will provide the	Results should also be reported in terms of percentiles and mean and			1

Report	Purpose	Description	Quantity and Distribution		
			School	District	State
	policy makers and the public with an overall view of performance levels as to strengths, weakness, and areas needing additional support.	median scores.			
Summary Reports as PDF on CD	The CD will contain all school, district and State summary reports in PDF format for easy access and retrieval	CD should be searchable by school and district. The Summary Reports CD-ROM should contain a contents page (HTML format) with links to PDF reports for state and each district and school. All reports should be easy to open directly through Acrobat Reader. The statewide link should display PDF reports with interlinking bookmarks for statewide reports, subjects, and grades. Each district link (district code and name) should display PDF reports with interlinking PDF bookmarks to reports, grades, and subjects for district and each school site in that district. A draft of the Summary Reports CD-ROM should be provided to the SDE for review and signoff. After signoff, and by July 1, the Contractor should provide SDE with 15 copies of the final CD-ROM.		1	15
Summary Results on CD	Data files provide the state with information to produce customized reports, and other specific reports containing results by	The Contractor shall be responsible for providing electronic data files and a record layout for summary information. The electronic file format and data layout must meet Oklahoma's Student Information System			3

Report		Purpose	Description	Quantity and Distribution		
				School	District	State
		state, district, and site.	<p>compliance on applicable fields and must meet layout specifications agreed upon by the SDE. For state summary files, summary student information should be disaggregated on data CDs using the following hierarchy:</p> <p>System Level (State, District, and School)</p> <p>FAY status (FAY and NFAY)</p> <p>Student Group (All, Regular Education, Special Education, and ELL)</p> <p>Student Characteristics (M/F, Ethnicity, Socioeconomic Status, and Migrant)</p> <p>Results should also be reported in terms of percentiles and mean and median scores.</p>			
Student Level data on CD		Student Data files provide the state and districts with student biographical and score information to produce accountability reports at the State level, and other specific reports or research containing student results.	The Contractor shall be responsible for providing electronic data files and a record layout for individual student information using the state specified file layout. The electronic file format and data layout must meet Oklahoma's Student Information System compliance on applicable fields and must meet layout specifications of the SDE.		1	3
Extended Response/Writing Results on CD		The open-ended results provide teachers with information to help them develop curriculum.	The CD will contain student responses and results that are easy to retrieve and search.		1	1
Media Reports		The media report will	The report will provide the number and			1

Report		Purpose	Description	Quantity and Distribution		
				School	District	State
		provide state level results in an easy to understand format. The report is for the public and the press and should suppress any aggregate category representing five or fewer students and be presented in a professional and high quality format.	percentage of students in the aggregate and disaggregated at each achievement level for each content area by grade and across years when appropriate. Percentile and mean and median may also be requested. Additional reports may be requested for the press release.			