

# OKLAHOMA SCHOOL TESTING PROGRAM

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PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS  
& MATHEMATICS**

2025–2026 **GRADE 3**



**OKLAHOMA**  
Education

**Oklahoma School Testing Program  
Administration Dates  
2025–2026 School Year  
English Language Arts and Mathematics  
Online Testing Window  
April 13–May 13, 2026  
Paper Testing\* Window  
April 13–30, 2026**

\*under special circumstances only



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Dear Families and Educators,

In order to expand instructional time and optimize student learning, the Oklahoma School Testing Program (OSTP) takes place in the final weeks of the school year for elementary, middle, and high school students. Districts may select the dates that best fit their academic calendars within the approved testing window that is located at [oklahoma.gov/education/services/assessments.html](https://oklahoma.gov/education/services/assessments.html). Preliminary test results will be available online to families through the Oklahoma Parent Portal in June.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit [okparentportal.emetric.net/login](https://okparentportal.emetric.net/login). To create an account, you will need your student's 10-digit Student Testing Number (STN) and date of birth. If you do not know your student's STN, please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time, as well as provide specific information on needed support or enrichment to keep the momentum building.

The OSTP measures your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics, and science. For an overview of the tests, please visit [oklahoma.gov/education/services/assessments/ostp-for-families.html](https://oklahoma.gov/education/services/assessments/ostp-for-families.html). In this guide, you will find an explanation of what is covered in each test and sample questions to help students become familiar with the test format. This guide will help you and your student understand what to expect on the state assessments.

To learn more about the subject standards, please visit [oklahoma.gov/education/services/standards-learning/oklahoma-academic-standards.html](https://oklahoma.gov/education/services/standards-learning/oklahoma-academic-standards.html). The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or [assessments@sde.ok.gov](mailto:assessments@sde.ok.gov).

Sincerely,

Oklahoma State Department of Education, Office of Assessments

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# THE OKLAHOMA SCHOOL TESTING PROGRAM

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Federal law requires all students to be assessed in English language arts (ELA) and math each year in Grades 3–8 and once in high school. Federal law also requires students to be assessed in science once in Grades 3–5, 6–9, and 10–12. The grade- and subject-level tests delivered through the Oklahoma School Testing Program (OSTP) meet federal law. Oklahoma educators were instrumental in building our state tests to ensure alignment to our Oklahoma Academic Standards (OAS). State tests provide a common measure of students' performance relative to our academic standards. The OAS serve as a road map for what students should know and be able to do at each grade level. Measuring real-world skills like problem solving and critical thinking, state tests provide a valid way to measure students' progress in gaining the knowledge, skills, and abilities they need to be ready for the next grade, course, or level. Results from state tests can be used to inform school- or district-level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test.

As such, OSTP State Tests serve as a component of the state's accountability system—the Oklahoma School Report Card.

This year, students in Grade 3 will take assessments in English language arts (ELA) and mathematics. This *Parent, Student, and Teacher Guide* contains information to give you an idea of what your student is learning and being tested on and how you can help at home.

## Helping Your Student Prepare

As a parent, there are a number of ways you can help your student be more prepared when it's time to be tested.

Here are some ideas to help your student prepare for each test:

- Reassure your student that the test is just one opportunity to show knowledge. Classwork, projects, and other tests also show how much a student has learned throughout the year.
- Make sure your student has had the opportunity to utilize the online practice test: <https://okpracticetest.cognia.org/student/login>.
- Make sure your student gets plenty of rest and has a well-balanced diet.

## What is my student learning?

Children in third grade are beginning to use their reading skills to understand an entire text or story. Students enjoy many types of reading materials, including newspapers, magazines, books, poems, comics, etc. Third-grade students will be able to use elements of stories like character (who), setting (where), and plot (what happened) in conversations about what they are reading. Student writing is becoming increasingly clear, topic-focused, and includes relevant details such as important people, places, dates, facts, and events. Third graders also will be able to use different kinds of writing for different purposes. This information is a snapshot of learning in English language arts (ELA) for Grade 3.

## How can I help my student at home?

- Discuss facts and opinions in commercials, news stories, documentaries, and other everyday situations.
- Ask your child what kind of text they are reading (e.g., fiction, nonfiction, or poetry) and to explain how they know.
- Use difficult or unusual words in conversations to build your child’s vocabulary.
- Keep a journal together. Have your child write about interesting topics, and respond by writing something back to your child. Use different sentence types to ask a question or show excitement.
- Help your child identify a topic of interest and determine how to find information about that topic.

## How can I help increase my student’s reading comprehension?

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for different purposes, and be a good role model by also choosing text for various reasons.

Use the following questions to help third graders understand what they are reading.

Before Reading	During Reading	After Reading
<ul style="list-style-type: none"><li>• What made you pick this book?</li><li>• How is this book like another one you have read or a movie you have seen?</li><li>• What do you think the book will be about?</li></ul>	<ul style="list-style-type: none"><li>• What has happened so far in the story?</li><li>• What pictures do you see in your mind as you read?</li><li>• What words can I help you understand?</li></ul>	<ul style="list-style-type: none"><li>• What was the most important event in the story? Why?</li><li>• What lesson do you think the author wants the reader to learn? What makes you think that?</li><li>• If you could give this book a different title, what would it be? Why?</li></ul>

## English Language Arts Practice Questions

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The OSTP Grade 3 ELA Assessment consists of selected-response (multiple-choice) questions, technology-enhanced items (TEIs), and short constructed-response questions designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

**URL:** <https://okpracticetest.cognia.org/student/login>

Login credentials are not required for the Practice Test. Use the drop-down menu under “Select a Test” to select “OSTP Gr. 3-8 ELA.” Then click “Go.”

**Note:** If login credentials are requested, clear your browser’s cache and relaunch the Practice Test.

A student’s performance on the sample items provided in the OSTP Practice Test platform and in this guide **does not** predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 3 ELA Standards and/or Assessment, visit the Test and Item Specifications at [oklahoma.gov/education/services/assessments/assessment-materials2.html](http://oklahoma.gov/education/services/assessments/assessment-materials2.html).



# Directions

Read this passage. Then answer the questions that follow.

## Gone Fishing

by Kristine O'Connell George

**cattails**—tall plants with flat leaves that grow near water

- 1 No one else was awake  
when we got up at dawn  
to go fishing.  
Walking the steep path  
5 down to the lake,  
we could see the circle flop  
and splash of trout. I warned  
my little brother not to go  
too close to the edge.  
10 He said:  
*You can't tell **me** what to do.*  
No one else was awake  
when we got up at dawn  
to go fishing. All I caught  
15 was one little brother—  
hauled up out of the cattails,  
sputtering, soggy, and still stubborn.

"Gone Fishing" from TOASTING MARSHMALLOWS: Camping Poems by Kristine O'Connell George.  
Text copyright © 2001 by Kristine O'Connell George. Reprinted by permission of Clarion Books,  
an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



**1** “Gone Fishing” is mainly about

- Ⓐ trout splashing in a lake.
- Ⓑ children not catching a fish.
- Ⓒ a child not listening to a warning.
- Ⓓ a speaker giving orders to a brother.

**2** How does the reader know “Gone Fishing” is a poem?

- Ⓐ It has characters.
- Ⓑ It contains sentences.
- Ⓒ It could really happen.
- Ⓓ It is arranged by stanzas.

**3** Why did the author most likely write the poem?

- Ⓐ to persuade readers that fishing is fun
- Ⓑ to inform readers about how to catch a fish
- Ⓒ to tell readers about a lake two children discover
- Ⓓ to entertain readers with an experience two children share



**4** The reader knows the passage is told from the first-person point of view because

- Ⓐ the speaker names a type of fish.
- Ⓑ the speaker is a part of the action.
- Ⓒ the speaker tells about a real place.
- Ⓓ the speaker is describing a family member.

**5** Which word best describes how the speaker feels at the end of “Gone Fishing”?

- Ⓐ upset
- Ⓑ strong
- Ⓒ curious
- Ⓓ alarmed

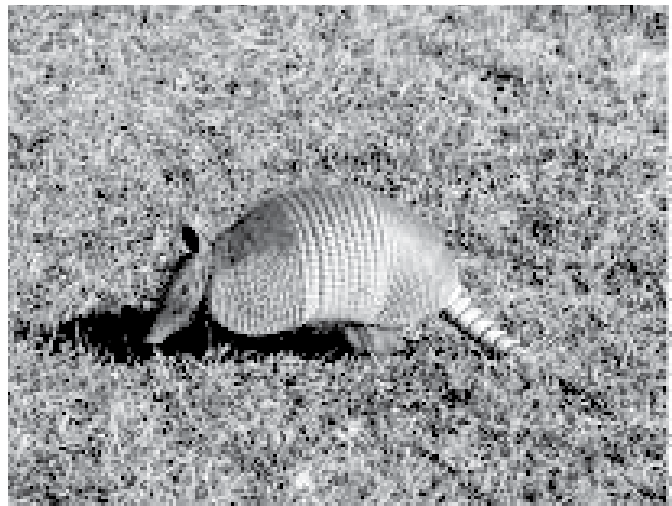
[illegible]



Read this passage. Then answer the questions that follow.

### Look! It's an Armadillo!

- 1 Have you ever seen an armadillo? Most people in the United States never will. But if you live in Oklahoma, you just might get the chance!
- 2 Armadillos are the most unusual animals ever! If you ever see an armadillo, the first thing you'll notice is that it's covered in leathery scales. It may even remind you of the shell of a turtle. These gray scales are hard and strong. They protect armadillos from their enemies and other dangerous things in their environment such as thorns.



**The word "armadillo" means "little armored one" in Spanish. It is the perfect name for this little creature because it has bony scales that cover it from head to tail. Believe it or not, armadillos are the only living mammals that have shells like this. Their shells often lead people to believe they are related to turtles. This lack of fur explains why armadillos live in warm climates.**

- 3 Armadillos also have short legs and long bodies. Even though they are close to the ground, adult armadillos can be over 2½ feet long, including their stringy tails. That's about as long as your leg.



- 4 You might think armadillos are related to turtles because of their shells. Don't be fooled, though! Armadillos are mammals, like cats, dogs, and people. However, it is their shells that make the curious animals different.
- 5 Many mammals are covered in fur that keeps them warm like a winter coat. Not armadillos! Their shells are sturdy, but the shells don't protect them from freezing temperatures. That is why armadillos have to be careful about where they live; don't waste your time searching for armadillos in Alaska or Maine! It's too cold for them to live there. Oklahoma, on the other hand, is a great place for these creatures. They can also be found in Texas, Louisiana, and Florida.
- 6 Armadillos need good weather, but they also need to live where the soil is soft. Armadillos make their homes in holes in the ground called burrows. Although the animals have long, sharp claws perfect for digging, a cold climate can make the dirt difficult to get through. These burrows are extremely important to armadillos. They use them to live in, raise their families, and hide from other animals.
- 7 The ground isn't just an armadillo home—it's also a supermarket! Armadillos dig for their food. They often feast on insects, worms, and lizards. They also eat plant roots and berries. If they can't dig, they can't survive.
- 8 Like any wild animal, armadillos have **predators**. Sometimes, coyotes chase them. Other times, humans hunt them because they destroy crops while digging for food. Many people love armadillos, however. Some kind farmers trap the pesky creatures and release them far away from their crops. There is also a town that loves armadillos so much that it celebrates Armadillo Day. You might even see an armadillo race at a county fair.
- 9 Don't forget—you could spot an armadillo in your own backyard. It might be wandering in the woods or grazing in your garden right now. Seeing an armadillo is something most kids in the United States will never experience.

"Look! It's an Armadillo!" Copyright© 2022 by Cogna, Inc.



**7** Knowing the meaning of the prefix **un-** helps the reader to know that the word **unusual** means

- Ⓐ beyond usual.
- Ⓑ usual before.
- Ⓒ usual again.
- Ⓓ not usual.

**8** Which word from paragraph 2 has a similar meaning to the word **predators** in paragraph 8?

- Ⓐ animals
- Ⓑ scales
- Ⓒ enemies
- Ⓓ thorns

**9** Which information can **only** be found in the caption?

- Ⓐ the meaning of the word armadillo
- Ⓑ the reason armadillos live in warm places
- Ⓒ that the armadillo is a mammal with scales
- Ⓓ that people think armadillos are related to turtles



**10** Read the definition for the word **waste**.

**waste** *verb*. 1. to slowly destroy 2. to cause something to weaken in size or strength 3. to use in a foolish way 4. to slowly wear away

Which definition of the word **waste** is used in paragraph 5?

- Ⓐ definition 1
- Ⓑ definition 2
- Ⓒ definition 3
- Ⓓ definition 4

**11**

Select the **two** correctly spelled words that complete the sentence.

To select a word, click the menu and then click the desired word. To choose a different word, click the menu and click the new word.

They {belive/believe/beleive/beleave} armadillos are the most {butiful/beatiful/beutiful/beautiful} animal in the world.

They  armadillos are the most  
 animal in the world.

- belive
- believe
- beleave
- beleive

They  armadillos are the most  
 animal in the world.

- beautiful
- butiful
- beatiful
- beutiful
- beautiful



**12**

Based on the information in the passage, select **three** sentences that support the idea that armadillos are an unusual animal.

To select a sentence, click on the sentence. To deselect the sentence, click it again. Be sure to select **three** sentences.

Armadillos have four legs.

Armadillos eat bugs and plants.

Many armadillos can sleep up to 16 hours each day.

Armadillos are the only living mammal with a hard shell.

One kind of armadillo can hold its breath for six minutes.



- 13** After reading the passage, a student still has questions about armadillo behavior and wants to do further research.

Which question would help them find new information?

- Ⓐ What do armadillos do during the winter?
- Ⓑ Why do armadillos have sharp claws?
- Ⓒ Why do armadillos prefer soft soil?
- Ⓓ What do armadillos like to eat?

- 14** Read the question a student wrote after reading the passage.

How do armadillos care for their young?

What is the **best** source the student could use to learn the answer to their question?

- Ⓐ a book about animals with protective shells
- Ⓑ an online encyclopedia article about mammals
- Ⓒ a website that gives information about armadillo races
- Ⓓ an interview with a zookeeper who cares for armadillos

- 15** A student has gathered information for a report about armadillo babies.

What should the student do next?

- Ⓐ create a graphic organizer to help arrange the information
- Ⓑ create a rough draft that contains key information
- Ⓒ ask a friend to edit the report for mistakes
- Ⓓ publish the report for others to read



**16** Read the sentence.

Ed must be home by dinner.

What changes should be made to the sentence to make it an interrogative sentence?

- Ⓐ Be home by dinner, Ed.
- Ⓑ Oh, Ed is home for dinner!
- Ⓒ Ed will eat dinner at home.
- Ⓓ Will Ed be home by dinner?

**17** Read the sentence.

The two trees leaves are turning brown.

What change, if any, should be made to trees in the sentence?

- Ⓐ tree's
- Ⓑ trees'
- Ⓒ treeses
- Ⓓ no change



**18** Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

- Ⓐ D'oesnt
- Ⓑ Do'esnt
- Ⓒ Does'nt
- Ⓓ Doesn't



### What is my student learning?

In third grade, students will build on the skills learned in first and second grade and apply their knowledge to more difficult mathematical tasks. Three of the most important third-grade math topics are multiplication, division, and fractions, all of which are building blocks for many skills students will learn in later grades. This information is a snapshot of learning in mathematics for Grade 3.

### How can I help my student at home?

- Create your own multiplication and division games with numbered cubes, dominoes, or playing cards.
- Allow your child to help measure ingredients while cooking or baking.
- Identify fractions around the house. For example, if a four-drawer dresser has socks in one drawer, then  $\frac{1}{4}$  of the dresser has socks in it.
- Find a bar graph on the news or in the paper and have your student explain its meaning.
- Practice using an analog thermometer to read temperatures to the nearest degree in both Fahrenheit and Celsius.

### How can I help increase my student's math curiosity?

Cultivate your child's curiosity with guiding questions like these:

- What geometric shapes do you see in your neighborhood and where do you see them?
- How could you divide 12 slices of pizza among 6 people evenly? Among 3 people?
- What shapes do you see in road signs and traffic stops?
- How many candies could go around the edges of this brownie?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Questions to ask your Third Grade Math Student:

- Can you count a dozen eggs by 2s?
- What is 9,567 in expanded and written form? (You can use any number from 1,000–100,000.)
- What is 1,000 more than 5,678? What is 1,000 less than 5,678?
- What is the sum of  $\frac{3}{4} + \frac{1}{4}$ ? (Use fraction with the same denominator, or "bottom number.")
- How can the perimeter of a room be found? What is the perimeter?
- How many of each color are in this bag of Skittles? Create a bar graph of the data.

## Mathematics Practice Questions

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**URL:** <https://okpracticetest.cognia.org/student/login>

Login credentials are not required for the Practice Test. Use the drop-down menu under “Select a Test” to select “OSTP Gr. 3-8 Math.” Then click “Go.”

**Note:** If login credentials are requested, clear your browser’s cache and relaunch the Practice Test.

A student’s performance on the sample items provided in the OSTP Practice Test platform and in this guide **does not** predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 3 Math Standards and/or Assessment, visit the Test and Item Specifications at [oklahoma.gov/education/services/assessments/assessment-materials2.html](http://oklahoma.gov/education/services/assessments/assessment-materials2.html).



# Directions

Choose the best answer for the question. Mark the circle for the answer you have chosen.

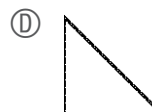
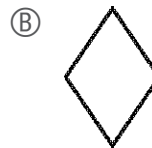
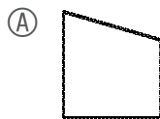
## 1 Jorge has these bills.



Which number sentence shows the total value of the bills?

- (A)  $\$10 + \$3 = \$13$
- (B)  $\$13 + \$3 = \$16$
- (C)  $\$15 + \$3 = \$18$
- (D)  $\$18 + \$3 = \$21$

## 2 Which shape appears to contain at least one acute, one obtuse, and one right angle?





- 3** Connie is learning to play 15 songs on the piano. The table shows the number of songs Connie has left to learn at the end of each month.

**Songs for Connie to Learn**

<b>Month</b>	<b>Number of Songs</b>
January	15
February	13
March	11
April	9
May	?

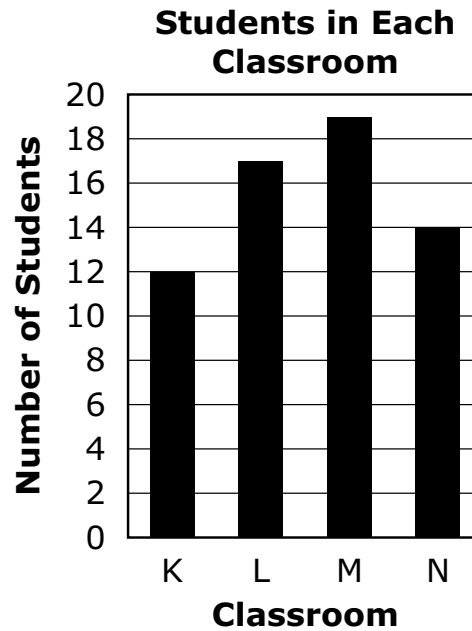
**Connie learns the same number of songs each month. How many songs will Connie have left to learn at the end of May?**

- Ⓐ 2 songs
- Ⓑ 6 songs
- Ⓒ 7 songs
- Ⓓ 8 songs





- 4 The graph shows the number of students in each of four classrooms.



How many more students are in classroom L than in classroom N?

- (A) 3
- (B) 4
- (C) 5
- (D) 7



- 5** This table shows the number of books checked out from the school library on three days last week.

**Books Checked Out**

<b>Day</b>	<b>Number of Books Checked Out</b>
Monday	241
Tuesday	121
Wednesday	134

How many more books were checked out on Monday than on Wednesday?

- Ⓐ 120
- Ⓑ 117
- Ⓒ 113
- Ⓓ 107



- 6** Ann's piano practice starts at 1:30 P.M. The practice ends 55 minutes later.



**What time does the practice end?**

- Ⓐ 12:35 P.M.
- Ⓑ 1:25 P.M.
- Ⓒ 1:55 P.M.
- Ⓓ 2:25 P.M.

- 7** Seth wants to visit all 50 states. He has visited 14 states. The number sentence shows , the number of states Seth has left to visit.

$$\boxed{\phantom{00}} + 14 = 50$$

**How many states does Seth have left to visit?**

- Ⓐ 36
- Ⓑ 44
- Ⓒ 46
- Ⓓ 64



**8** Three elephants at a zoo weigh a total of 9,898 pounds. One elephant weighs 7,859 pounds. Another elephant weighs 1,602 pounds. How many pounds does the third elephant weigh?

- Ⓐ 437 pounds
- Ⓑ 1,447 pounds
- Ⓒ 1,641 pounds
- Ⓓ 2,263 pounds

**9**

This number line is divided into equal parts. Place the dot on the number line to represent the fraction  $\frac{5}{8}$ .

To place the dot, click and drag it to the correct location on the number line. To change the location of the dot, click and hold it, and then drag it to the new location.





- 10** The table shows the ice-cream cones sold during lunch.

**Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	5
strawberry	2
vanilla	4

Which pictograph shows the same information as the table?

**(A) Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼▼▼▼
strawberry	▼▼
vanilla	▼▼▼▼

Key: ▼ = 2 cones

**(B) Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼▼
strawberry	▼
vanilla	▼▼

Key: ▼ = 2 cones

**(C) Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼
strawberry	▼
vanilla	▼

Key: ▼ = 2 cones

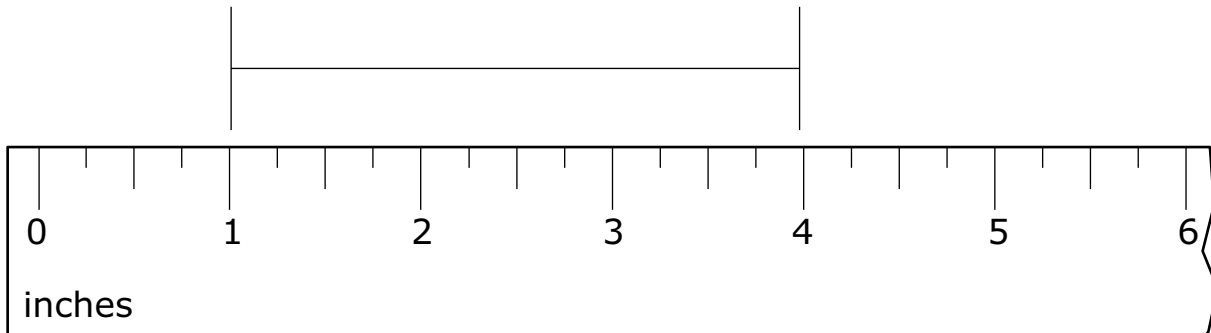
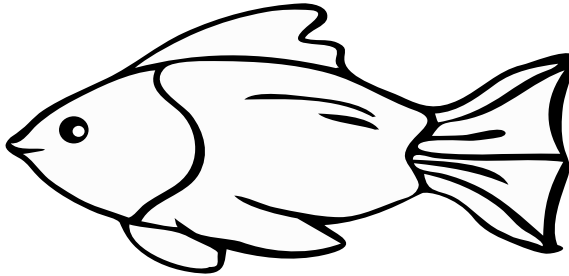
**(D) Ice-Cream Cones Sold**

Flavor	Number of Cones
chocolate	▼▼▼
strawberry	▼
vanilla	▼▼

Key: ▼ = 2 cones



- 11** Jessie measured her goldfish as shown.



**What is the length of Jessie's goldfish?**

- Ⓐ 1 inch
  - Ⓑ 3 inches
  - Ⓒ 4 inches
  - Ⓓ 6 inches
- 12** During gym class, 6 students took turns jumping rope. Each student jumped rope for 7 minutes.
- What is the total number of minutes these 6 students spent jumping rope?
- Ⓐ 13 minutes
  - Ⓑ 36 minutes
  - Ⓒ 42 minutes
  - Ⓓ 49 minutes



13

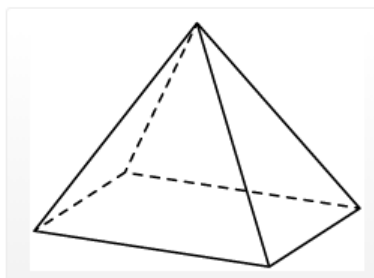
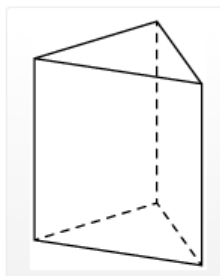
Match each sentence on the left to the figure it describes on the right. Each figure will have two sentences matched to it. Click one sentence on the left and then click the figure it describes on the right. To remove a line, hold the pointer over the line until it turns red, and then click it.

The figure has 2 bases.

The figure has exactly 5 vertices.

The figure has a triangular base.

The figure has a rectangular base.





Use the information to answer the following questions.

Casey and Sam keep track of their scores while playing their favorite video game. Sam's highest score is 5,400. Casey's scores for her last three games are shown.

Casey's Scores	
	6,020
	6,530
	6,005

**14** Which list shows Casey's scores from greatest to least?

- (A) 6,005      6,530      6,020
- (B) 6,005      6,020      6,530
- (C) 6,530      6,005      6,020
- (D) 6,530      6,020      6,005

**15** Sam's goal for next week is to score 1,000 more than his highest score. What is his goal?

- (A) 5,500
- (B) 6,400
- (C) 6,500
- (D) 7,250





**Blank**


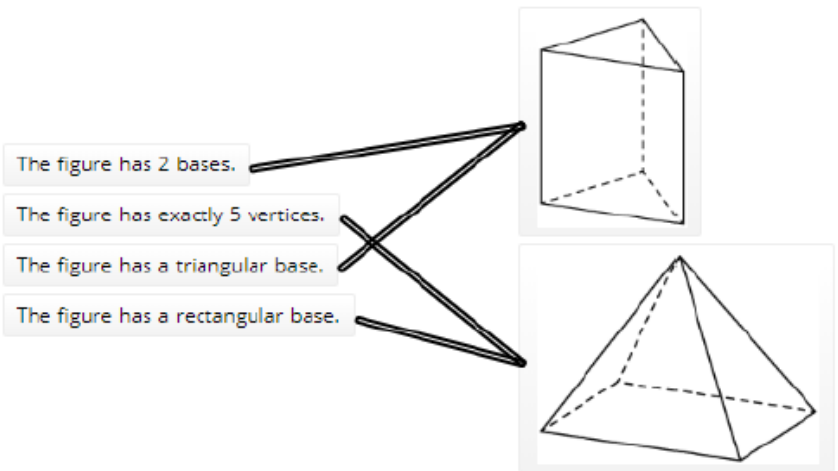
English Language Arts		
Number	Reporting Category	Item Distractor Rationales
1	Reading & Writing Process	<p>A. This describes what the children see as they approach the lake, but this is not what the poem is mainly about.</p> <p>B. Based on the poem, the children never had an opportunity to try to catch a fish before the little brother fell in the lake.</p> <p><b>C. Correct. The little brother was warned by the speaker not to get too close to the edge of the lake, but he stubbornly ignored the speaker and fell into the lake.</b></p> <p>D. Though the speaker tried to warn the little brother about getting too close to the edge of the lake, the poem is not focused on the speaker's orders.</p>
2	Reading & Writing Process	<p>A. Characters may be found in nonfictional and informational text, so this is not a unique feature of poetry.</p> <p>B. Nonfiction and fiction texts have sentences, and in this case the poem does too.</p> <p>C. Events that could really happen may be represented in nonfiction, fiction, and poetry.</p> <p><b>D. Correct. Poetry has a unique organizational structure; it is organized by stanzas.</b></p>
3	Critical Reading/Writing	<p>A. The author does not use persuasive language to tell about fishing.</p> <p>B. The poem tells about children who are going fishing; it does not provide directions about how to catch a fish.</p> <p>C. The children in the poem already know about the lake; they do not discover it.</p> <p><b>D. Correct. The poem tells a story about two siblings who have an amusing experience.</b></p>
4	Critical Reading/Writing	<p>A. Naming a type of fish is not a feature of a first-person point of view.</p> <p><b>B. Correct. The speaker is the sibling who rescues the boy when he falls into the lake.</b></p> <p>C. Telling about a real place is not a feature of a first-person point of view.</p> <p>D. Describing a family member is not a feature of a first-person point of view.</p>
5	Critical Reading/Writing	<p><b>A. Correct. As the speaker is hauling the little brother out of the lake, the words "still stubborn" in reference to the boy, indicates the speaker's unhappiness with the situation.</b></p> <p>B. There is no indication in the poem that the speaker felt strong as the boy was pulled out of the lake.</p> <p>C. There is no indication in the poem that the speaker was satisfied that the boy fell in the lake and was being pulled out.</p> <p>D. There is no indication in the poem that the speaker became alarmed when the boy fell in the lake.</p>

English Language Arts			
Number	Reporting Category	Item Distractor Rationales	
6	Critical Reading/Writing	<b>Correct Response:</b>	
		<b>Score</b>	<b>Description</b>
		<b>2</b>	The response fully explains why the speaker of the poem can be described as helpful. The details provided to support the description are based on the text and are relevant to the task.
		<b>1</b>	The response explains or attempts to explain why the speaker of the poem can be described as helpful, but the supporting details may lack specificity or the explanation is not supported by the text.
		<b>0</b>	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
		<b>Blank</b>	The response was left blank.
		<b>Possible responses:</b> <ul style="list-style-type: none"><li>• The speaker wants to help the little brother to stay safe.</li><li>• “I warned / my little brother not to go / too close to the edge.” (lines 7–9)</li><li>• The speaker helps the little brother after he falls in the water.</li><li>• “All I caught / was one little brother— /hauled up out of the cattails, /sputtering, soggy, and still stubborn. (lines 14–17)</li></ul> Other responses are acceptable if supported by relevant details from the text.	
7	Language	A. The prefix super- means “beyond.” B. The prefix pre- means “before.” C. The prefix re- means “again.” <b>D. Correct. The prefix un- means “not.”</b>	
8	Critical Reading/Writing	A. Some animals might be classified as predators, but not all animals are predators. The words are different in meaning. B. An armadillo’s scales help protect the armadillo from predators. <b>C. Correct. An animal that hunts other animals would not be considered friendly.</b> D. Thorns may harm an animal, but it is not actively hunting it.	
9	Critical Reading/Writing	<b>A. Correct. The meaning of the word armadillo can only be found in the caption.</b> B. This information can also be found in paragraph 5. C. This information can also be found in paragraph 5. D. This information can also be found in paragraph 4.	
10	Language	A. Looking for armadillos where they will not be found does not slowly destroy the seeker’s time. B. A person’s time is not being weakened by looking for something that will not be found. <b>C. Correct. Since armadillos cannot be found in colder areas, looking for them there would be to use time “in a foolish way.”</b> D. Looking for armadillos where they will not be found does not wear away the seeker’s time.	
11	Reading & Writing Process	<b>Correct Response:</b> They <input type="text" value="believe"/> armadillos are the most <input type="text" value="beautiful"/> animal in the world	

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
12	Reading & Writing Process	<p><b>Correct Responses:</b></p> <p>Armadillos have four legs.</p> <p>Armadillos eat bugs and plants.</p> <p>Many armadillos can sleep up to 16 hours each day.</p> <p>Armadillos are the only living mammal with a hard shell.</p> <p>One kind of armadillo can hold its breath for six minutes.</p>
13	Research	<p><b>A. Correct. The passage does not provide any information about how armadillos act during winter months.</b></p> <p>B. Paragraph 6 explains that armadillos need sharp claws for digging.</p> <p>C. Paragraph 6 states that armadillos make their homes in burrows, so they need soil that is easy to dig.</p> <p>D. As noted in paragraph 7, armadillos eat, “insects, worms, and lizards” and “plant roots and berries.”</p>
14	Research	<p>A. This resource would likely not provide detailed information about the way armadillos care for their young.</p> <p>B. This source is too broad because it deals with all mammals—not just armadillos.</p> <p>C. The student’s question is about armadillo young—not about armadillo races.</p> <p><b>D. Correct. Speaking with someone who works with armadillos would provide detailed information about armadillo babies.</b></p>
15	Reading & Writing Process	<p><b>A. Correct. Usually students will create a graphic organizer to help organize their thoughts into a logical order.</b></p> <p>B. Creating a rough draft is at the beginning of the writing process, but this step usually cannot be taken until information is gathered and organized.</p> <p>C. The first step in writing is typically the prewriting stage. Asking a friend to edit the report comes later in the process after a draft has been written.</p> <p>D. Publishing is the final step of the writing process.</p>
16	Language	<p>A. This sentence is commanding Ed to be home, which makes it an imperative sentence.</p> <p>B. This sentence is showing surprise or joy that Ed is home for dinner, making it an exclamatory sentence.</p> <p>C. This sentence is stating the fact that Ed will eat at home, which makes it a declarative sentence.</p> <p><b>D. Correct. This sentence is asking a question about Ed, which makes it interrogative.</b></p>

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
17	Language	<p>A. "Tree's" is the possessive form of only one tree. In the sentence "trees" is a plural noun and needs an apostrophe added after the "s" to make it possessive.</p> <p><b>B. Correct. In the sentence "trees" is a plural noun and needs an apostrophe added after the "s" to make it possessive.</b></p> <p>C. "Treeses" is not a word. In the sentence "trees" is a plural noun and needs an apostrophe added after the "s" to make it possessive.</p> <p>D. In the sentence "trees" is a plural noun and needs an apostrophe added after the "s" to make it possessive.</p>
18	Language	<p>A. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."</p> <p>B. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."</p> <p>C. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."</p> <p><b>D. Correct. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."</b></p>

Mathematics		
Number	Reporting Category	Item Distractor Rationales
1	Number & Operations	<p>A. The student forgot the \$5 bill.</p> <p>B. The student forgot the \$5 bill and added the three \$1 bills twice.</p> <p><b>C. Correct. The student demonstrated an ability to use addition to determine the value of a collection of bills up to twenty dollars.</b></p> <p>D. The student added the three \$1 bills twice.</p>
2	Geometry & Measurement	<p><b>A. Correct. The student demonstrated an ability to classify angles as acute, right, and obtuse.</b></p> <p>B. The student thought one of the obtuse angles was a right angle.</p> <p>C. The student did not understand how to classify angles.</p> <p>D. The student thought one of the acute angles was an obtuse angle.</p>
3	Algebraic Reasoning	<p>A. The student found that the numbers in the table decrease by 2 each month and did not know how to use this information.</p> <p>B. The student subtracted the largest number in the table from the smallest number.</p> <p><b>C. Correct. The student demonstrated an understanding of how to extend a pattern.</b></p> <p>D. The student thought that May should be 1 less than April.</p>
4	Data & Probability	<p><b>A. Correct. The student demonstrated an understanding of how to solve a problem using categorical data presented in a bar graph.</b></p> <p>B. The student rounded classroom L up to 18 because that is the next closest labeled number.</p> <p>C. The student found the difference in the number of students in classroom M compared to classroom N.</p> <p>D. The student found the difference in the number of students in the two classrooms with the largest and smallest bars in the graph.</p>
5	Number & Operations	<p>A. The student compared Monday to Tuesday.</p> <p>B. The student failed to reduce the tens by one when regrouping from the tens to the ones.</p> <p>C. The student subtracted the smaller digit from the larger digit in all places.</p> <p><b>D. Correct. The student demonstrated an ability to subtract three-digit numbers.</b></p>
6	Geometry & Measurement	<p>A. The student found 55 minutes before 1:30 p.m.</p> <p>B. The student found 5 minutes before 1:30 p.m.</p> <p>C. The student selected this response because 55 is given in the problem.</p> <p><b>D. Correct. The student demonstrated an ability to determine the solution to a problem involving addition of time.</b></p>
7	Algebraic Reasoning	<p><b>A. Correct. The student demonstrated an ability to find an unknown represented by a symbol in an arithmetic problem by solving a one-step equation.</b></p> <p>B. The student did not understand how to solve for an unknown.</p> <p>C. The student computed <math>50 - 4</math>.</p> <p>D. The student added instead of subtracting.</p>
8	Number & Operations	<p><b>A. Correct. The student demonstrated an ability to use addition and subtraction to solve a problem involving whole numbers.</b></p> <p>B. The student made a computation error.</p> <p>C. The student made a computation error.</p> <p>D. The student selected the answer closest to <math>9,898 - 7,859</math>.</p>

Mathematics		
Number	Reporting Category	Item Distractor Rationales
9	Number & Operations	<b>Correct Response:</b> 
10	Data & Probability	<p>A. The student ignored the key and used 1 cone picture to represent 1 cone.</p> <p><b>B. Correct. The student demonstrated an ability to represent data in a pictograph with scaled intervals.</b></p> <p>C. The student did not understand how to represent data in a pictograph using scaled intervals.</p> <p>D. The student did not know how to represent 5 cones with a key of 2.</p>
11	Geometry & Measurement	<p>A. The student chose the number of inches for the starting point of the fish.</p> <p><b>B. Correct. The student demonstrated an ability to measure the length of an object to the nearest half inch.</b></p> <p>C. The student chose the number of inches for the ending point of the fish.</p> <p>D. The student chose the last number shown on the ruler.</p>
12	Number & Operations	<p>A. The student added the two given numbers.</p> <p>B. The student made a fact error.</p> <p><b>C. Correct. The student demonstrated an ability to fluently multiply with factors up to 10.</b></p> <p>D. The student made a fact error.</p>
13	Geometry & Measurement	<b>Correct Response:</b> 
14	Number & Operations	<p>A. The student did not know how to order numbers from greatest to least.</p> <p>B. The student ordered from least to greatest instead of greatest to least.</p> <p>C. The student confused 6,005 and 6,500.</p> <p><b>D. Correct. The student demonstrated an ability to use place value to compare whole numbers up to 100,000.</b></p>
15	Number & Operations	<p>A. The student confused 1,000 and 100.</p> <p><b>B. Correct. The student demonstrated an ability to find 1,000 more than a given four-digit number.</b></p> <p>C. The student confused 1,000 and 1,100.</p> <p>D. The student confused Sam and Casey.</p>



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