OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

ENGLISH LANGUAGE ARTS & MATHEMATICS

2025–2026 GRADE 7
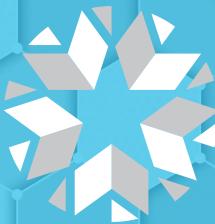
OKLAHOMA
Education

**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. 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. 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. 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. 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.

Sincerely,

Oklahoma State Department of Education, Office of Assessments

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THE OKLAHOMA SCHOOL TESTING PROGRAM

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 7 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.

GRADE 7 ENGLISH LANGUAGE ARTS (ELA)

What is my student learning?

In grade 7, students begin to read challenging, complex texts closely and deeply. They can cite multiple instances of specific evidence from texts to support their claims and interpretations. By the end of grade 7, students recognize the effect of setting, plot, and characters on the author's purpose and theme of a text. Students not only react to a text, but can also provide an objective summary. Students begin to compare and contrast different interpretations of a topic across several texts, identifying how writers craft their presentation of key information and choose to highlight certain facts over others. Students trace how an argument develops within a text and assess the validity of the evidence. Students participate in discussion, make their reasoning clear to their listeners and readers, and recognize the contributions of various group members. Their vocabulary has developed to the point where they can distinguish between literal and metaphorical meaning. Students develop a more sophisticated understanding of sentence structure and the role it plays in reading and writing.

How can I help my student at home?

- Make time to read with your student. You can read different books silently in the same room, or you can read the same book.

- Ask your student to describe details (characters, plot, theme, purpose, facts, opinions, etc.) about the book or article they are reading.

- Think of a current topic in the news and find an op-ed about it. Read it with your child, and discuss its major points. Then brainstorm arguments for an opposing viewpoint on the topic.

- As a family, learn one new word per week. Use it in your conversations and display it in a special place.

- Find an interesting sentence from a book or news story. Copy it down, and work with your student to imitate its sentence structure with a new sentence of your own. Discuss what makes the sentence structure interesting and what effect it may have on the reader.

English Language Arts Practice Questions

The OSTP Grade 7 ELA Assessment consists of selected-response (multiple-choice) questions, technology-enchanced 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 7 ELA Standards and/or Assessment, visit the Test and Item Specifications at oklahoma.gov/education/services/assessments/assessment-materials2.html.

Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the English Language Arts Test.

You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.

The Book Fair
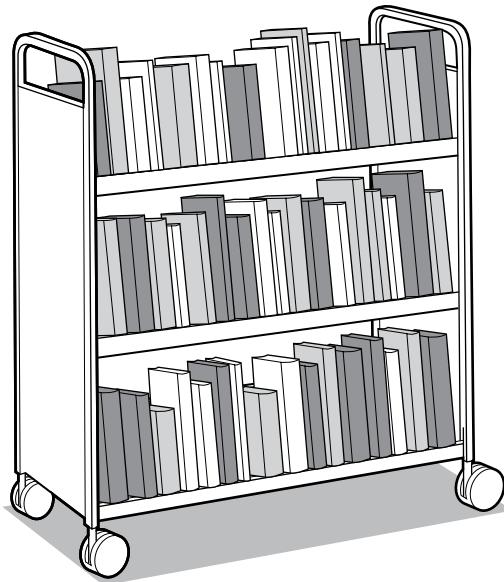
1   Our school holds an annual book fair each January, where new and used books are available for students to purchase. Our librarian, Mr. Egan, is the school sponsor for it. Traditionally, the seventh grade students are responsible for the planning, set-up, and selling at the fair. I am sure that Mr. Egan consulted our teacher, Ms. Cates, for suggestions as to who would be the student directors, and I was pleasantly surprised when he approached me to be one of the students in charge. I was even more surprised when he told me that the student I would be working with was Charlie Lyons.

2   Charlie and I have known each other since kindergarten but have never been close. Ever since we were designated partners for the science project last year, there is very little we choose to say to each other. Needless to say, the science project fell short of our expectations. I know that we both had our individual ideas and strategies about the direction the project would go, but we just found it difficult to work together. In light of that event, I was dumbfounded that Mr. Egan and Ms. Cates found us a suitable match.

3   At the initial meeting with Mr. Egan, we divided the responsibilities between us. I would be in charge of setting up the room and getting the volunteers to work the sale for all three days. Charlie would be in charge of all the books. We were both quite satisfied with our jobs, and even more satisfied that there would be little contact between us.

4   I left the meeting and immediately started thinking of what I needed to do. With only two weeks to plan, I knew I could not procrastinate.[1] I enlisted John, Mark, Kaylee, and Rachel to help me with the set-up and twelve other classmates to work at the fair. I figured that, between Mr. Egan, the friends who volunteered to help, and me, we would be just fine. My mom and Kaylee's mom volunteered to help out, too. They would give us more adult supervision in case any unforeseeable problems occurred.

5   The second meeting among Mr. Egan, Charlie, and me was scheduled for exactly one week before the fair was scheduled to open. Charlie was absent that day, and I anticipated that Mr. Egan would postpone the meeting for another day. He said that he would meet with me anyway because he had a librarian's conference to attend the next two days. Mr. Egan said he would be in touch with Charlie when he returned from the conference. He asked about how my preparations were going, and I provided him with a detailed report. He seemed satisfied and said he would see me at the set-up.

6   I tried on two separate occasions to initiate a conversation with Charlie about the progress he was making, but each time his response was, "Everything's cool."

7   On the day of the set-up, my friends and I arrived, only to find Charlie with his head in his hands, surrounded by a zillion boxes of books. I asked him, "Charlie, what's wrong?"

8   He responded, "I think I've got a problem. There are a lot more books here than I anticipated. I thought I could do it all by myself. I'm up a creek without a paddle. Will you help me?"

9   My initial impulse was to say, "No, this is your mess. Figure it out." But instead I responded, "Sure, Charlie. Let me see if I can get some people to lend us a hand."

10   All in all, the book fair was a success, but I would have preferred not to have the last-minute panic situation that we did.

11   After the book fair was over, I could not stop wondering what Mr. Egan was thinking when he put us together, so I asked him. His reply was quite simple, "You see, I knew that this would be a great experience for both of you. It wasn't so much about running the book fair as it was a lesson in how important it is to communicate and to work alongside others when necessary."

12   I think he accomplished his goal.

_____

[1]**procrastinate:** to put off doing something

Read this passage, which goes with the previous passage. Then answer the questions that follow.

A Summer Adventure

1   The first month of summer vacation was thrilling.
Swimming
Picnics
Hanging out with friends
5   It could not get better.

Month two was a different story.
My friends and I got bored with the "fun."
We needed to find something new
To do with our time

10   We dreamed of going to the amusement park.
Giant roller coasters
Ferris wheels
Bumper cars
It would be the highlight of the summer

15   Our parents agreed that it would be great.
Joe's mom would drop us off.
Kate's dad would pick us up.
But they also agreed we had to buy our own tickets.

Disappointed, we sat around feeling glum.
20   None of us had much money.
What could be done?
Then Sheila spoke up.

A car wash was the answer.

Abby and Mike would make the signs.
25 Sheila, Juan, and Tim would wash.
Kate, Tony, and Maria would dry.
Lucia and Francisco would collect the money.

Excited by the idea of the amusement park,
We worked together to make it successful.
30 People came from around town, and we
Were pleased with our success.

And we decided that our day at the amusement park
Was the best day yet.

1   **Paragraphs 2 and 3 are <u>mainly</u> about**

     A   how Charlie and the narrator first met in school.

     B   the narrator's feelings about his working relationship with Charlie.

     C   the responsibilities that Charlie and the narrator undertake on the project.

     D   Mr. Egan's reasons for why the narrator and Charlie are made partners on the project.

2   **Using knowledge of word parts, what does <u>unforeseeable</u> mean in "The Book Fair"?**

     A   not able to see at all

     B   not able to see again

     C   not able to see ahead

     D   not able to see correctly

3   **The author's use of hyperbole in paragraph 7 of "The Book Fair" helps the reader understand**

     A   where Charlie has to go.

     B   the extent of the problem.

     C   how the narrator is feeling.

     D   the satisfaction Charlie feels.

GO ON ▶

4   **In "The Book Fair," how is Mr. Egan important to the plot?**

  A   He helps the narrator understand the value of cooperating with others.

  B   He provides the organizational skills needed for the narrator and Charlie to be successful.

  C   He serves as the adult sponsor if there are problems that the students cannot resolve themselves.

  D   He attempts to help the narrator and Charlie become friends by assigning them to work together.

5

This question has 2 dropdown boxes.

Select the word that identifies the genre of "A Summer Adventure" and the word that identifies how it is organized.

To select each answer, click the arrow and then click the answer. To choose a different answer, click the arrow again and click the new answer. Be sure to select an answer for **both** dropdown options.

"A Summer Adventure" is a [-Select an Answer- ▾] because it is organized using [nonfiction text ▾].

nonfiction text

fictional text

poem

"A Summer Adventure" is a [-Select an Answer- ▾] because it is organized using [-Select an Answer- ▾].

stanzas

paragraphs

6 Which method did the authors of **both** passages use to entertain the reader?

A Both authors introduce a problem that required the young people work together to solve.

B Both authors use idioms to help describe the feelings of the young people.

C Both authors repeat the idea of teamwork throughout their passages.

D Both authors include dialogue to develop key events.

Read this passage. Then answer the questions that follow.

Wang Yani

by Amelie Welden

Wang Yani

1   Wang Shiqiang couldn't believe his eyes—his painting was ruined! And the **culprit** was his two-and-a-half-year-old daughter, Yani. She had gotten into his oil paints while he was gone and used them to create her own "masterpiece" right over her father's careful brush strokes. Wang Shiqiang was angry at first, but Yani explained, "Papa, I was helping you paint. I want to paint and paint." At that moment, Wang Shiqiang knew that his daughter's talent and desire would make her an amazing artist.

2   Wang Yani was born in Gongcheng, a small town in southern China. She expressed an interest in painting at a very young age, and her father, an art teacher and painter, gave her the materials she needed. By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work.

3   This young, inspired artist was only four years old when she held her first art exhibition in Shanghai. By age six, Yani had completed over four thousand paintings, and when she was eight, one of her paintings was made into a Chinese postage stamp.

GO ON ▶

4   Over the next few years, Yani's work was shown throughout Asia, Europe, and North America. Then, in 1989, she achieved something truly unheard of in the art world: at just fourteen years of age she became the youngest person ever to have a one-person show at the famous Smithsonian Institution in Washington, D.C. Her exhibition was called "Yani: The Brush of Innocence."

5   Amazingly, Yani has never had any formal art training or painting classes. She paints just because she loves it. Her painting has been called "fresh" and "vigorous." Although her style is unique, she paints with traditional Chinese materials: brushes, inks, pigments, and special paper. Yani relies on her memory of real life experiences for inspiration, but she also uses her imagination to bring the paintings to life.

6   Before starting a painting, Yani tries to clear her mind. Often she listens to music while she works—Beethoven's Fifth Symphony is her favorite. After deciding what to paint, Yani begins to work, sweeping her brush smoothly across the paper.

7   Usually it takes Yani about thirty or forty minutes to complete a painting. When she's done, she marks the painting with her personal red seal which, like a signature, identifies Yani as the artist.

8   Yani's favorite subjects in her early paintings were animals, especially cats and monkeys. She paints these animals playing and being mischievous. Yani's later work portrays landscapes and people, and many of her paintings tell a story. She often uses her art as a way to communicate. Once, to show her mom that she was hungry, Yani painted a picture of a monkey eating fruit.

9   Yani devotes a lot of her time to painting. Even when she was in school, Yani managed to paint about three pictures a day. But she also made time for her other hobbies and interests like singing, dancing, reading, writing, sports, and music. Yani's talent has brought her international acclaim, but it is her love for painting that inspires her to keep creating new work.

7 In paragraph 1, what does **culprit** mean?

A   genius

B   painter

C   offender

D   youngster

8

> Wang Shiqiang, Wang Yani's father, gave up his career as an artist when Wang Yani was eight years old. He did not want her to be influenced by his style of painting. He was determined for her to develop her own style. In order to broaden her experience, he took her on tours to numerous countries. He felt that this experience would give her inspiration for her paintings.

Which statement is the **best** summary of the information above and the information from paragraph 2 of the passage?

A   Wang Shiqiang wanted his daughter's art to be unique.

B   Wang Shiqiang made sure that his daughter's art was similar to his.

C   Wang Shiqiang felt that his daughter's art should reflect Chinese tradition.

D   Wang Shiqiang thought his daughter's art should focus on Chinese sceneries.

9 A student wants to use this sentence from paragraph 2 of the passage in a report.

> By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work.

What is the correct way to cite this information within the report?

A "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden 58).

B "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden 1998, 58).

C "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden Amelie, 1998, 58, Beyond Words Publishing).

D "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden Amelie. *Girls Who Rocked the World*, 1998. 58).

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10 How does the sequential structure of paragraphs 2–4 **best** support the author's purpose of informing readers about how Wang Yani's talent became widely recognized?

A by sharing the name of Wang Yani's exhibition

B by naming the town where Wang Yani was born

C by revealing the places Wang Yani exhibited her art

D by explaining that Wang Yani's father gave her art supplies

11

A student is creating a paraphrase of paragraph 8. Drag two sentences into the boxes in the correct order to complete the paraphrase.

To drag a sentence click and hold the the sentence, and then drag it to the desired space. To change a sentence, click and hold it, and then drag it back to the original location.

Yani liked to paint animals as they rested in the wild.

Yani believed that monkeys were the most fun to paint.

Yani used her art to share her thoughts and feelings with others.

Once, Yani painted food to tell her mom she wanted something to eat.

Paraphrase of Paragraph 8
As a young painter, Yani enjoyed painting animals.
After painting for some time, Yani expanded her subjects to include people and nature.

12 Complete the analogy.

Artist is to exhibition as **actor** is to _____ .

A play

B script

C costume

D audience

13 Which sentence from the passage contains an **opinion**?

A Wang Yani was born in Gongcheng, a small town in southern China.

B Over the next few years, Yani's work was shown throughout Asia, Europe, and North America.

C Amazingly, Yani has never had any formal art training or painting classes.

D Even when she was in school, Yani managed to paint about three pictures a day.

14 Which characteristic of the passage **best** classifies it as nonfiction?

A It uses specific vocabulary.

B It has organized paragraphs.

C It tells about the life of a real person.

D It contains a conflict and a resolution.

15 There are many steps in the writing process. One of them is to revise a first draft. Explain why this step is an important part of the writing process.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

A student wrote a report on how people have made candles throughout history. Read the first part of the report, think about what suggestions you would make, and then answer the question.

Making Candles—Part 1

1   Did you ever wonder who developed the first candles? Well, surprisingly, there is

2   no one clear answer, but it is known that candles have been around.

3   Early Egyptians <u>are</u> the first to use wickless candles where cloth was

4   soaked in an oily substance. Ancient Romans created candles with wicks by

5   dipping papyrus, a tall marsh plant, in beeswax over and over again. Historians

6   are certain that candles have been burning around the world for a very long time.

7   All candles are made from some type of <u>fat oil gel or waxy substance</u> that came

8   from either a plant, insect, or animal—and sometimes even from a rock. Colonial

9   women are known to have produced the first candles in the United States by

10   boiling berries from the bayberry bush. When burned, these berries have a sweet

11   smell which creates a clean, pleasant aroma in the room.

"Making Candles—Part 1." Copyright © 2022 by Cognia, Inc.

16 Where is the **best** place to add the prepositional phrase **for over 5,000 years** in lines 1 and 2?

    A after the word "surprisingly"

    B after the word "answer"

    C after the word "known"

    D after the word "around"

17 What change, if any, should be made to **are** in line 3?

    A is

    B was

    C were

    D no change

18 What change should be made to **fat oil gel or waxy substance** in line 7?

    A fat: oil: gel: or waxy substance

    B fat; oil; gel; or waxy substance

    C fat, oil, gel, or waxy substance

    D fat-oil-gel-or waxy substance

Read the next part of the report, think about what suggestions you would make, and then answer the question.

Making Candles—Part 2

12   This process proved to be too time-consuming, however, so other options were

13   developed to be more efficient. Beeswax became the most popular substance to

14   use in candle making. Paraffin wax is currently the most-used product in creating

15   candles. Beeswax is still used today.

16   Although there are several ways to make candles by using molds; most traditional

17   candles are made by one of two other methods. One method is to dip a wick

18   over and over in melted wax repeatedly until the desired thickness is achieved. The other

19   method is to use a sheet of softened wax and roll it tightly around a wick.

---

19 What change should be made to lines 14 and 15 to **best** combine these sentences into a compound sentence?

A Paraffin wax is currently the most-used product in creating candles since beeswax is still used today.

B Even though paraffin wax is currently the most-used product in creating candles, beeswax is still used today.

C Paraffin wax is currently the most-used product in creating candles while beeswax is still used today.

D Paraffin wax is currently the most-used product in creating candles, but beeswax is still used today.

20 **What change, if any, should be made to the sentence in lines 16 and 17?**

A Although there are several ways to make candles by using molds, most traditional candles are made by one of two other methods.

B Although there are several ways to make candles by using molds most traditional candles are made by one of two other methods.

C Although there are several ways to make candles by using molds: most traditional candles are made by one of two other methods.

D No change

What is my student learning?

Students in grade 7 are extending their understanding of integers. They are using this understanding to solve real-world and mathematical problems involving addition, subtraction, multiplication, division, and exponents. Students are developing an understanding of proportional relationships, representing these relationships in a variety of ways, and using these relationships to solve real-world and mathematical problems. Students are extending their understanding of two- and three-dimensional figures to find area, volume, surface area, and perimeter/circumference. Students are collecting, displaying, and analyzing data and extending their understanding of probability. This information is a snapshot of learning in mathematics for Grade 7.

How can I help my student at home?

- Stay positive about math! When you stay positive, your student is more likely to have a positive mindset.

- Every day, ask your student to summarize his or her math class and teach you the concept he or she learned that day.

- Have your student find 3 cans of different sizes and find the circumference of each top.

- Have your student explain how they know their answers are correct.

- Suppose your family wants to landscape with pavers. How many 6" × 8" pavers are needed to cover the 108" × 144" patio?

Questions to ask your Seventh Grade Math Student:

- *At the grocery store:* What is the unit rate for this package of items? How much would it cost for five of these items?

- *At the store:* What is the median cost of these four items?

- *On the drive home:* I travel 50 mph for 12 minutes, then get stuck in traffic and travel 15 mph for 20 minutes. How far have I traveled?

- *Looking at the map:* If one inch represents 50 miles in real distance, how far is it to Oklahoma City from our home?

- *At the fair:* It costs $5 to get into the fair and $1.50 per ride. How many rides can I go on if I have $20?

Mathematics Practice Questions

The OSTP Grade 7 Mathematics Assessment consists of selected-response (multiple-choice) questions and technology-enhanced items (TEIs) 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

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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.

Students in grade 7 will have access to a reference sheet and a basic calculator to use during the mathematics assessment. The reference sheet is available at oklahoma.onlinehelp.cognia.org/testing-materials-resources/, and the calculator can be found at https://www.desmos.com/fourfunction. For the calculator policy, visit oklahoma.gov/education/services/assessments/assessment-materials2.html.

For more information about the Grade 7 Math Standards and/or Assessment, visit the Test and Item Specifications at oklahoma.gov/education/services/assessments/assessment-materials2.html.

Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

**1** The shape and measurements of a floor are shown.

20 ft

15 ft

40 ft
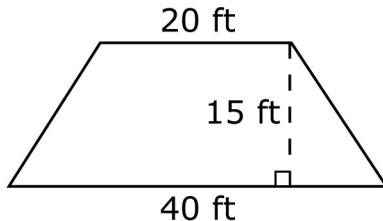
What is the area of the floor?

A 190 square feet

B 320 square feet

C 450 square feet

D 900 square feet

---

2 **The line plot shows the number of phone calls made in one day by students in Dorothy's class.**

```
                        X
                        X
                 X      X
              X  X      X
           X  X  X  X   X
           X  X  X  X   X   X
        ←——+——+——+——+——+——+——→
           0   1   2   3   4   5
```

Number of Phone Calls
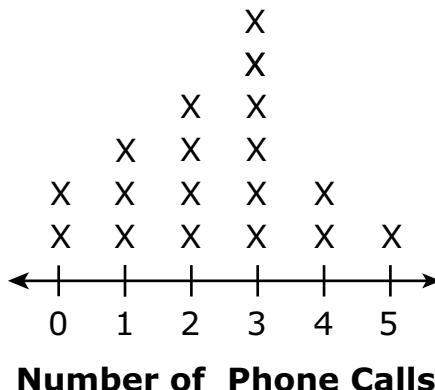
Based on the information in the line plot, what is the probability a student chosen at random made 2 or 3 phone calls that day?

A $\dfrac{1}{3}$

B $\dfrac{1}{10}$

C $\dfrac{2}{9}$

D $\dfrac{5}{9}$

3

Match each number in the left column with the equivalent number in the right column.
To connect numbers, click a number in the left column and then a number in the right column, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. Each number in the left column matches to only one number in the right column.

$\frac{3}{4}$

3.$\overline{33}$

0.25

$\frac{2}{10}$

0.375

$\frac{1}{4}$

$\frac{3}{8}$

$\frac{1}{5}$

$\frac{9}{12}$

$\frac{10}{3}$

4 Alicia drove to her grandparent's house. The graph below shows the number of gallons of gas used and the distance traveled during the trip.

Alicia's Trip
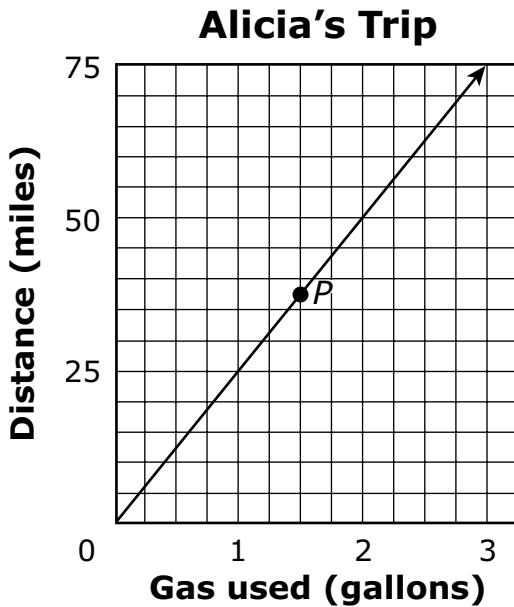
According to the graph, which statement **best** describes point *P*?

A Alicia used 1.5 gallons to travel a distance of 37.5 miles.

B Alicia used 37.5 gallons to travel a distance of 1.5 miles.

C Alicia traveled at a rate of 37.5 miles per hour.

D Alicia traveled at a rate of 1.5 miles per hour.

5 **Gabrielle had $300 in her checking account and $125 in her savings account. If Gabrielle transferred enough money from her checking account to her savings account to double the savings account balance, what is her new checking account balance?**

A $350

B $250

C $175

D $125

6

Triangle *ABC* is translated 8 units up to create new triangle *A'B'C'*.
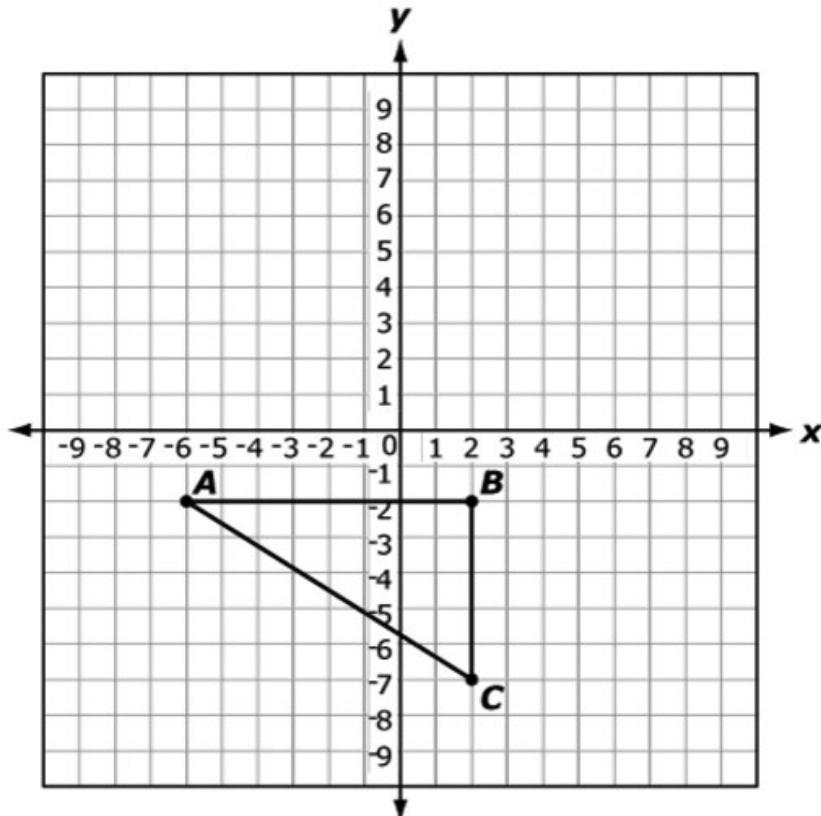
Select the ordered pairs that show the coordinates of the vertices of triangle *A'B'C'*.

To select the coordinates for a vertex, click the ordered pair. To deselect the coordinates, click on the ordered pair again.

(2, –2)	(–6, 6)	(–6, –10)	(2, 6)
(2, –10)	(10, –7)	(2, 1)	(10, –2)

7 **Which equation represents a proportional relationship?**

A $y = -2x$

B $y = 5 - 2x$

C $y = 2x - 5$

D $y = 2x + 5$

8 This figure shows the placemat Kenneth made using two square pieces of paper measured in inches. He cut one piece of paper in half.

9 in.

6 in.   6 in.

9 in.

6 in.   6 in.
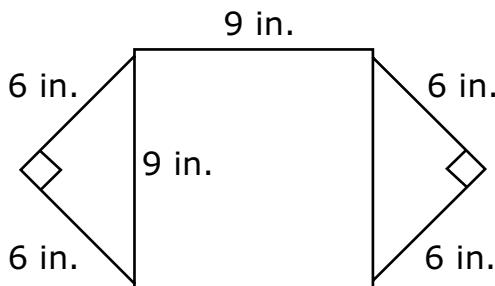
What is the area of Kenneth's placemat?

A   42 square inches

B   54 square inches

C   99 square inches

D   117 square inches

9

At a school carnival game, players toss beanbags onto a table with equal-sized squares of different colors.
On the table, there are
- 7 green squares,
- 5 orange squares, and
- 8 blue squares.

These statements describe the probabilities for different outcomes of a single beanbag toss that lands at a random location on the table. **Select the number that best completes each statement.** To select a number, click the menu and then click the desired number. To choose a different number, click the menu and click the new number.

The probability that the outcome is green is | -Select an Answer- ▾ | .

| 0.28 |
| 0.35 |
| 0.54 |
| 0.7 |
| 4 |
| 7 |

The probability that the outcome is orange or green is | -Select an Answer- ▾ | .

| $\frac{1}{12}$ |
| $\frac{1}{7}$ |
| $\frac{1}{5}$ |
| $\frac{2}{7}$ |
| $\frac{3}{5}$ |
| $\frac{3}{4}$ |

The probability that the outcome is <u>not</u> orange is | -Select an Answer- ▾ | .

| 15% |
| 25% |
| 50% |
| 75% |
| 85% |

10 A rectangular prism has a square base. The height of the prism is equal to twice the edge length of its base. The base can be completely covered, with no overlap, by 16 squares that each have an edge length of 1 inch.

What is the surface area of the rectangular prism?

A 16 square inches

B 32 square inches

C 128 square inches

D 160 square inches

11 Gavin spent 40 hours last month doing outdoor chores. This circle graph shows how much time he spent on each chore.

Gavin's Outdoor Chores
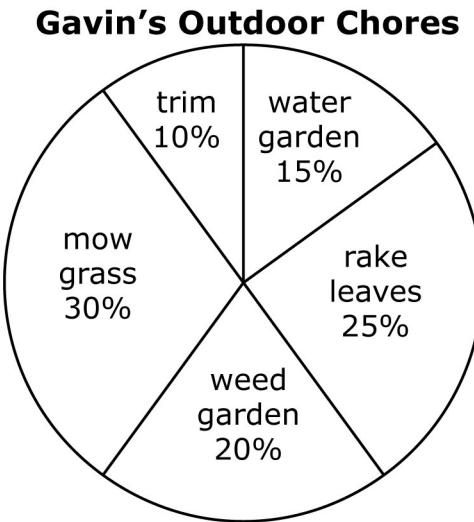
How many hours did Gavin spend mowing the grass?

A 8 hours

B 10 hours

C 12 hours

D 30 hours

33

12

Simone ordered packets of seeds from a store. The packets cost $2.50 each plus a shipping fee of $4.00 for the entire order.

Drag the numbers into the table to show how many seed packets Simone can order for each amount in the "Total Cost" column. To place a number in the table, click and hold the number, and then drag it to the desired space. To change a number, click and hold it, and then drag it back to the desired space.

Number of Seed Packets Ordered	Total Cost, Including Shipping ($)
	9.00
	16.50
	21.50
	29.00

1	2	3	4	5
6	7	8	9	10

13 **Caleb went rollerskating at the local rink. The circular rink measured 70 feet from side to side through the center. What distance did Caleb skate in one lap by skating along the edge of the rink?**

A 35π feet

B 70π feet

C 140π feet

D $4{,}900\pi$ feet

Use the information to answer the following questions.

Three expressions are shown.

Expression 1	$\frac{36}{20}$
Expression 2	$5(3x - 1)$
Expression 3	$-\frac{1}{2}(4x - 2)$

14 **Which number is equivalent to Expression 1?**

A $\frac{5}{9}$

B $\frac{9}{5}$

C $\frac{9}{4}$

D $\frac{21}{5}$

15 **Which expression is equivalent to the sum of Expression 2 and Expression 3?**

A $7x-6$

B $7x-4$

C $13x-4$

D $13x-6$

STOP

ANSWER KEYS

	English Language Arts	
Number	**Reporting Category**	**Item Distractor Rationales**
1	Reading and Writing Process	A. Paragraph 2 mentions that Charlie and the narrator have known each other since kindergarten, but paragraph 3 mentions nothing about their history. **B. Correct. Paragraphs 2 and 3 detail the narrator's negative past experiences working with Charlie and the narrator's relief that they would not have to work hand-in-hand on the book fair project.** C. Paragraph 3 details how the assignment is divided up between Charlie and the narrator, but paragraph 2 mentions nothing about the assignment. D. There is confusion expressed in paragraph 2 from the narrator in regards to why Mr. Egan put him and Charlie together on the project, but there is no evidence in these paragraphs about why Mr. Egan made that decision.
2	Vocabulary	A. While the prefix "un-" means "not," and the suffix "-able" means "to be able," in this instance the student is misunderstanding the meaning of the base word "foresee," which means to be able to predict or be aware of beforehand. B. While the prefix "un-" means "not," and the suffix "-able" means "to be able," in this instance the student is misunderstanding the meaning of the base word "foresee," which means to be able to predict or be aware of beforehand. The student may using the "re-," meaning "again" as an additional suffix. **C. Correct. The prefix "un-" means "not," and the suffix "-able" means "to be able," The word "foresee" means to be able to predict or be aware of beforehand. Therefore, the correct meaning of the word means unable to see or predict what's ahead.** D. While the prefix "un-" means "not," and the suffix "-able" means "to be able," in this instance the student is misunderstanding the meaning of the base word "foresee," which means to be able to predict or be aware of beforehand.
3	Critical Reading and Writing	A. The reference to Charlie being surrounded by "a zillion boxes of books" does not describe where Charlie has to go. **B. Correct. The reference to Charlie being surrounded by "a zillion boxes of books" describes how overwhelmed Charlie appears in getting his part of the project finished.** C. The reference to Charlie being surrounded by "a zillion boxes of books" does not describe how the narrator is feeling. D. The reference to Charlie being surrounded by "a zillion boxes of books" does not describe the satisfaction that Charlie is feeling.
4	Critical Reading and Writing	**A. Correct. At the end of the passage when the narrator questions Mr. Egan about his rationale for teaming the narrator and Charlie together, Mr. Egan replies that his intent was for the boys to see the importance of communication and working together.** B. Though Mr. Egan meets with Charlie and the narrator periodically about how their preparations are going, based on the passage he did not provide any strategies for their work. He left it all up to them. C. Though Mr. Egan is the school sponsor of the book fair, there is no indication in the passage that he intervened when Charlie was unable to get his part of the project completed. D. Though Mr. Egan paired the narrator and Charlie together, there is no indication in the passage that his motivation was to strengthen a friendship.

	English Language Arts	
Number	**Reporting Category**	**Item Distractor Rationales**
5	Reading and Writing Process	**Correct Response:** "A Summer Adventure" is a [poem ▾] because it is organized using [stanzas ▾].
6	Critical Reading and Writing	A. **Correct. In "The Book Fair," the characters must work together to prepare for a book fair. in "A Summer Adventure," the characters in the poem work together to come up with an idea to earn money for a visit to an amusement park.** B. Only "The Book Fair" uses an idiom (paragraph 8) to show how the character, Charlie, is feeling about his predicament. C. The idea of teamwork is only mentioned a single time in each passage. In "The Book Fair," the main characters are relieved to work independently until they are faced with a problem. In "A Summer Adventure," the characters in the poem eventually work together to achieve their goal, but it is a single incidence. D. Only "The Book Fair" contains dialogue.
7	Vocabulary	A. A "culprit" is a person who does something wrong rather than "genius" which means to be exceptionally talented or gifted. B. A painter is a person who, in this context, uses paints to create art. It does not have the negative association the word "culprit" has. C. **Correct. The first sentence of the paragraph states that a painting had been ruined. The second sentence says that the culprit, or offender responsible for the misdeed, was his daughter.** D. A "youngster" is a young person or child, while a "culprit" is a person who does something wrong.
8	Reading and Writing Process	A. **Correct. The paragraph in the stem states, "He did not want her to be influenced by his style of painting. He was determined for her to develop her own style." The passage states, ". . . her father, an art teacher and painter, gave her the materials she needed." These lines support the idea that Wang Yani's father wanted her art to be special.** B. The information in the texts makes it clear that Wang Shiqiang wanted his daughter's art to be unlike his own. C. The information in the passage notes that Wang Yani used traditional Chinese materials, but both texts make it clear that Wang Shiqiang wanted his daughter's art to be her own. D. According to the paragraph in the stem, Wang Shiqiang "was determined for her to develop her own style." He did not think that her art should focus on Chinese sceneries.
9	Research	A. In-text citations require the last name of the author, the year of publication, and the page number. This citation is missing the year of publication. B. **Correct. This citation contains the last name of the author, the year of publication, and the page number.** C. This citation contains extraneous information such as the first name of the author and the publisher. D. This citation contains extraneous information such as the first name of the author and the title of the book.

		English Language Arts
Number	Reporting Category	Item Distractor Rationales
10	Critical Reading and Writing	A. This information provides a single detail about Wang Yani but does not provide extended information about her becoming widely recognized. B. This information about Wang Yani does not tell the reader anything about her early years as an artist. C. **Correct. The first four paragraphs tell about Wang Yani's interest in painting and then name the different places she showed her art in chronological order.** D. This information shares how Wang Yani's interest in art was supported by her father, but does not provide extended information about her development as an artist.
11	Reading and Writing Process	**Sample Distractor Rationales:** **Correct** **Paraphrase of Paragraph 8** As a young painter, Yani enjoyed painting animals. After painting for some time, Yani expanded her subjects to include people and nature. Yani used her art to share her thoughts and feelings with others. Once, Yani painted food to tell her mom she wanted something to eat. **Incorrect** This response includes a couple of key details, but others are unimportant or are in the wrong order. **Paraphrase of Paragraph 8** As a young painter, Yani enjoyed painting animals. After painting for some time, Yani expanded her subjects to include people and nature. Yani believed that monkeys were the most fun to paint. Yani liked to paint animals as they rested in the wild.
12	Vocabulary	A. **Correct. The relationship in the first part of the analogy shows what an artist does after working on subjects. An actor performs in a play as the final step in an artistic process.** B. A script is a tool used by an actor to prepare for the final product. C. A costume can function as a tool to support an actor in their role. D. The audience is the group of people who enjoy the final product, which in this case would be a play.

English Language Arts		
Number	**Reporting Category**	**Item Distractor Rationales**
13	Critical Reading and Writing	A. This sentence is a fact because it contains information that can be verified by multiple sources such as a birth certificate or hospital records. B. This information may be confirmed by reviewing primary sources such as museum websites. C. **Correct. It may not be "amazing" that Wang Yani does not have formal art training. This is a subjective claim.** D. This information could be verified by Yani herself, her parents, or other people Yani was in contact with during this time.
14	Reading and Writing Process	A. Specific vocabulary may be found in fiction and poetry. B. Fiction text is also organized into paragraphs. C. **Correct. A key characteristic of nonfiction is that it is about something that exists and that has elements that can be verified.** D. Both fiction and nonfiction can contain a conflict and resolution.
15	Reading and Writing Process	**Correct Response:** <table><tr><th>Score</th><th>Description</th></tr><tr><td>2</td><td>The response fulfills the requirements of the task by explaining why the revision of a first draft is an important step of the writing process.</td></tr><tr><td>1</td><td>The response fulfills some requirements of the task, but some of the information may lack specificity or is incomplete.</td></tr><tr><td>0</td><td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td></tr><tr><td>Blank</td><td>The response was left blank.</td></tr></table> **Possible correct responses:** · It allows the writer to clarify ideas. – A first draft allows the writer to see where points/information are confusing and make changes. · The writer is able to determine what additions (or subtractions) to make in the piece. – Once a draft has been written, the writer can review the document to see if information should be added to support the thesis or remove information that does not. · The writer can verify if the purpose of the paper is met and adjust accordingly. – It is important to keep writing focused on the reason the paper is being written and if it has strayed, make changes. · Revision allows the writer to make sure the point of view is consistent. Other responses are acceptable if they are related to the reasons revision is an important step.
16	Language	A. The prepositional phrase does describe that there has been no clear answer for over 5,000 years, but this is not the best placement for the phrase. B. The prepositional phrase does not modify this noun because it is an adverbial phrase. C. The prepositional phrase does not modify this verb. D. **Correct. This prepositional phrase modifies the adverb "around" and should be placed after the adverb.**

English Language Arts		
Number	**Reporting Category**	**Item Distractor Rationales**
17	Language	A. This is a singular present tense verb which is incorrect for subject and verb agreement in this sentence. B. This is singular past tense verb which is incorrect for subject and verb agreement in this sentence. C. **Correct. The report is written in the past tense, and because the subject "Egyptians" is plural then the verb must be the plural past tense form "were" in order to have correct subject and verb agreement.** D. Since the report is written in the past tense, a past tense verb is required.
18	Language	A. Colons are used to give emphasis, present dialogue, introduce lists or texts, and to clarify titles. Colons are not used to separate items in a series. B. Semicolons are not used to separate items in a series. C. **Correct. Commas are used to separate items in a series.** D. Hyphens are not used to separate items in a series.
19	Language	A. This is a complex sentence with the wrong conjunction used in regards to the relationship of ideas being combined. B. This is a complex sentence. C. This is a complex sentence. D. **Correct. The use of the conjunction "but" preceded by a comma combines these two sentences into a compound sentence.**
20	Language	A. **Correct. The introductory dependent clause needs to be separated from the independent clause with a comma.** B. The introductory dependent clause needs to be separated from the independent clause with a comma because without the comma this is a run-on sentence. C. The introductory dependent clause needs to be separated from the independent clause with a comma, not a colon. D. The introductory dependent clause needs to be separated from the independent clause with a comma, not a semicolon.

Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
1	Geometry & Measurement	A. Balance distractor B. The student computed $20 + \dfrac{40 \times 15}{2}$. **C. Correct. The student demonstrated an ability to determine the area of a trapezoid.** D. The student computed $(20 + 40) \times 15$.
2	Data & Probability	A. The student compared the number of phone calls asked about, 2, to the total number of phone calls shown, 6. B. The student chose because of the 10 students who made 2 or 3 phone calls. C. Balance distractor **D. Correct. The student demonstrated an ability to express probability as a fraction.**
3	Number & Operations	**Sample Distractor Rationales:** **Correct** **Incorrect** The student thought fractions with the same numerator are equivalent.
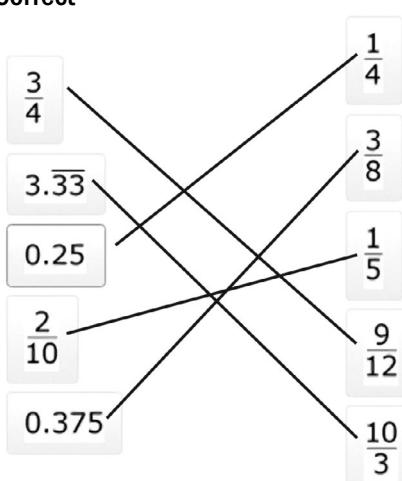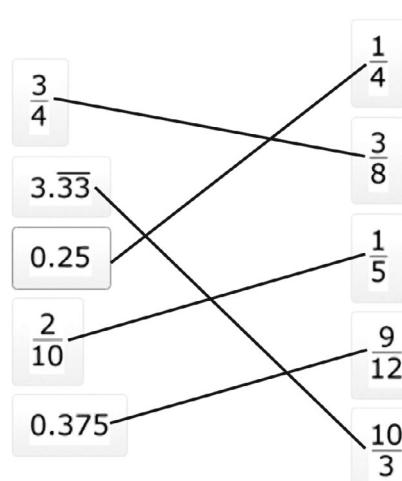
Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
4	Algebraic Reasoning & Algebra	**A. Correct. The student demonstrated an ability to represent a proportional relationship with a verbal description.** B. The student confused the x and y axes. C. The student focused on the y-value and chose a common relationship. D. The student focused on the x-value and chose a common relationship.
5	Number & Operations	A. Balance distractor B. The student doubled the savings account balance. **C. Correct. The student demonstrated an ability to solve a real-world problem involving addition, subtraction, and multiplication.** D. The student found the amount that needed to be transferred.
6	Geometry & Measurement	**Sample Distractor Rationales:** **Correct** (-6, 6) (2, 6) (2, 1) **Incorrect** (2, –2) (10, –2) (10, –7) The student thought ABC and A'B'C' were the same triangle. (–6, –10) (2, –10) (–6, 6) The student confused 8 units up and 8 units down.
7	Algebraic Reasoning & Algebra	**A. Correct. The student demonstrated an ability to identify an equation that represents a proportional relationship.** B. The student did not know how to determine if an equation represents a proportional relationship. C. The student did not know how to determine if an equation represents a proportional relationship. D. The student did not know how to determine if an equation represents a proportional relationship.
8	Geometry & Measurement	A. The student added all numbers shown on the figure. B. The student computed 9×6. C. The student focused on the middle square and saw the two 9s. **D. Correct. The student demonstrated an ability to find the area of a composite figure.**

Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
9	Data & Probability	**Sample Distractor Rationales:** **Correct** The probability that the outcome is green is 0.35. The probability that the outcome is orange or green is 3/5. The probability that the outcome is not orange is 75%. **Incorrect** The probability that the outcome is green is 0.7. The probability that the outcome is orange or green is 1/12. The probability that the outcome is not orange is 75%. The student chose 0.7 for green because there were 7 outcomes for green. The student chose 1/12 for orange or green because there were 12 outcomes for orange or green. The probability that the outcome is green is 0.35. The probability that the outcome is orange or green is 3/5. The probability that the outcome is not orange is 25%. The student gave the probability of orange instead of not orange for the last blank.
10	Geometry & Measurement	A. The student found the surface area of only one base. B. The student found the surface area of the bases only. C. The student confused volume and surface area. **D. Correct. The student demonstrated an ability to find the surface area of a rectangular prism.**
11	Data & Probability	A. The student confused 25% and 30%. B. The student computed 40 – 30. **C. Correct. The student demonstrated an ability to use reasoning with proportions to interpret data in circle graphs.** D. The student thought 30% meant 30 hours.

Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
12	Algebraic Reasoning & Algebra	**Sample Distractor Rationales:** **Correct** | Number of Seed Packets Ordered	Total Cost, Including Shipping ($)
---	---
2	9.00
5	16.50
7	21.50
10	29.00 | **Incorrect** | Number of Seed Packets Ordered	Total Cost, Including Shipping ($)
---	---
2	9.00
4	16.50
5	21.50
7	29.00 | The student confused the $2.50 and the $4.00 and used the equation $y = 4x + 2.50$. | Number of Seed Packets Ordered	Total Cost, Including Shipping ($)
---	---
2	9.00
4	16.50
6	21.50
8	29.00	 The student found the correct number of seed packets for $9.00 and then assumed that the number of seed packets would increase by 2 for each row.
13	Geometry & Measurement	A. The student thought the formula for circumference was πr. B. **Correct. The student demonstrated an ability to calculate the circumference of a circle in terms of π.** C. The student thought the formula for circumference was $2\pi d$. D. The student thought the formula for circumference was $d^2\pi$.
14	Number & Operations	A. The student confused the numerator and denominator. B. **Correct. The student demonstrated an ability to recognize equivalent representations of rational numbers.** C. The student made a division error when computing the denominator. D. The student subtracted 15 from both the numerator and denominator.

Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
15	Algebraic Reasoning & Algebra	A. The student computed $-\frac{1}{2} \cdot 4x$ as $8x$ instead of $-2x$ and $-\frac{1}{2}x \cdot -2$ as $-1x$ instead of $1x$. B. The student computed $-\frac{1}{2} \cdot 4x$ as $8x$ instead of $-2x$. **C. Correct. The student demonstrated an ability to use the properties of operations to generate equivalent algebraic expressions.** D. The student computed $-\frac{1}{2} \times -2$ as -1 instead of 1.

Blank

Blank

Blank

USE NO.2 PENCIL ONLY

ENGLISH LANGUAGE ARTS

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5	TEI			
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ

11	TEI			
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15	CR			
16	Ⓐ	Ⓑ	Ⓒ	Ⓓ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18	Ⓐ	Ⓑ	Ⓒ	Ⓓ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20	Ⓐ	Ⓑ	Ⓒ	Ⓓ

STOP

MATHEMATICS

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	TEI			
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	TEI			
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ
9	TEI			
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ

11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12	TEI			
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ

STOP