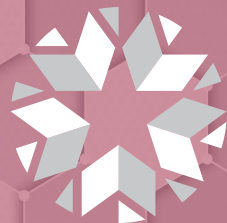


OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS
& MATHEMATICS**

2023–2024 **GRADE 4**



OKLAHOMA
Education

**Oklahoma School Testing Program
Administration Dates
2023–2024 School Year
English Language Arts and Mathematics
Online Testing Window
April 18–May 15, 2024
Paper Testing* Window
April 18–May 1, 2024**

*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 and middle school students. Districts may select the dates that best fit their academic calendars within the approved testing window that is located at <https://sde.ok.gov/office-assessments>. 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 <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 and a digital version of the OSTP Parent, Student, and Teacher Guides, please visit <https://sde.ok.gov/oklahoma-school-testing-program-ostp-families>. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. The guides will help you and your student understand what to expect on the state assessments.

To learn more about the subject standards, please visit <https://sde.ok.gov/oklahoma-academic-standards>. 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 4 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 that you can support your student's learning habits on a daily basis that will help him or her be more prepared when it is time to be tested.

Here are some ideas to consider before your student takes a test:

- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

What is my student learning?

Children in fourth grade will read a variety of more challenging texts of different types (grade-appropriate books and magazines, for example). Fourth-grade students are able to answer questions using information from a book and their own experiences. Their writing will continue to include more details and words. They will read and write using contractions (can't, aren't, don't, etc.) and abbreviations (Dr. and Feb., etc.), words that sound or are spelled alike (there and their, for example), and words that follow the same spelling patterns, such as receive and deceive. This information is a snapshot of learning in English language arts (ELA) for Grade 4.

How can I help my student at home?

- Compare facts and opinions while watching news stories. Discuss how to confirm that facts are true.
- Ask questions about what your child is reading. Include questions that may not have a direct answer in the writing, such as, “Why do you think the character made that decision?”
- Encourage your child to use dictionaries and online resources to understand the meaning and pronunciation of words.
- Provide pens, crayons, pencils and other writing materials, and make sure your child has plenty of opportunities to get excited about writing.
- Help your child identify a topic of interest and determine how to find information about it.
- Support your child’s curiosity with questions like these:
 - What five words do you think describe you best? Why?
 - If you had to give everyone in your family new names, what would they be? Why did you choose the names?
 - If you could be a character in any book, who would you be? Why?
- Support your child’s communication skills with questions like these:
 - What is the most exciting adventure you could take? Who would you take on the adventure?
 - What was your favorite part of the day and why?
 - How did you help someone today?

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 pleasure, and be a good role model by reading things you enjoy.

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

Before Reading	During Reading	After Reading
<ul style="list-style-type: none">• Skim through the book and chapter titles. What do you think the book will be about?• How is this book like another one you have read or a movie you have seen?• What type of book did you choose (fiction, biography, graphic novel, etc.)? Why?	<ul style="list-style-type: none">• What do you think will happen in the next chapter?• Who is the main character? Who are the supporting characters?• What words can I help you understand?	<ul style="list-style-type: none">• Could this story take place in today's world? Why?• What lesson do you think the author wants the reader to learn? What makes you think that?• If you were one of the characters in the book, how would you have ended the story? Why?

English Language Arts Practice Questions

The OSTP Grade 4 ELA Assessment consists of selected-response (multiple-choice), short constructed response, 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>

Login credentials are not required for the Practice Test. Use the drop-down menu under "Select a Test" to select OSTP Practice Test. 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 4 ELA Standards and/or Assessment, visit the Test and Item Specs at <https://sde.ok.gov/assessment-material>.



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.

Read this passage. Then answer the questions that follow.

Why Do We Dream?

- 1 You are flying through the clouds. Down below, the earth looks like a patchwork quilt. Suddenly, an eagle flies up beside you. The beautiful bird reaches out and shakes your arm. "Wake up, sleepyhead," says your mom. "Time for school." You open your eyes. You are back in your own bedroom. Your flight in the clouds was just a dream.
- 2 Why do people dream? Scientists have been trying to answer that question for hundreds of years. They have developed many **theories** to explain our nightly adventures.

Boost Our Health and Skills

- 3 Some scientists believe that dreaming improves our health. The dreams give us a safe way to handle the events of our day. Our mind calmly sorts through these events while we sleep.
- 4 Have you ever dreamed about something you were learning to do, like playing the trumpet? Your dreams may have helped you master the skill. One study showed that people learning new activities dreamed much more often. Scientists think that their brains were trying to quickly memorize and organize this new information. Other research has shown that dreaming about physical skills, like playing basketball, improves a person's performance.

Solve Problems

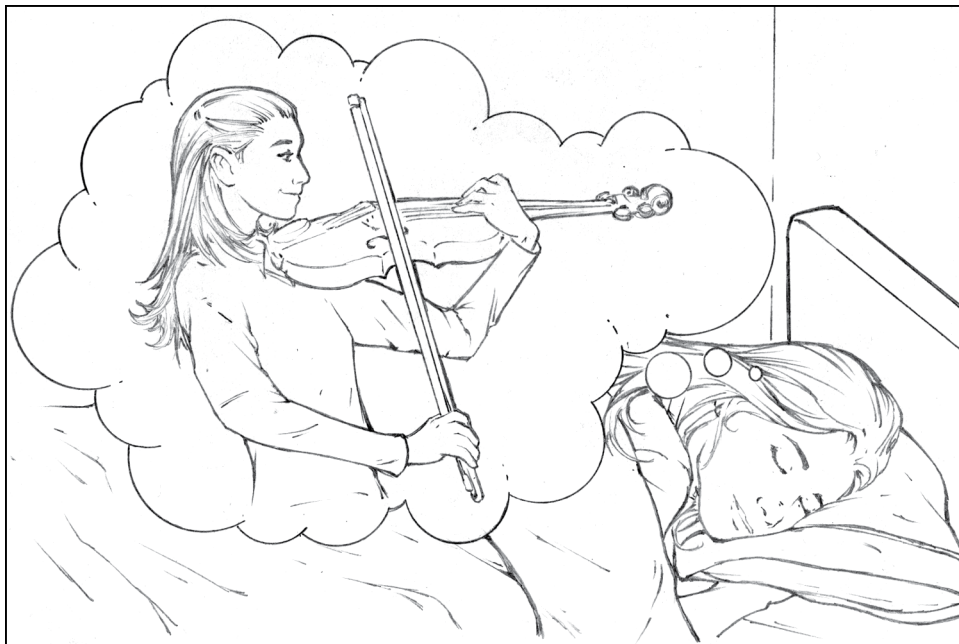
- 5 Dreams may also help people solve problems. Deirdre Barrett of the Harvard Medical School studied this idea. She asked her students to think about a problem they had before going to sleep. What happened? Two-thirds of the students dreamed about their problems. About a third of the students dreamed of solutions for their problems.

**Get Creative**

- 6 Some famous people have even used their dreams in creative ways. A scientist named Kekule dreamed of snakes spinning in circles with their tails in their mouths. Kekule's dream helped him discover the shape of a molecule. Many authors, painters, and musicians have been inspired by dreams too. Mary Shelley got the idea for her book *Frankenstein* from a dream. That must have been one scary nightmare!

Make Your Dreams Work for You

- 7 Would you like your dreams to work for you? You can start by keeping a dream journal. Leave a notebook next to your bed. When you wake up in the morning, write down the dreams you **remember**. Maybe they will help you write a bestseller or paint a masterpiece!



"Why Do We Dream?" Copyright © 2022 by Cognia, Inc.

1 In paragraph 2, the word theories means

- A** ideas.
- B** plans.
- C** pictures.
- D** questions.



2 An antonym for remember in paragraph 7 is

- A** enjoy.
- B** forget.
- C** create.
- D** describe.

3 Which sentence from the passage best supports the idea that sleep is important to learning?

- A** Scientists have been trying to answer that question for hundreds of years.
- B** The dreams give us a safe way to handle the events of our day.
- C** Scientists think that their brains were trying to quickly memorize and organize this new information.
- D** She asked her students to think about a problem they had before going to sleep.

4 Which sentence from "Why Do We Dream?" contains a simile?

- A** You are flying through the clouds.
- B** Down below, the earth looks like a patchwork quilt.
- C** The beautiful bird reaches out and shakes your arm.
- D** You are back in your own bedroom.

**5 Which statement in the article is an opinion?**

- A** Scientists have been trying to answer that question for hundreds of years.
- B** One study showed that people learning new activities dreamed much more often.
- C** Two-thirds of the students dreamed about their problems.
- D** That must have been one scary nightmare!

6 A reader can tell that this passage is nonfiction because it

- A** explains something with factual information.
- B** is written with very short sentences.
- C** has words spoken by a character.
- D** is divided into several sections.

7 Why are the section headings in bold print?

- A** to help the reader with new information
- B** to help the reader find important information quickly
- C** to help the reader understand the information better
- D** to help the reader remember the most important information



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 American Buffalo



- 1 The state animal of Oklahoma is the American buffalo. It is most closely related to the European bison and the Canadian woods bison. A bison is another name for a buffalo. A long time ago it could weigh as much as 5,000 pounds. But, over the years, the American buffalo has slimmed down. Today, it weighs from 800–2,000 pounds and stands about six feet tall. People recognize the American buffalo by the large size of its head and the high hump on its shoulders. It is also recognized by its thick, dark brown, shaggy hair. It is a very impressive animal.
- 2 The American buffalo came to North America from Asia. The animals crossed a land bridge that once connected Asia to Alaska. Before long, millions of buffalo freely roamed the prairies of America. The large herds of the American buffalo were part of the landscape. This was quite a beautiful sight.
- 3 Buffalo were an important part of American Indian life as American Indians could not survive without them. They hunted them for food and used their hides to create shelter and clothing. American Indians made sure they used every part of the animal. They were not wasteful. But things changed when the settlers arrived.



- 4 Many of the settlers were trappers and traders. They began killing the American buffalo to sell. They would send the hides of the buffalo by train or wagon back east. These settlers did not have the same respect for the buffalo as the American Indians. These settlers killed more than what they needed. Some settlers came to shoot the animals for sport. The situation for the American buffalo only got worse as time went on. There were fewer and fewer of them. Soon there were only a few thousand of the American buffalo left. They were on their way to becoming extinct.
- 5 Today, many people are working to help the American buffalo. They want to protect them. They want to see their numbers increase. There is a protected herd of buffalo in Yellowstone National Park. This herd is carefully protected. There are private groups who also want to preserve the American buffalo. Similar efforts will help guarantee the future of the American buffalo.

"The American Buffalo." Copyright © 2022 by Cognia, Inc.

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

Seeing Buffalo

- We went to the Bad Lands,
My family and me.
It was buffalo
We hoped to see.
- 5 We drove through the park
Until it was nearly dark.
Looking. Looking. Looking.
We came to the top of a hill
and stopped.
- 10 Our jaws dropped open,
And our eyes almost popped!
Buffalo filled the valley below.
It was the most amazing sight.
We stared in awe before
- 15 Finally saying good night.

"Seeing Buffalo." Copyright © 2016 by Cognia, Inc.



8 Which sentence best summarizes paragraph 4 of “The American Buffalo”?

- A** Settlers sold buffalo hides for money.
- B** Settlers hunted the buffalo for entertainment.
- C** Settlers did not know how many buffalo there were, and they almost hunted the buffalo out of existence.
- D** Settlers did not value the buffalo in the same way others did, which almost caused the buffalo to die out.

9 Which sentence from “The American Buffalo” supports the statement “These settlers did not have the same respect for the buffalo as the American Indians”?

- A** Many of the settlers were trappers and traders.
- B** These settlers killed more than what they needed.
- C** They want to protect them.
- D** This herd is carefully protected.

10 Why did the attitudes about buffalo change?

- A** People realized that buffalo were going to disappear.
- B** People realized that buffalo were becoming too small.
- C** People realized that others depended on buffalo for survival.
- D** People realized that buffalo were not crossing the land bridge anymore.



11 “The American Buffalo” is told from which point of view?

- A** first person by someone who works to help buffalo
- B** first person by someone who hunts buffalo
- C** third person by an unknown narrator
- D** third person by an unknown settler

12 The author of “The American Buffalo” most likely wrote this passage

- A** to inform the reader with details.
- B** to persuade the reader with facts.
- C** to entertain the reader with a story.
- D** to share a personal experience with the reader.

13 Which question would be best to use to find information about preserving the American buffalo?

- A** Where can the American buffalo be found besides Yellowstone National Park?
- B** When was the American buffalo selected as the state animal of Oklahoma?
- C** Why were laws passed to make it unlawful to hunt the American buffalo?
- D** What is the lifespan of the American buffalo?

**15**

The information in a citation follows this order:
author, title, year of publication.

Drag the information into the boxes to show the correct order of the citation. To drag the information, click and hold the information, and then drag it to the desired space. To change the information, click and hold it, and then drag it back to the original location.

Chapter 3

Fowler, Ebonie

2022

Tulsa, OK

Little Eagle Publisher

"The Amazing Buffalo"



16

Drag and drop **two** boxes into the table to show the features of informational text and poetry.

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

it gives information that can be proven.

it has a beginning, middle, and end.

it has characters.

it tells a story.

it contains rhyme.

"The American Buffalo" is informational because	"Seeing Buffalo" is a poem because
it provides facts about the American buffalo.	
	it is organized using stanzas.



Read this passage. Then answer the questions that follow.

Cracker Jack®

molasses—a thick brown syrup

- 1 Do you like a sweet treat? If so, then Cracker Jack® may be the thing for you. It is made with popcorn, molasses, and peanuts, and it is delicious. The fact that it has been around for over one hundred years proves that.

How It Began

- 2 In 1872, Frederick Rueckheim left Germany and moved to Chicago. He began selling popcorn from a cart to earn money. In 1893, he and his brother Louis got an idea. They mixed popcorn, molasses, and peanuts to sell at the Chicago's World Fair. They called it Candied Popcorn and Peanuts. It was a big hit.
- 3 The brothers soon changed the name to Cracker Jack. The expression "cracker-jack" was used at that time to mean something that was very good. So this treat most likely got its new name because it tasted so good. Their slogan was "The more you eat, the more you want."
- 4 In 1908, the song "Take Me Out to the Ballgame" was written. It included the line "Buy me some peanuts and Cracker Jack." That helped make the snack a part of American culture.

The Package

- 5 There was one problem with the new treat—the mixture would stick together in chunks. So Louis made a formula for a great molasses coating that was crispy and dry. Soon after, Cracker Jack was no longer sold from large tubs. Instead, it was packaged in a wax-sealed box that kept moisture out.
- 6 Cracker Jack made their box with red, white, and blue stripes. They also put a boy named Sailor Jack on the box, along with his dog Bingo. These characters were based on Frederick's grandson and his dog.
- 7 In 1912, the company started putting a prize in every box. Over the years, billions of prizes have been given away. Children are often just as **excited** to find their prize as they are to eat the treat. Today, prizes have to meet safety guidelines, and they must also appeal to both boys and girls. Once a prize is selected, it takes about a year for it to make it into a box.

**Recent Times**

- 8 Cracker Jack still remains part of the American snack scene today. In addition, many fans of Cracker Jack belong to the Cracker Jack Association. There is also a Cracker Jack Box website. Fans now have a chance to share information about collecting old and new Cracker Jack prizes.

Cracker Jack as Part of Popular Culture

1908

"Cracker Jack" is included in "Take Me Out to the Ballgame."

1912

"A Prize in Every Box" begins.

1918

Sailor Jack and Bingo first appear on the box.

1955

The first Cracker Jack ad is on TV.

1993

Cracker Jack is 100 years old.

1999

Cracker Jack ad airs during the Super Bowl; Frito Lay starts crackerjack.com.

"Cracker Jack." Copyright © 2022 by Cognition, Inc.



- 17** Read these sentences from paragraph 2.

They called it Candied Popcorn and Peanuts. It was a big hit.

How could these sentences be rewritten as a compound sentence?

- A** They called it Candied Popcorn and Peanuts, and it was a big hit.
- B** They called it Candied Popcorn and Peanuts and it was a big hit.
- C** They called it Candied Popcorn and Peanuts it was a big hit.
- D** They called it Candied Popcorn and Peanuts, it was a big hit.

- 18** Which word is a synonym for **excited** as used in paragraph 7?

- A** thrilled
- B** curious
- C** grateful
- D** contented

- 19** Why did the brothers **most likely** choose the name Cracker Jack?

- A** They had a relative named Jack.
- B** They thought children would like it.
- C** They knew it meant something that is very good.
- D** They thought Candied Popcorn and Peanuts was too long.



- 20** The reader can tell that Cracker Jack
- A** has been enjoyed for many years.
 - B** is mainly eaten at sporting events.
 - C** has changed its coating many times.
 - D** is the most common snack food today.

- 21** A reader can tell the passage is nonfiction because
- A** it is about real people and events.
 - B** it has more than one character.
 - C** it is written in short sentences.
 - D** it takes place in the past.

- 22** Which sentence from the passage contains an **opinion**?
- A** It is made with popcorn, molasses, and peanuts, and it is delicious.
 - B** Cracker Jack made their box with red, white, and blue stripes.
 - C** These characters were based on Frederick's grandson and his dog.
 - D** Once a prize is selected, it takes about a year for it to make it into a box.



23 Read the sentence.

The two trees leaves are turning brown.

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

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

24 Read the sentence.

My favorite relatives, uncle Juan and aunt Amalia, are coming for a visit.

Which words in the sentence should be capitalized?

- A uncle, aunt
- B favorite, relatives
- C are, coming
- D a, visit

**25** Read the sentence.

I was surprised to see how much my cousin grows since I last saw him.

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

- A** growing
- B** had grown
- C** will be growing
- D** no change

26 Read the sentence.

Bruce and Larry ride their bikes to school every day.

Which group of words in the sentence is a prepositional phrase?

- A** Bruce and Larry
- B** ride their bikes
- C** to school
- D** every day



27 Read the sentences.

The class picnic is next Friday. I cannot go because my brother is coming home.

How could these sentences be rewritten as a compound sentence?

- A** The class picnic is next Friday, I cannot go because my brother is coming home.
- B** The class picnic is next Friday, but I cannot go because my brother is coming home.
- C** The class picnic is next Friday I cannot go because my brother is coming home.
- D** The class picnic is next Friday so I cannot go because my brother is coming home.

28 Read the sentence.

I ran slowly than my friend.

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

- A** slower
- B** most slowly
- C** more slowly
- D** no change

**29** Read the sentence.

The entire team, including the sisters, run during practice.

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

- A** The entire team, including the sisters, ran during practice.
- B** The entire team, including the sisters, runned during practice.
- C** The entire team, including the sisters, running during practice.
- D** no change



What is my student learning?

In fourth grade, math continues to build on the skills developed in third grade. One of the main areas of study in fourth grade is using arithmetic to solve problems. In this grade, students will learn more difficult multiplication and division problems and add and subtract fractions and decimals. This information is a snapshot of learning in mathematics for Grade 4.

How can I help my student at home?

- Create multiplication games with numbered cubes, playing cards, or dominoes.
- Ask your child to multiply a speed limit that ends in zero by 10, 100, or 1,000 when you pass the sign on a roadway.
- Encourage your child to help measure ingredients while cooking or baking, then ask them to double or triple the recipe measurements.
- Ask your child to identify the place value of numbers behind the decimal point. (For example, in 3.2, the 2 is in the tenths place, while in 49.75, the 5 is in the hundredths place with a value of .05.)
- At the grocery store, ask your child to identify the values of each number in the item prices.
- Ask your child to keep a running record of the different shapes and angles in your neighborhood on a tablet, notepad, or phone.

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

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to spark curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers, and explore their world.

Support your child's curiosity with questions like these:

- What is your favorite food that is cut into pieces? What size pieces should we cut it into? What is the shape of the pieces?
- In the whole world, what is the tallest animal? The shortest? How would you find out?
- How long do you think it takes astronauts to travel to the moon?

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 Fourth Grade Math Student:

- Ask your student random multiplication and division facts with numbers up to 12.
- Using money, ask your student: What fraction of a dollar is equal to \$0.25, \$0.50, \$0.75, and \$1.00?
- Pick a room in your house and ask: How can we determine the area of this room?
- Choose any number and ask your student to create a pattern with the rule "add 4." (You can also have a rule using subtraction or multiplication.)
- At the store, show your student an item that costs less than a dollar. Ask them, if I had 95 cents and I bought this item, how much money would I have left?

Mathematics Practice Questions

The OSTP Grade 4 Mathematics Assessment consists of selected-response (multiple-choice) 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.

For more information about the Grade 4 Math Standards and/or Assessment, visit the Test and Item Specs at <https://sde.ok.gov/assessment-material>.



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** Carmen started eating her snack at the time shown on the clock.



It took Carmen 15 minutes to eat her snack. At what time did Carmen finish eating her snack?

- A** 1:05
- B** 2:05
- C** 10:20
- D** 12:35



- 2** The table shows the cost of different numbers of tickets to a baseball game.

Baseball Tickets

Number of Tickets (t)	Cost (\$)
2	16
3	24
4	32
5	40

Which rule can be used to find the cost, in dollars, of t tickets?

- A** $t \cdot 8$
- B** $t \div 12$
- C** $t + 14$
- D** $t - 35$

- 3** Gretta planted 24 rows of carrots. Each row had 16 carrots in it.

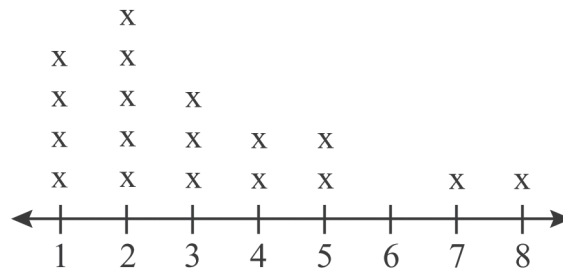
Which is **closest** to the total number of carrots Gretta planted?

- A** 200 carrots
- B** 300 carrots
- C** 400 carrots
- D** 600 carrots



4

Distances Traveled to School in Kilometers



Key: x represents 2 students

What is the total number of students who are represented by this line plot?

- A** 34
- B** 36
- C** 54
- D** 56



- 5** Marcia is making chocolate chip cookies. She needs to use a total of 64 ounces of chocolate chips. She already has 16 ounces of chocolate chips. The equation can be used to find the number of ounces of chocolate chips, c , Marcia still needs to use.

$$16 + c = 64$$

How many ounces of chocolate chips does Marcia still need to use?

- A** 48 ounces
- B** 52 ounces
- C** 58 ounces
- D** 80 ounces

- 6** A student drew a four-sided polygon. Each side of the polygon was the same length and had no right angles.

Which is the **best** name for the polygon this student drew?

- A** trapezoid
- B** square
- C** rhombus
- D** rectangle



7 Joy and Fran each have some toy horses.

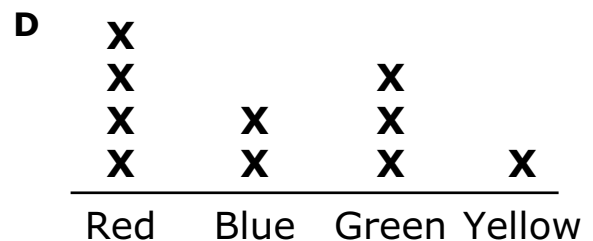
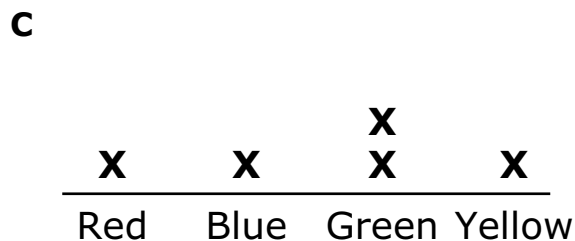
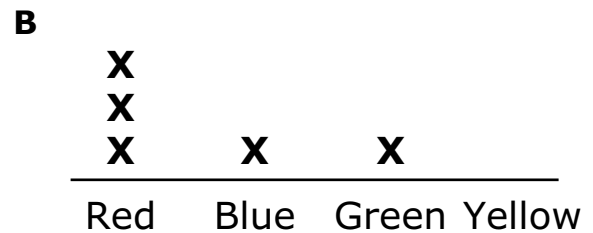
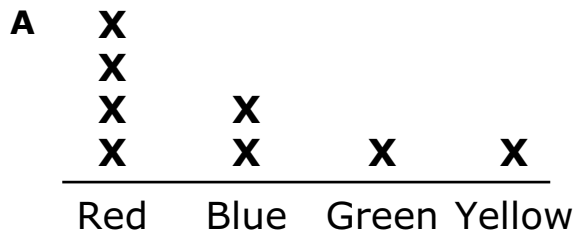
Joy's Horses

Color	Number of Horses
Red	1
Blue	1
Green	2
Yellow	1

Fran's Horses

Color	Number of Horses
Red	3
Blue	1
Green	1
Yellow	0

Which line plot shows how many horses of each color the girls have all together?





Use the information to answer the following questions.

At the beginning of the week, Gabriela had \$12 and Henry had \$9. During the week, they both earned money collecting cans that they recycled. At the end of the week, Gabriela and Henry each had \$20.

8 Gabriela took the money she earned to the movie theater. She bought a ticket and a drink for a total of \$14. How much money did she have left?

- A \$2
- B \$6
- C \$14
- D \$34

9 The equation shown can be used to find out how much Henry earned during the week collecting cans that he recycled. The value of the is the amount Henry earned.

$$12 + 8 = 9 + \square$$

Which value can be placed in the to make this equation true?

- A 3
- B 11
- C 20
- D 29



10

Match each equation on the left to the correct value for n on the right. Each equation on the left matches to one value of n on the right. Click one box on the left and then click its match on the right. To remove a line, hold the pointer over the line until it turns red, and then click it.

$5 \times n = 40$

$n = 3$

$7 \times n = 35$

$n = 5$

$12 \times n = 36$

$n = 8$



ANSWER KEYS

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
1	Vocabulary	<p>A. Correct. “Ideas” is correct because the word “theories” means systems of ideas intended to explain something.</p> <p>B. The word “theories” means systems of ideas intended to explain something, not plans.</p> <p>C. The word “theories” means systems of ideas intended to explain something, not pictures.</p> <p>D. The word “theories” means systems of ideas intended to explain something, not questions.</p>
2	Vocabulary	<p>A. This is not the antonym for “remember” which means to recall.</p> <p>B. Correct. This is the opposite for the word “remember” which means to recall.</p> <p>C. This is not the antonym for “remember” which means to recall.</p> <p>D. This is not the antonym for “remember” which means to recall.</p>
3	Reading and Writing Process	<p>A. This sentence is too vague to support the idea that sleep is important to learning.</p> <p>B. This sentence does not address the idea that sleep is important to learning, but addresses how dreams help us to cope with events of our day.</p> <p>C. Correct. This sentence supports the idea that sleep is important to learning by discussing how our brains are able to memorize and organize new information.</p> <p>D. This sentence does not support the idea that sleep is important to learning.</p>
4	Language	<p>A. A simile is a comparison between two things that uses the words “like” or “as.” Nothing is being compared in this sentence.</p> <p>B. Correct. The way the earth looks from a cloud is being compared to a patchwork quilt. It uses the word “as” to make the comparison.</p> <p>C. A simile is a comparison between two things that uses the words “like” or “as.” Nothing is being compared in this sentence.</p> <p>D. A simile is a comparison between two things that uses the words “like” or “as.” Nothing is being compared in this sentence.</p>
5	Critical Reading and Writing	<p>A. This is a fact which can be measured.</p> <p>B. This is a fact that can be verified by the scientific study.</p> <p>C. This is a fact that can be verified by Barrett’s study.</p> <p>D. Correct. This is an opinion about the Frankenstein inspiration Mary Shelley had from a dream.</p>
6	Reading and Writing Process	<p>A. Correct. This passage relates factual information, a prominent feature of nonfiction text, about why we dream.</p> <p>B. The length of the sentences is unrelated to whether or not the passage is nonfiction.</p> <p>C. Nonfiction passages generally do not have characters. Characters are a common feature of fiction.</p> <p>D. Both fiction and nonfiction passages can be divided into several sections, so this is not a discerning feature.</p>

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
7	Research	<p>A. The section headings in bold print will not help the reader with new information presented.</p> <p>B. Correct. By looking at the topics of the section headings in bold print, the reader can locate particular information.</p> <p>C. The section headings in bold print will not help the reader with understanding the new information presented.</p> <p>D. The section headings in bold print will not help the reader to remember the new information presented.</p>
8	Reading and Writing Process	<p>A. This is just one detail presented in paragraph 4.</p> <p>B. This is just one detail presented in paragraph 4.</p> <p>C. This is not a detail presented in paragraph 4.</p> <p>D. Correct. This sentence summarizes the main ideas presented in paragraph 4.</p>
9	Critical Reading and Writing	<p>A. The fact that many settlers were trappers and traders does not directly support the idea of not having the same respect for the buffalo.</p> <p>B. Correct. The idea of the settlers killing more buffalo that what was needed does support the idea of not having the same respect for the buffalo.</p> <p>C. Wanting to protect the buffalo does not support the idea of not having the same respect for the buffalo.</p> <p>D. Carefully protecting the herd does not support the idea of not having the same respect for the buffalo.</p>
10	Critical Reading and Writing	<p>A. Correct. Once people realized that the American buffalo was becoming extinct, they began efforts that would preserve and protect the buffalo.</p> <p>B. The weight of the buffalo has decreased from long ago, but the passage does not support the idea that that is why people changed their attitude about buffalo.</p> <p>C. Although the passage indicates that Native Americans and early settlers depended on the buffalo for survival, the passage does not suggest that people continue to depend on buffalo for survival.</p> <p>D. The land bridge no longer connects North America and Asia.</p>
11	Critical Reading and Writing	<p>A. The passage is not written in the first person.</p> <p>B. The passage is not written in the first person.</p> <p>C. Correct. The passage is written by an unknown narrator relating information as an outsider looking in and using the pronoun “they.”</p> <p>D. The passage is not written in the third person by an unknown settler.</p>
12	Reading and Writing Process	<p>A. Correct. This passage presents historical and modern day information about the American buffalo to the reader.</p> <p>B. This passage presents historical and modern day facts about the American buffalo and is not trying to persuade the reader.</p> <p>C. This passage presents historical and modern day facts about the American buffalo and is not entertaining the reader with a story.</p> <p>D. This passage presents historical and modern day facts about the American buffalo and is not sharing a personal experience with the reader.</p>

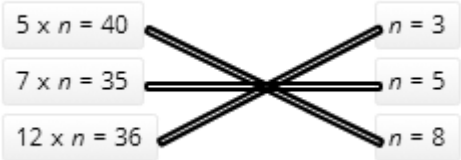
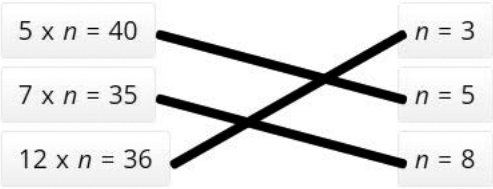
English Language Arts												
Number	Reporting Category	Item Distractor Rationales										
13	Research	<p>A. This question would not lead to finding information about preserving the American buffalo.</p> <p>B. This question would not lead to finding information about preserving the American buffalo.</p> <p>C. Correct. This question would lead to finding information about preserving the American buffalo because it would help to find out about the laws that were enacted to help preserve the American buffalo.</p> <p>D. This question would not lead to finding information about preserving the American buffalo.</p>										
14	Critical Reading and Writing	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 describing how the author of “The American Buffalo” structures paragraphs 4 and 5. The details provided are based on the text and are relevant to the task.</td></tr><tr><td>1</td><td>The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 4 and 5., but some of the supporting details may lack specificity or are not supported by the text.</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></td></tr></table>	Score	Description	2	The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 4 and 5. The details provided are based on the text and are relevant to the task.	1	The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 4 and 5., but some of the supporting details may lack specificity or are not supported by the text.	0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.	Blank	
		Score	Description									
		2	The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 4 and 5. The details provided are based on the text and are relevant to the task.									
		1	The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 4 and 5., but some of the supporting details may lack specificity or are not supported by the text.									
		0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.									
		Blank										
Possible Response: <ul style="list-style-type: none">• The author of “The American Buffalo” uses problem and solution to structure paragraphs 4 and 5.												
Possible Supporting Details: <ul style="list-style-type: none">• The author uses words and phrases to indicate a problem.<ul style="list-style-type: none">• “These settlers killed more than what they needed.” (paragraph 4)• “Soon there were only a few thousand of the American buffalo left.” (paragraph 4)• “They were on their way to becoming extinct.” (paragraph 4)• The author uses words and phrases to indicate people are working towards a solution.<ul style="list-style-type: none">• “Today, many people are working to help the American buffalo.” (paragraph 5)• “There is a protected herd of buffalo in Yellowstone National Park.” (paragraph 5)• “There are private groups who also want to preserve the American buffalo.” (paragraph 5)• “Similar efforts will help guarantee the future of the American buffalo.” (paragraph 5)												
Other responses are acceptable if supported by relevant details from the text.												
15	Research	Correct:										
		Chapter 3										
		Fowler, Ebonie										
		“The Amazing Buffalo”										
		2022										
		Tulsa, OK										
		Little Eagle Publisher										

English Language Arts								
Number	Reporting Category	Item Distractor Rationales						
16	Reading and Writing Process	<div>Correct:</div> <table><tr><td>"The American Buffalo" is informational because</td><td>"Seeing Buffalo" is a poem because</td></tr><tr><td>it provides facts about the American buffalo.</td><td>it contains rhyme.</td></tr><tr><td>it gives information that can be proven.</td><td>it is organized using stanzas.</td></tr></table>	"The American Buffalo" is informational because	"Seeing Buffalo" is a poem because	it provides facts about the American buffalo.	it contains rhyme.	it gives information that can be proven.	it is organized using stanzas.
"The American Buffalo" is informational because	"Seeing Buffalo" is a poem because							
it provides facts about the American buffalo.	it contains rhyme.							
it gives information that can be proven.	it is organized using stanzas.							
17	Language	<p>A. Correct. A compound sentence consists of two independent clauses joined by a comma and a coordinating conjunction that shows the relationship between them.</p> <p>B. Although a coordinating conjunction has been included, it is missing the comma preceding the coordinating conjunction.</p> <p>C. This is a run-on sentence. Two independent clauses have been put together as a single clause.</p> <p>D. A comma has been used to join the two clauses, but it is missing a coordinating conjunction.</p>						
18	Vocabulary	<p>A. Correct. Words that have the same or similar meanings are called "synonyms." The words "excited" and "thrilled" both mean "extremely pleased."</p> <p>B. "Curious" relates to one's attitude towards learning something new. Being excited is not the same as being curious.</p> <p>C. "Grateful" means to be appreciative of "benefits received." It has a different meaning than "excited."</p> <p>D. "Contented" means to be satisfied with something. It suggests a calm manner. "Excited" suggests the opposite.</p>						
19	Critical Reading and Writing	<p>A. Paragraph 3 states that at the time Cracker Jack was invented, "crackerjack" meant something very good. The name Cracker Jack was used to show that the treat itself was very good. In paragraph 6 it notes that the characters used to represent the treat were based on the inventor's grandson, not that they were named after him or any other relative.</p> <p>B. While it is probable that the term "cracker-jack" was a popular with children, it is not supported in the passage that children would like a snack named after a popular saying.</p> <p>C. Correct. "Cracker-jack" meant something very good, and the treat itself was very good. This information is supported by the details in paragraph 3.</p> <p>D. While "Candied Popcorn and Peanuts" is a long name, nothing in the passage suggests that anyone thought the name was too long. Rather, they wanted a name that conveyed how tasty the treat was.</p>						

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
20	Critical Reading and Writing	<p>A. Correct. Paragraph 1 notes that Cracker Jack was first invented in 1893, and that it was “a big hit.” In 1908, the mention of Cracker Jack in the song “Take Me Out to the Ballgame” made the treat even more popular. Finally, paragraph 8 states that “Cracker Jack still remains part of the American snack scene today,” which supports the idea that it has been enjoyed for many years.</p> <p>B. There is nothing in the passage to suggest that Cracker Jack is mainly eating at sporting events. Paragraph 4 states that Cracker Jack was mentioned in a song about baseball, but there are no other references to sports in the passage.</p> <p>C. Paragraphs 2 and 5 show that the molasses coating has only been changed twice.</p> <p>D. This information is not supported by the passage. Paragraph 8 indicates that it is still “part of the snack scene,” but no facts are provided to prove that it is the most common snack food.</p>
21	Reading and Writing Process	<p>A. Correct. A key feature of nonfiction texts is that they share information about people and places that really exist now or have existed in the past.</p> <p>B. The number of characters is not a defining feature of nonfiction texts. Nonfiction and fiction texts can have multiple characters.</p> <p>C. Short sentences can be in both fiction and nonfiction texts.</p> <p>D. Fiction and nonfiction texts can take place in the past.</p>
22	Critical Reading and Writing	<p>A. Correct. The first clause contains a fact—the ingredients can be verified. However, not all people will agree that the snack is delicious; it is not information that can be proven.</p> <p>B. This sentence is a fact. It can be proven by looking at boxes of Cracker Jack.</p> <p>C. This sentence is a fact. It can be confirmed by looking at other sources.</p> <p>D. This information can be verified by calling the company, so it is a fact.</p>
23	Language	<p>A. In the sentence “trees” is a plural noun and needs an apostrophe added after the “s” to make it a plural possessive noun.</p> <p>B. Correct. This shows that the leaves on multiple trees are turning brown.</p> <p>C. This is the incorrect way to show the plural possessive of “trees.”</p> <p>D. “Trees” is the plural form of tree, but it does not show possession.</p>
24	Language	<p>A. Correct. The familial relationships “uncle” and “aunt” should be capitalized when used in front of their actual names.</p> <p>B. “Favorite” is a common adjective, and “relatives” is a common noun.</p> <p>C. “Are” and “coming” are the verbs in this sentence.</p> <p>D. “A” is an article, and “visit” is a common noun.</p>
25	Language	<p>A. This is not a present perfect verb required by this sentence.</p> <p>B. Correct. This is the correct past perfect verb required by this sentence.</p> <p>C. This is not a present perfect verb required by this sentence.</p> <p>D. This is not a present perfect verb required by this sentence.</p>
26	Language	<p>A. This is a compound noun.</p> <p>B. This is a verb phrase.</p> <p>C. Correct. This is a prepositional phrase using the preposition “to” followed by the noun “school.”</p> <p>D. This is an adverb phrase.</p>

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
27	Language	<p>A. This choice is missing a coordinating conjunction.</p> <p>B. Correct. The two clauses are joined by a comma and the coordinating conjunction “but,” which shows that there is a contrasting relationship between the two clauses.</p> <p>C. This is a run-on sentence. Two independent clauses are written as one sentence without a comma and a coordinating conjunction.</p> <p>D. Although the two clauses are correctly joined by a comma and coordinating conjunction, the wrong conjunction is used. “So” suggests a cause-effect relationship, but that does not exist between these two clauses.</p>
28	Language	<p>A. This is not the correct comparative form for the adverb “slowly.”</p> <p>B. This is the superlative form for the adverb “slowly,” not the comparative form.</p> <p>C. Correct. This is the correct comparative form for the adverb “slowly.”</p> <p>D. This is not the correct comparative form for the adverb “slowly.”</p>
29	Language	<p>A. Correct. “Team,” a collective noun, is the subject and takes a singular past tense verb in this sentence.</p> <p>B. “Runned” is an incorrect past tense of the irregular verb “run.”</p> <p>C. The sentence requires a past tense verb; “running” is the present progressive tense.</p> <p>D. “Team,” a collective noun, is the subject and takes a singular past tense verb in this sentence.</p>

Mathematics		
Number	Reporting Category	Item Distractor Rationales
1	Geometry & Measurement	<p>A. Correct. The student demonstrated an ability to determine elapsed time.</p> <p>B. The student thought the clock showed 1:50 because the hour hand is closer to the 1 than the 12.</p> <p>C. The student thought the clock showed 10:05.</p> <p>D. The student subtracted 15 minutes from the time shown.</p>
2	Algebraic Reasoning & Algebra	<p>A. Correct. The student demonstrated an ability to describe the single operation rule for a pattern presented in a table.</p> <p>B. Balance distractor</p> <p>C. The student saw that this rule worked for 2 tickets.</p> <p>D. The student thought this worked for 5 tickets, but the relationship is reversed.</p>
3	Number & Operations	<p>A. The student incorrectly rounded 16 to 10.</p> <p>B. The student found the product and then only focused on the hundreds place being 3.</p> <p>C. Correct. The student demonstrated an ability to estimate the product of a 2-digit by 2-digit multiplication problem using rounding.</p> <p>D. The student incorrectly rounded 24 to 30.</p>
4	Data & Probability	<p>A. The student missed one x.</p> <p>B. Correct. The student demonstrated an ability to understand data presented on a line plot.</p> <p>C. The student thought x represented 3 students.</p> <p>D. The student thought x represented 3 students and then made a computation error.</p>
5	Algebraic Reasoning & Algebra	<p>A. Correct. The student demonstrated an ability to solve for an unknown by solving an equation involving addition with whole numbers.</p> <p>B. The student made a computational error.</p> <p>C. The student made a computational error.</p> <p>D. The student computed $64 + 16$.</p>
6	Geometry & Measurement	<p>A. The student did not understand the attributes of a trapezoid.</p> <p>B. The student focused on the four congruent sides and ignored the part about the angles.</p> <p>C. Correct. The student demonstrated an understanding of the attributes of quadrilaterals.</p> <p>D. The student did not understand the attributes of a rectangle.</p>
7	Data & Probability	<p>A. The student saw that the line plot was correct for red, blue, and yellow.</p> <p>B. The student did not combine the girls and saw that the line plot was correct for Fran.</p> <p>C. The student did not combine the girls and saw that the line plot was correct for Joy.</p> <p>D. Correct. The student demonstrated an ability to represent data on a line plot marked with whole numbers.</p>
8	Number & Operations	<p>A. The student computed $14 - 12$ instead of $20 - 12$.</p> <p>B. Correct. The student demonstrated an ability to find the amount of money left after paying.</p> <p>C. The student gave the total spent instead of the amount left.</p> <p>D. The student added instead of subtracted.</p>

Mathematics		
Number	Reporting Category	Item Distractor Rationales
9	Number & Operations	<p>A. The student confused 12 and 20.</p> <p>B. Correct. The student demonstrated an ability to determine the unknown addend in equivalent expressions.</p> <p>C. The student knew the total must be 20, but failed to subtract the 9.</p> <p>D. The student added 9 to 20 instead of subtracting.</p>
10	Algebraic Reasoning & Algebra	<p>Correct:</p>  <p>Incorrect:</p>  <p>The student thought $n = 5$ for the first equation because the first factor was 5.</p>

Blank

Blank

Blank



ANSWER SHEET

USE NO.2 PENCIL ONLY

ENGLISH LANGUAGE ARTS

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)

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

- 21 (A) (B) (C) (D)
- 22 (A) (B) (C) (D)
- 23 (A) (B) (C) (D)
- 24 (A) (B) (C) (D)
- 25 (A) (B) (C) (D)
- 26 (A) (B) (C) (D)
- 27 (A) (B) (C) (D)
- 28 (A) (B) (C) (D)
- 29 (A) (B) (C) (D)



MATHEMATICS

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





OKLAHOMA
Education