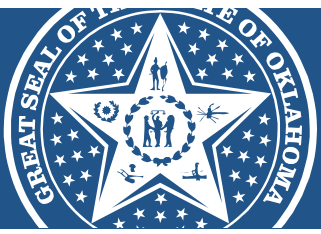


# STUDENT/FAMILY REPORT

## 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 8**

**Student:** FIRST M LAST  
**Local ID:** D00000030  
**State ID:** D00000030  
**Birth Date:** 00/00/2009  
**School:** DEMO SCHOOL  
**District:** DEMO DISTRICT B  
**Code:** DEMOMA-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.

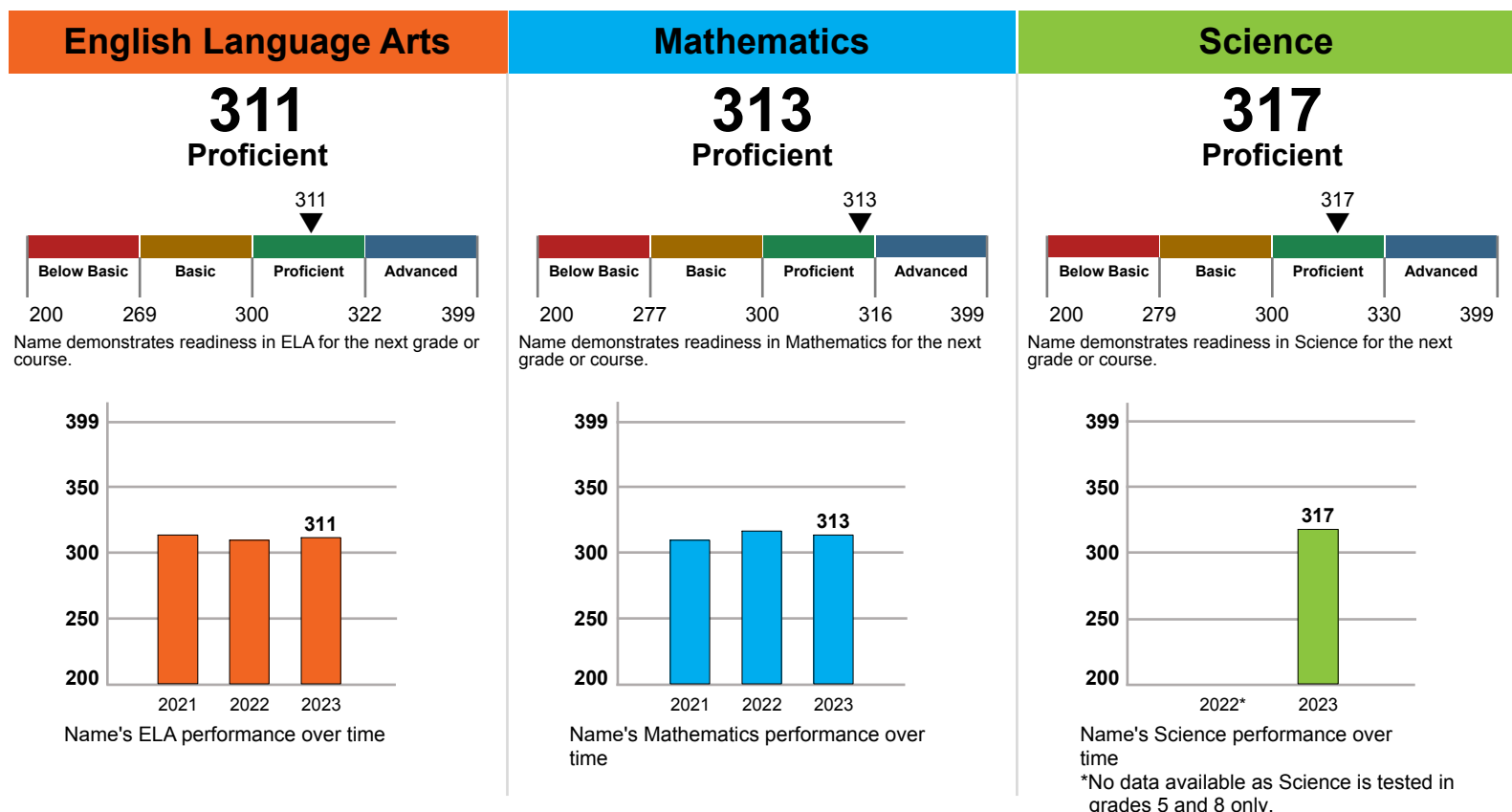
Your student's score report helps you know:

- 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](mailto:Assessments@sde.ok.gov).

Sincerely,

Ryan Walters  
State Superintendent of Public Instruction



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

## English Language Arts (ELA) ► PROFICIENT

Students scoring **Proficient** typically:

- read, comprehend, interpret, evaluate, and respond to literary and informational texts, applying critical thinking skills.
- evaluate literary devices, points of view, and perspectives and analyze how authors use literary elements to contribute to the meaning of the text.
- analyze and evaluate textual evidence to support inferences and conclusions between and across multiple texts.
- engage in a recursive writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences. Select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.
- in argumentative writing, introduce a claim, recognize a claim from an opposing viewpoint and organize reasons and evidence.
- use fully developed ideas, strong organization, well-chosen words, fluent sentences and appropriate voice.
- use context clues, word parts and reference tools to determine or clarify the meaning of words and infer relationships among words with multiple meanings.
- demonstrate a command of Standard English grammar, mechanics and usage. Apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.
- recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.
- comprehend, evaluate and synthesize resources.
- summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes.

## Name's ELA Performance by Reporting Category

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

**11 / 13**    **Reading/Writing Process ► Near/At Expectations**

- Make time to read silently with your student, reading different books or the same book.
- Challenge your student to rewrite the ending to a story (book, movie or TV show).

**15 / 15**    **Critical Reading/Writing ► Achieving Expectations**

- Ask your student to explain details (characters, plot, theme, purpose, facts, opinions, etc.) about a book or article they are reading.
- Help your student write about topics that interest them using a narrative, informative, or argument essay.

**9 / 10**    **Vocabulary ► Near/At Expectations**

- As a family, learn one new word per week. Use it in your conversations and display it in a special place. Take turns picking the word of the week.
- Help your student to use context clues and references such as the Internet or a dictionary to find the meaning of unfamiliar words.

**3 / 6**    **Language ► Near/At Expectations**

- Help your student explore how language is used to communicate ideas. (For instance, find an interesting sentence from a book, news story, or magazine article. Talk with your student about what makes it interesting. Then have your student write an interesting sentence.)

**3 / 6**    **Research ► Near/At Expectations**

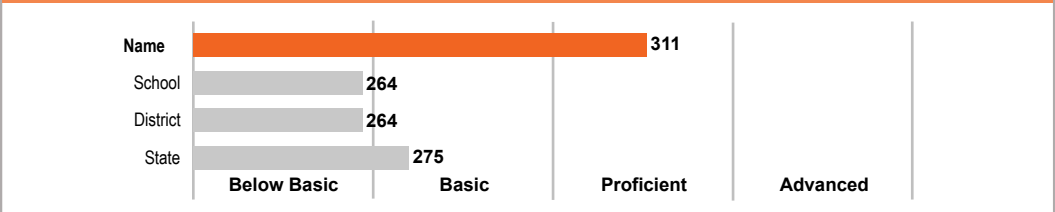
- Help your student evaluate different resources they and then decide which is most trustworthy. (For instance, with your student, discuss a current topic in the news and read two articles about it. Have your student explain which article seems more reliable.)

**3 / 4**    **Writing Composite Score ► Near/At Expectations**

- Encourage your student to write on a regular basis (e.g., journaling, keeping a diary, blogging, etc.).
- Discuss ways to expand writing by including details, examples and evidence from sources.

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



Your student's Lexile score: **1280L**

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>.

## Mathematics ► PROFICIENT

Students scoring **Proficient** typically:

- generate, simplify and evaluate equivalent expressions.
- classify and explain operational closure of rational and irrational numbers.
- distinguish between a linear and nonlinear function.
- identify independent and dependent variables.
- describe, analyze and represent linear functions with two variables and translate between representations.
- use and apply the Pythagorean Theorem.
- describe the impact on central tendencies of a data set when there is an outlier and when a data point is inserted or deleted.
- interpret a scatterplot, determine the rate of change and use a line of best fit to make predictions.
- calculate, interpret, and predict experimental probability and generalize samples to populations.
- solve real-world problems and employ problem-solving strategies of identifying and using appropriate information to draw logical conclusions and justify solutions.

## Name's Mathematics Performance by Reporting Category

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

**9 / 9**    **Number & Operations ► Achieving Expectations**

- Support development of algebraic concepts by using and applying exponents in the real world. (For example, research the distance of various planets to the earth, the size of bacteria, and other very large and very small measurements. Describe measurements in scientific notation and explain what the numbers represents.)

**13 / 22**    **Algebraic Reasoning ► Near/At Expectations**

- Help your student focus on Algebraic Reasoning using linear functions and rate of change in real world and mathematical situations by asking guiding questions. (For example, how are functions used in the real world? How do pairs of numbers relate to one another? If I am on my phone for 2.5 hours each day, how many hours am I on my phone in a week? In a year? What is the input [days] and what is the output [hours]?)

**10 / 11**    **Geometry & Measurement ► Achieving Expectations**

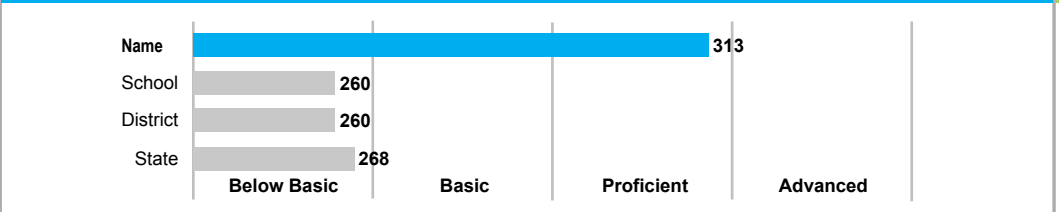
- Make connections in order to solve real world and mathematical problems involving variable equations, geometric formulas (surface area and volume), and Pythagorean Theorem by asking your student to create multiple three-dimensional shapes with similarities and differences (such as shapes that have the same surface area but different volumes).

**6 / 8**    **Data & Probability ► Near/At Expectations**

- Focus on Algebraic Reasoning using real world and mathematical data by looking at different real-world scatter plots and asking questions about the graphs. (For example, how is the data arranged? What does the line in the scatter plot represent? How can the data be impacted?)
- Use probability to make predictions about future events. (For example, if a Thunder player makes an average of 37/50 shots, how many shots would he make out of 250 total?)

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 Quantile score: **1225Q**

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>.

## Science ► PROFICIENT

Students scoring **Proficient** typically:

- develop or use a model to describe: the relationship between gene structure and protein structure; the effect of reproduction on genetic variation; cyclic patterns in relation to the position of the Earth, Sun, and Moon; the role of gravity within galaxies and the solar system.
- identify, describe, or explain how to: design investigations about stability and change of forces and motion; conduct and evaluate investigations about the effect of fields on force interactions.
- identify, describe, or compare evidence to construct explanations for: the effect of environmental and genetic factors on growth; the common ancestry of organisms based on patterns in anatomy or the chronological order of fossils; the effect of trait variation in populations on natural selection.
- design or revise a solution to a problem involving energy transfer, forces, and motions in systems where objects collide.
- use reasoning to show that evidence supports or refutes arguments about how: the structures of plants and behaviors of animals affect the likelihood of successful reproduction; gravitational interactions depend on the masses of interacting objects in a system.
- use reasoning to develop questions about data to determine factors that affect the strength of electric and magnetic forces.
- use mathematical representations to: describe patterns in wave models to show the relationship between amplitude and energy; explain how natural selection affects the distribution of traits in populations.
- analyze and interpret data to: compare patterns of embryological similarities between species; identify how patterns in the fossil record indicate the history of life on Earth; determine the scale properties of objects in the solar system.
- gather, use, synthesize, or integrate information to communicate and support claims about how: humans affect trait inheritance through artificial selection; the structure and function of digital signals contributes to those signals reliably transmitting information.

## Name's Science Performance by Reporting Category

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

**14 / 16**    **Physical Science ► Achieving Expectations**

- Challenge your student look for, question, and explain what causes objects to change motion. Have them consider what effect mass has (for example, why do balls travel different distances after being hit by a bat?).
- Challenge your student to think about, question, and explain how waves transfer energy and information. (For example, how do noise-canceling headphones work? Why do cell phones sometimes lose signal?)

**14 / 22**    **Life Science ► Near/At Expectations**

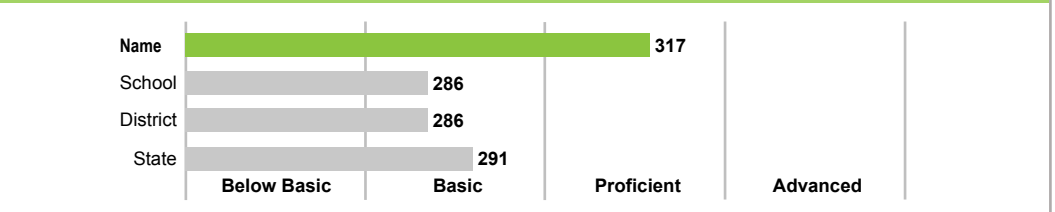
- Encourage your student to ask questions and find answers to explain how the food they eat is broken down and changed to supply energy and matter for growth and development. (For example, how does the sun supply the energy their body used to grow a strand of hair? Where does the matter come from that makes up that same strand of hair?)
- Help your student explore and describe how plant and animal life has changed in your part of Oklahoma, how fossils provide evidence of change, and why some plants and animals living today are similar to those that lived in the geologic past.

**5 / 10**    **Earth & Space Science ► Near/At Expectations**

- Explore different landforms around where you live and help your student think about what causes them to change and look the way they do. (For example, the Arbuckle Mountains used to be taller. Where did the energy that caused them to change come from? How did the matter they are made of change? How do we know they changed? Will they continue to change?)
- Help your student think about the natural resources they use, where they come from, and what limits they have. Explore why certain natural resources are only found in some locations on Earth (such as why is gold not commonly found in Oklahoma?).

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## Science Performance Compared to School, District, and State



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