STUDENT/FAMILY REPORT
OKLAHOMA SCHOOL TESTING PROGRAM

USING THIS REPORT TO MEET WITH YOUR STUDENT'S TEACHER OR SCHOOL

As your student's first teacher, you are a critical part of their education. It is important to remember that your student's strengths, abilities and potential cannot be measured by a single test score. Each student grows at different rates both physically and academically. State tests help gauge how your student is growing in the knowledge and skills outlined in the Oklahoma Academic Standards. State test results, when combined with other information (i.e., report card grades, teacher feedback, classroom performance and local tests) can help you and the teacher understand where your student is making progress and where they may need extra support. Ask your student's teachers and/or school:

- Where is my student excelling? How can I support this success?
- What do you think is giving my student the most trouble? How can I help my student improve in this area?
- What can I do to help my student with upcoming work?
- What curriculum and learning experiences do you provide to support my student?

OKLAHOMA STATE DEPARTMENT OF EDUCATION (OSDE) RESOURCES

The **OSTP Parent Portal** - is an interactive web-based tool you can use to access information about your student's OSTP results. *(Note: You will need your student's state ID (STN) number and date of birth to set up an account. Your student's state ID (STN) number is located on the front of this report.).* https://okparentportal.emetric.net/login

The **OSDE Family Guides** page provides links to grade-level guides that illustrate what is expected of students at each grade level in different content areas, along with activities families can do at home to further support their student's learning. https://sde.ok.gov/oklahoma-family-guides

The **OSDE Family Engagement** page is home to tools and resources that support partnerships between families and schools. https://sde.ok.gov/families

The **OSDE Assessment Guidance** page provides information and guidance on interpreting and using data from student assessments. https://sde.ok.gov/assessment-guidance

The **Oklahoma School Testing Program (OSTP)** material page provides more information about the state tests your student took such as Parent, Student, Teacher Guides (PSTGs) and testing blueprints. https://sde.ok.gov/assessment-material

GLOSSARY OF TERMS

Performance Level: Reflect overall performance and are determined by where a student's OPI score falls within a defined range for each academic area. Oklahoma reports four performance levels: **Below Basic**, **Basic**, **Proficient**, or **Advanced**.

Performance by Category: Represent groups of similar student skills assessed within each grade and subject. For example, performance categories reported for grades 3-8 mathematics include Numbers and Operations, Algebraic Reasoning and Algebra, Geometry and Measurement, and Data and Probability. Each performance category uses an indicator to show student performance on the subset of items associated with the category. These indicators are **Approaching Expectations**, **Near/At Expectations** and **Achieving Expectations**.

ADDITIONAL RESOURCES AND INFORMATION

Office of Assessment
Phone: (405) 521-3341

Office of Special Education
Phone: (405) 521-3351

Office of Curriculum and Instruction
Phone: (405) 521-4287

Grade 5

Student: FIRST M LAST
Local ID: D00000030
State ID: D00000030
Birth Date: 00/00/2012
School: DEMO SCHOOL 2
District: DEMO DISTRICT A
Code: DEMONA-DE2

Dear Family,

This report showcases your student's performance on the spring 2023 Oklahoma School Testing Program (OSTP) in key academic areas. State test results, when combined with other information - (i.e. homework, classwork, report card grades and local assessments), can help you and the teacher work together to support your student's growth.

Your student's score report helps you know:
- how your student performed in each academic area
- where your student is doing well and where they may need additional support
- how your student performed compared to others
- how you can support your student at home and at school

If you have any questions, please contact your local school or the Office of Assessment at Assessments@sde.ok.gov.

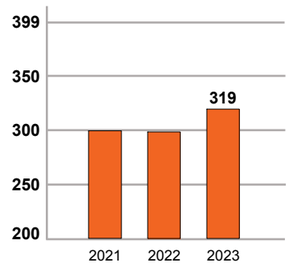
Sincerely,

Ryan Walters
State Superintendent of Public Instruction

English Language Arts

319
Proficient

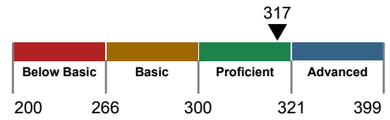
Name demonstrates readiness in ELA for the next grade or course.



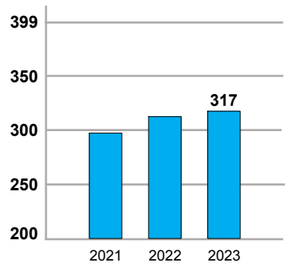
Name's ELA performance over time

Mathematics

317
Proficient



Name demonstrates readiness in Mathematics for the next grade or course.

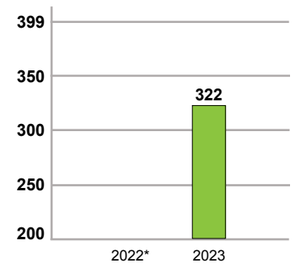


Name's Mathematics performance over time

Science

322
Proficient

Name demonstrates readiness in Science for the next grade or course.



Name's Science performance over time

*No data available as Science is tested in grades 5 and 8 only.

English Language Arts (ELA) ▶ PROFICIENT

Students scoring **Proficient** typically:

- identify objective text-based summaries that include the main idea, supporting details and a logical sequence of events.
- compare and contrast details in literary and nonfiction/informational texts to classify genres.
- recognize the paraphrase of original text most of the time.
- explain how literary elements, literary devices, author's purpose, point of view, accuracy of facts and text structure contribute to the meaning of the text.
- compare and contrast texts and ideas within and between texts.
- engage in a recursive writing process to create purposeful written works using appropriate vocabulary.
- select and apply the organizational structure that best fits the mode, purpose and audience.
- use vocabulary knowledge and resources to interpret text through word parts, word relationships and context clues.
- use appropriate vocabulary to write clearly and effectively.
- frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.
- adequately locate, record, and organize relevant and reliable information on a topic in order to present findings.

Name's ELA Performance by Reporting Category

Points Earned / Points Possible | **Ways to Support Name**

16 / 17 — **Reading/Writing Process ▶ Achieving Expectations**
- Have your student use details from the stories and articles they are reading to relate what the text says (for instance, details about how the main idea shapes the story, sequence of events, facts and opinions being stated, etc.).
- Encourage your student to write and refine their writing (for example, write a letter to address a local issue, ask for information, describe an object or event or share an opinion).

10 / 11 — **Critical Reading/Writing ▶ Near/At Expectations**
- Ask your student what they learned from reading and how they can use this in real life. Have them read the most interesting or useful sections of a passage aloud.
- Encourage your student to select topics of interest to write about in a poem, letter, or story and then help them go back and make their writing better.

7 / 9 — **Vocabulary ▶ Near/At Expectations**
- Model learning new words by using them in conversations with your student.
- Encourage your student keep an "Interesting Words" notebook. Have them use references to add a brief description and pictures to represent those words and then use their words in conversations and writing.

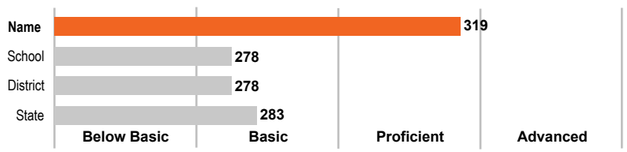
7 / 7 — **Language ▶ Achieving Expectations**
- Encourage your student to identify and correct mistakes in their own writing or notice mistakes in other people's writing.

6 / 6 — **Research ▶ Achieving Expectations**
- Encourage your student to create questions about topics they would like to know more about such as space, an animal or a career and discuss where to find information to answer their questions about each topic.

2 / 4 — **Writing Composite Score ▶ Near/At Expectations**
- Encourage your student to write on a regular basis (e.g., journaling, keeping a diary).
- Discuss ways to expand writing by including details and examples.

For more information on supporting your student, please visit the OSDE Family Guides found at https://sde.ok.gov/oklahoma-family-guides.

ELA Performance Compared to School, District, and State



Mathematics ▶ PROFICIENT

Students scoring **Proficient** typically:

- estimate and solve division problems with the remainder represented as a fraction or decimal.
- generate equivalent decimals and fractions, represent whole numbers or decimals and compare fractions and decimals, including mixed numbers.
- estimate, add and subtract decimals and fractions.
- describe patterns of change and graph these patterns as ordered pairs on a coordinate plane.
- evaluate expressions, equations and inequalities.
- solve volume and perimeter problems as well as simple surface area problems.
- determine reasonable values for the perimeters of shapes with curves.
- compare angles.
- recognize relationships within a measurement system.
- determine the mean, median, mode and range of a data set and analyze simple graphs.
- solve real-world problems and employ problem-solving strategies of identifying and using appropriate information.

Name's Mathematics Performace by Reporting Catagory

Points Earned / Points Possible | **Ways to Support Name**

18 / 22 — **Number & Operations ▶ Near/At Expectations**
- Have your student create math word problems using whole numbers with a focus on multi-digit division or adding and subtracting fractions with different denominators or decimals. (For example, Alpha printing company needs to ship 4,556 programs to the Oklahoma City Thunder basketball team. The printing company can fit 17 programs into a box. How many boxes will the printing company need to use?)

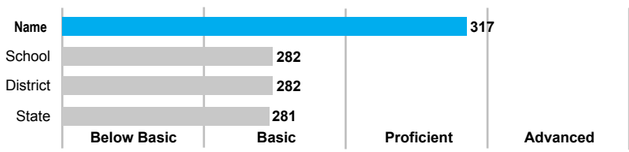
9 / 9 — **Algebraic Reasoning ▶ Achieving Expectations**
- Have your student create word problems that involve whole numbers, variables, and inequalities (for example, if x+ 6 < 12, what values could x be?).

11 / 13 — **Geometry & Measurement ▶ Achieving Expectations**
- Challenge your student to find, draw, compare, and describe three-dimensional shapes they notice (for example, number of edges, number of faces, number of vertices, number and type of angles, etc.).
- Encourage your student to measure and compare the volume of different three-dimensional figures (such as the volume of their favorite cereal box vs. a tissue box).

6 / 6 — **Data & Probability ▶ Achieving Expectations**
- Have your student collect data (such as their grades) and have them determine the mean, mode, median, and range of data.
- Ask your student to find and explain a line or double bar graph in a newspaper or magazine.

For more information on supporting your student, please visit the OSDE Family Guides found at https://sde.ok.gov/oklahoma-family-guides.

Mathematics Performance Compared to School, District, and State



Your student's Lexile score: **1065L**

The **Lexile measure** provides a score that describes the level at which your student can comfortably read challenging text and also describes the complexity of texts, taking into account such features as vocabulary and sentence complexity. This measure, along with consideration of your student's interests and experiences, is helpful in finding texts for independent reading. For more information on Lexile measures, please visit https://sde.ok.gov/lexiles.

Science ▶ PROFICIENT

Students scoring **Proficient** typically:

- apply scale, proportion, quantity, and/or patterns when performing computational thinking to data as it pertains to the distribution of water on Earth, conservation of matter, and Earth's relationship with the Sun, Moon, and stars.
- describe, use, and/or develop basic models at various scales to explain the movement of matter and energy between organisms, ecosystems, and Earth's systems and explain the outcomes of these interactions.
- use evidence, data, and/or models to engage in argument to explain the cause-and-effect relationships between an object and Earth's gravity, how scale and proportion affect the apparent brightness of the Sun and other stars, or how plants use matter (chiefly air and water) to grow.
- observe and measure phenomena to identify patterns that classify materials based on properties or describe cause- and-effect relationships when mixing substances within an investigation framework.
- combine or explain information about the impacts of human activities on Earth's systems and how solutions can be designed to protect Earth's resources and environment.

Name's Science Performance by Reporting Category

Points Earned / Points Possible | **Ways to Support Name**

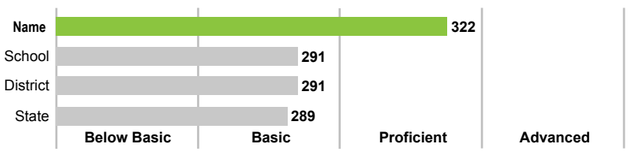
11 / 15 — **Physical Science ▶ Achieving Expectations**
- Challenge your student to find examples of matter changing and ask them to explain what is happening and how they can tell whether or not a new substance was formed (for example, rusting metal, toasting bread, dissolving sugar in tea, etc.).
- Provide opportunities for your student to ask questions. Investigate and research to explain how properties can be used to identify different types of matter (such as how can you tell the difference between salt and sugar without tasting them?).

11 / 12 — **Life Science ▶ Achieving Expectations**
- Encourage your student to ask questions and think about and describe how changes in an ecosystem affect its stability. (For example, what happens to the animals if there is a wildfire? How does clearing land affect an ecosystem?)
- Ask your student to think about how their body gets energy to grow taller, or to grow longer hair. How does the energy get from the sun into their body? Research answers together.

14 / 18 — **Earth & Space Science ▶ Achieving Expectations**
- Have your student describe how matter and energy transfer between the Earth's spheres: the atmosphere, biosphere, hydrosphere, and geosphere (for example, how do human changes to the spheres help explain why cities are often warmer than rural areas?).
- When observing natural changes in the sky (night and day) help your student explore patterns they notice and research why they occur.
- Help your student learn where the water that comes out of your faucet comes from and then explore ways that they can manage its use.

For more information on supporting your student, please visit the OSDE Family Guides found at https://sde.ok.gov/oklahoma-family-guides.

Science Performance Compared to School, District, and State



Your student's Quantile score: **1055Q**

The **Quantile measure** provides a score that describes your student's level of mathematical ability and the difficulty of a skill or concept as it relates to other mathematical skills and concepts your student is learning. The score shows your student's readiness for instruction regarding a particular mathematical skill or concept. For more information on Quantile measures, please visit https://sde.ok.gov/quantiles.