STUDENT/FAMILY REPORT
OKLAHOMA SCHOOL TESTING PROGRAM

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

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

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION (OSDE) RESOURCES

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

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

The **OSDE Family Engagement** page is home to tools and resources that support partnerships between families and schools. https://oklahoma.gov/education/services/family-community-engagement.html

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

The **Oklahoma School Testing Program (OSTP)** material page provides more information about the state tests your student took such as Parent, Student, Teacher Guides (PSTGs) and testing blueprints. https://oklahoma.gov/education/services/assessments/assessment-materials2.html

GLOSSARY OF TERMS

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

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

ADDITIONAL RESOURCES AND INFORMATION

Office of Assessments
Phone: (405) 521-3341

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

Office of Standards and Learning
Phone: (405) 521-4287

OKLAHOMA Education

Grade 5

Student: FIRST M LAST
Local ID: D0000
State ID: D000000000
Birth Date: 00/00/2014
School: DEMO School
District: DEMO District
Code: DEMO-DE2

Dear Family,

This report showcases your student's performance on the spring 2025 Oklahoma School Testing Program (OSTP) in key academic areas. State test results, when combined with other information - (i.e. homework, classwork, report card grades, and local assessments), can help you and the teacher work together to support your student's growth.

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

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

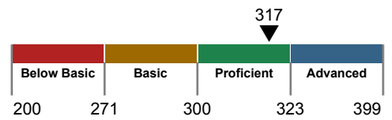
Sincerely,

Ryan Walters
State Superintendent of Public Instruction

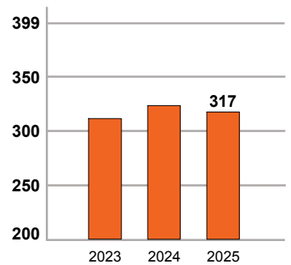
Important Note: This year's results reflect recent cut score changes from the Oklahoma Commission for Educational Quality and Accountability (CEQA), which oversees the Office of Educational Quality and Accountability (OEQA). Any questions regarding interpretation of the cut scores and their validity should be directed toward the OEQA. To contact the OEQA please email info@oeqa.ok.gov or call (405) 522-5399.

English Language Arts

317
Proficient



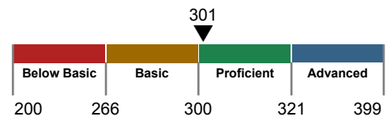
Name demonstrates readiness in ELA for the next grade or course.



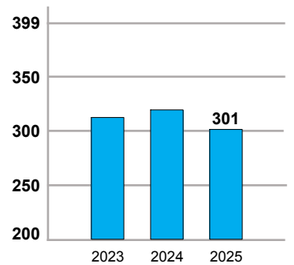
Name's ELA performance over time

Mathematics

301
Proficient



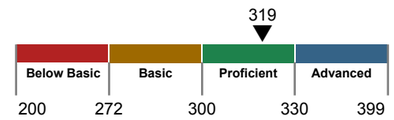
Name demonstrates readiness in Mathematics for the next grade or course.



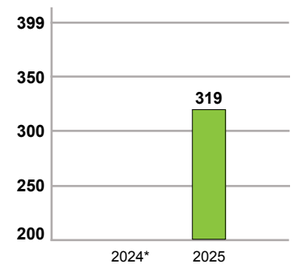
Name's Mathematics performance over time

Science

319
Proficient



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



Name's Science performance over time
*No data available as Science is tested in grades 5 and 8 only.

English Language Arts (ELA) ▶ PROFICIENT

Students scoring **Proficient** typically:

- Explain how key supporting details support the main idea of a text; identify details in a text to distinguish genres; summarize narrative and informational texts.
- Use the writing process to prewrite, organize multi-paragraph drafts and revise for clarity and content, and edit drafts for punctuation and capitalization using resources as needed.
- Determine the author's purpose and whether it was achieved, how literary elements and devices contribute to the meaning of a text; analyze ideas in one or more texts to support inferences; distinguish betweem the structures of informational texts.
- Compose narratives that contain a plot (including a climax and resolution), use a consistent point of view, and unfold in chronological sequence. Compose informational essays that introduce and develop a topic, incorporate evidence and use language to create interest. Compose opinion essays that introduce a topic and state an opinion, include evidence to support the opinion, and maintain an organized structure.
- Identify relationships between words (i.e., synonym and antonym, analogies, homophone, and homograph); use context clues, word parts, and reference materials to identify the meaning of words.
- Use precise and vivid grade-level words to clearly communicate ideas.
- Recognize simple, compound and complex sentences; recognize and explain the importance of parts of speech (i.e., nouns, verb tenses, coordinating conjunctions) in sentences.
- Compose simple declarative, interrogative, imperative, and exclamatory sentences; recognize and correct errors in run-on sentences, subject and verb agreement, shifts in pronoun number and person; use commas to separate words in a series, indicate dialogue, and separate the independent and dependent clauses in a complex sentence; use colons to introduce a list; use a semicolon to punctuate compound sentences.

Name's ELA Performance by Reporting Category

Ways to Support Name

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

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

Vocabulary ▶ Achieving Expectations
- Model learning new words by using them in conversations with your student.
- Encourage your student to keep an "Interesting Words" notebook. Have them use references to add a brief description and pictures to represent those words and then use their words in conversations and writing.
- Pick a word each day and ask everyone in the family to use it in conversation (https://www.nytimes.com/column/learning-word-of-the-day is a great resource).
- Ask your student to find and discuss interesting words in the books they are reading. Consider words with several meanings (bark, for example) or more descriptive words, such as saunter instead of walk.

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

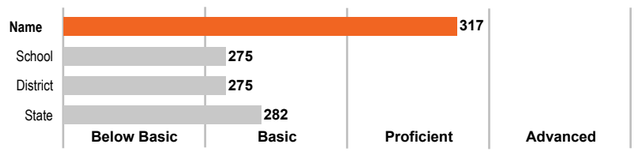
Research ▶ Near/At Expectations
- Encourage your student to create questions about topics they would like to know more about such as space, an animal, or a career, and discuss where to find information to answer their questions about each topic.

Writing Composite Score ▶ Achieving Expectations
- Encourage your student to write daily (e.g., journaling, keeping a diary).
- Discuss ways to expand writing by including details and examples.
- Encourage your student to critique other people's writing.

Approaching Expectations | Near/At Expectations | Achieving Expectations

For more information on supporting your student, please visit https://oklahoma.gov/education/services/standards-learning/oklahoma-family-guides.html.

ELA Performance Compared to School, District, and State



Mathematics ▶ PROFICIENT

Students scoring **Proficient** typically:

- Compare and order fractions. Compare and order decimals.
- Estimate and solve division problems with the remainder represented as a fraction, decimal, or whole number.
- Estimate, illustrate, add, and subtract fractions and mixed numbers.
- Graph patterns of change as ordered pairs on a coordinate plane. Use a rule or table to represent ordered pairs.
- Evaluate numerical expressions.
- Determine whether an inequality involving a variable is true or false for a given value of the variable.
- Classify triangles by their attributes.
- Using attributes, describe, identify, and classify three-dimensional figures without a given image.
- Construct nets for three-dimensional figures.
- Determine volume of rectangular prisms.
- Estimate perimeter of polygons and shapes that may include curves.
- Compare angles.
- Apply the relationship between units to convert and compare objects to solve problems.
- Estimate lengths and geometric measurements.
- Calculate the mean, median, mode, and range of a data set.
- Create and analyze line and double bar graphs with whole numbers.

Name's Mathematics Performance by Reporting Category

Ways to Support Name

Number & Operations ▶ Near/At Expectations
- Have your student create math word problems using whole numbers with multi-digit division. For example, Alpha Printing Company needs to ship 4,556 programs to the Oklahoma City Thunder basketball team. The printing company can fit 17 programs into a box. How many boxes will the printing company need to use?
- Have your student estimate solutions to division problems. For example, how many times will 23 go into 100? 4 because 25 x 4 = 100

Algebraic Reasoning ▶ Approaching Expectations
- Using graph paper, have your student create a graph and practice plotting coordinates using ordered pairs such as (4,6) and (3,5).
- Have your student solve real-world math word problems with missing numbers such as 3x+ 2 = 17.
- Use card games with multiple players to practice and explain the distributive property.

Geometry & Measurement ▶ Near/At Expectations
- Challenge your student to find, draw, compare, and describe three-dimensional shapes they notice. For example, count the number of edges, number of faces, number of vertices, and types of angles on a cake mix box.
- Encourage your student to measure and compare the volume of different three-dimensional figures. For example, compare the volume of a cereal box to the volume of a tissue box.
- Have your student estimate lengths of household objects, then measure them to the nearest 1/16 inch to check.

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

Approaching Expectations | Near/At Expectations | Achieving Expectations

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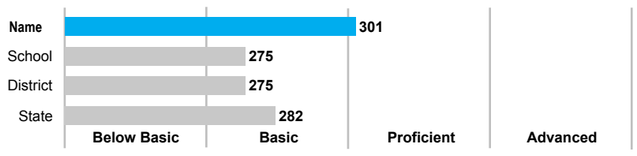
Mathematics Performance Compared to School, District, and State



Science ▶ PROFICIENT

Students scoring **Proficient** typically:

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

Name's Science Performance by Reporting Category

Ways to Support Name

Physical Science ▶ Achieving Expectations
- Challenge your student to find examples of matter changing and to explain what is happening based on evidence from their observations, including if a new substance was formed (for example, rusting metal, toasting bread, dissolving sugar in tea, etc.).
- Provide opportunities for your student to ask questions. Investigate and research to explain how properties can be used to identify different types of matter (such as how can you tell the difference between salt and sugar without tasting them?).

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

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

Approaching Expectations | Near/At Expectations | Achieving Expectations

For more information on supporting your student, please visit https://oklahoma.gov/education/services/standards-learning/oklahoma-family-guides.html.

Science Performance Compared to School, District, and State