# Oklahoma

## End-of-Instruction (EOI) Exams

<table>
<thead>
<tr>
<th>Type of test</th>
<th>End-of-instruction (EOI), criterion-referenced examinations aligned to the Priority Academic Student Skills (PASS), which are the state’s academic content standards</th>
</tr>
</thead>
</table>
| Purpose      | The purpose of the exam is to:  
  - Determine prospective high school graduates’ knowledge and skill levels relative to those needed for entry-level employment aligned to the American Diploma Project (ADP) benchmarks.  
  - Determine prospective high school graduates’ knowledge and skill levels relative to those needed for postsecondary education aligned to ADP benchmarks.  
  - Determine prospective high school graduates’ mastery of the state curriculum.  
  - Encourage districts and schools to identify and serve students at risk of academic failure.  
  - Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions.  
  - Increase alignment of local curriculum and programs of instruction with state education standards.  
  - Promote equity of opportunity across all student groups.  
  - Meet a state mandate. |
| Major changes/pending changes in exit exam policy | Beginning with students entering the 9th grade in the 2008-09 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:  
  a) Algebra I  
  b) English II  
  c) Two of the following five:  
    i. Algebra II  
    ii. Geometry  
    iii. English III  
    iv. Biology I  
    v. United States history |
| Test used by colleges or universities for undergraduate admissions? | Not at this time |
| Year test first administered | Beginning with students entering the 9th grade in the 2008-09 school year |
| Year diplomas first withheld | 2012 |
| Subjects tested | Algebra I, English II, and two of five additional subjects (Algebra II, geometry, English III, Biology I, and United States history) |

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<table>
<thead>
<tr>
<th>Types of questions</th>
<th>Multiple-choice; English II and English III have a writing component.</th>
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<tbody>
<tr>
<td>Grade first administered</td>
<td>Varies. Students will take the exam at the end of each assessed course, whenever the course is taken.</td>
</tr>
<tr>
<td>Grade(s) exam aligned to</td>
<td>Priority Academic Student Skills high school standards</td>
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<tr>
<td>Number of retakes allowed before end of grade 12</td>
<td>Beginning with students entering the 9th grade in the 2008-09 school year, students who do not attain at least a satisfactory score as defined by the state board of education on any end-of-instruction (EOI) test shall be provided remediation and the opportunity to retake the test until at least a satisfactory score is attained. The tests are administered four times per year: winter, at the end of the trimester, spring, and summer.</td>
</tr>
<tr>
<td>Retakes after grade 12</td>
<td>To be determined; the state board of education shall adopt rules providing for necessary student exceptions and exemptions.</td>
</tr>
<tr>
<td>Alternate paths to graduation for general education students</td>
<td>Students who do not meet the exit exam requirements may receive a high school diploma by demonstrating mastery of state academic content standards through alternate methods approved by the state board of education. The alternate methods are still to be determined and will be submitted to the state board of education for consideration.</td>
</tr>
<tr>
<td>Alternate paths to graduation specifically for students with disabilities</td>
<td>Students who have individualized education programs (IEPs) pursuant to the Individuals with Disabilities Education Act shall have an appropriate statement on their IEP requiring administration of the assessment with or without accommodations or an alternate assessment. Any accommodations normally employed for the assessment shall be approved by the state board of education and be provided for in the IEP. All documentation for each student shall be on file in the school prior to administration of the assessment. Assessments are available based on modified academic achievement standards for eligible students with disabilities in Algebra I, English II, and Biology I. A modified assessment is defined as an alternate assessment scored against modified grade-level standards. A portfolio assessment, which is also available, is defined as an alternate assessment scored against alternate achievement standards. A portfolio assessment is appropriate only for students with the most significant cognitive disabilities.</td>
</tr>
<tr>
<td>Alternate paths to graduation specifically for English language learners</td>
<td>English language learners who do not meet the exit exam requirements may receive a high school diploma by demonstrating mastery of state academic content standards through alternate methods to be determined and then submitted to the state board of education for consideration.</td>
</tr>
<tr>
<td>Exit exam used for No Child Left Behind (NCLB)?</td>
<td>The first test administrations of the Algebra I and English II exams are used for the high school level assessment for NCLB accountability. Only scores of students taking the test for the first time are included for NCLB accountability.</td>
</tr>
<tr>
<td>Same cut score for graduation and NCLB?</td>
<td>To be determined</td>
</tr>
</tbody>
</table>
Types of assistance provided by the state to all districts to raise initial pass rates for all students on the high school exit exam

The state offers technical assistance to help:

- Teachers administer the exam, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and testing coordinator preparation workshops.
- All teachers prepare students for the exam, which includes online assistance and specialist(s) in the state education agency.
- Teachers become more proficient in their content area, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and grants to districts.
- Schools identify and target students for assistance, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and fiscal resources to fund local personnel to provide assistance.
- Schools implement comprehensive school reform, which includes specialist(s) in the state education agency and the Windows on Curriculum professional development toolkit.
- Districts improve formative uses of assessment, which include online assistance and specialist(s) in the state education agency.
- Districts improve professional development for teachers, which includes online assistance, specialist(s) in the state education agency, regional curriculum conferences, and the Windows on Curriculum professional development toolkit.
- All districts improve the instructional leadership provided by administrators, which includes specialist(s) in the state education agency.

The state also provides:

- Funding for programs specifically designed to increase initial pass rate
- Test items from prior years
- Exam preparation materials for students and teachers

Types of assistance or remediation provided by the state to all districts to help students who have failed in their initial attempt to pass the exit exam

The state provides:

- Targeted remediation programs for students
- Additional professional development for teachers in their content area
- Additional professional development for teachers in meeting the specific needs of students at risk of academic failure
- Additional professional development for teachers in the formative uses of assessment
- Additional professional development for administrators

Does the state provide funding for remediation?

Funding was provided for those 7th-grade students whose scores were in the “limited knowledge” or “unsatisfactory” range on the criterion-referenced test in reading/language arts, mathematics, and Achieving Classroom Excellence (ACE) Algebra I in spring 2007. Funding has been appropriated for students in 7th and 8th grade whose scores fell in these ranges on the criterion-referenced test in reading/language arts, mathematics, and ACE Algebra I in spring 2008.

Are districts mandated by law to provide remediation?

As amended by the ACE Act of 2006, students who do not achieve passing scores will be provided with remediation options that will include, but not be limited to, summer academics, tutoring, and online coursework.

Beginning in the 2007-08 school year, students who do not score at least at the satisfactory level on the 7th grade and 8th grade criterion-referenced tests in reading and mathematics will be provided with remediation to assist in performing at least at the satisfactory level as defined by the state board of education on the end-of-instruction tests administered in high school.

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The state department of education has information on its Web site about best practices for remediation and interventions. School districts will monitor results of the remediation and the interventions implemented and report the findings to the state beginning in the fall of 2008.

The ACE Steering Committee will advise the state board of education on intervention and remediation strategies and delivery methods for students who do not meet the mandated standards.

**Does the state have reciprocity with other states?**

Rules are being prepared for state board of education approval.

**Evaluations of the state exit exam**

State legislation passed in 2006 requires the state board of education to review, realign, and recalibrate the end-of-instruction tests as necessary and to conduct an ongoing study that compares the EOI test content and performance descriptors with those of other states. Oklahoma’s standards and assessment system received full approval status from the United States Department of Education on June 30, 2006.

The State has also utilized the following external review sources:

- John Poggio: results from the study of higher-order thinking skills in the Oklahoma education assessment and accountability system
- Norman L. Webb: alignment analysis
- Technical Advisory Committee, which meets twice a year to review assessments
- Annual item reviews
- Achieve inc. study
- Technical manuals available online at www.sde.state.ok.us under “Accountability and Assessments.”

The ACE Algebra I test was reviewed, realigned, and recalibrated to align with the ACE Algebra II test and the ACE geometry test.

**State test contractor**

Pearson

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### Initial pass rates, 2007

<table>
<thead>
<tr>
<th>Student Group</th>
<th>English II</th>
<th>Algebra I</th>
<th>Biology I</th>
<th>U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>69%</td>
<td>72%</td>
<td>51%</td>
<td>66%</td>
</tr>
<tr>
<td>White</td>
<td>76%</td>
<td>78%</td>
<td>59%</td>
<td>72%</td>
</tr>
<tr>
<td>African American</td>
<td>47%</td>
<td>50%</td>
<td>25%</td>
<td>45%</td>
</tr>
<tr>
<td>Latino</td>
<td>51%</td>
<td>58%</td>
<td>31%</td>
<td>52%</td>
</tr>
<tr>
<td>Asian</td>
<td>74%</td>
<td>88%</td>
<td>61%</td>
<td>74%</td>
</tr>
<tr>
<td>Native American</td>
<td>66%</td>
<td>68%</td>
<td>47%</td>
<td>60%</td>
</tr>
<tr>
<td>English language learners</td>
<td>30%</td>
<td>49%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>26%</td>
<td>31%</td>
<td>17%</td>
<td>27%</td>
</tr>
<tr>
<td>Free or reduced-price lunch eligible</td>
<td>57%</td>
<td>61%</td>
<td>37%</td>
<td>53%</td>
</tr>
</tbody>
</table>

**Passing score**

- English II: 700
- Algebra I: 684
- Biology I: 700
- U.S. History: 700

### Cumulative pass rates, 2007

No data is currently available. The state plans to collect this information in the future.