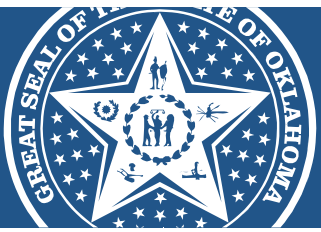


STUDENT/FAMILY REPORT

OKLAHOMA SCHOOL TESTING PROGRAM



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

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

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION (OSDE) RESOURCES

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

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

The **OSDE Family Engagement** page is home to tools and resources that support partnerships between families and schools. <https://sde.ok.gov/families>

The **OSDE Assessment Guidance** page provides information and guidance on interpreting and using data from student assessments. <https://sde.ok.gov/assessment-guidance>

The **Oklahoma School Testing Program (OSTP)** material page provides more information about the state tests your student took such as Parent, Student, Teacher Guides (PSTGs) and testing blueprints. <https://sde.ok.gov/assessment-material>

GLOSSARY OF TERMS

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

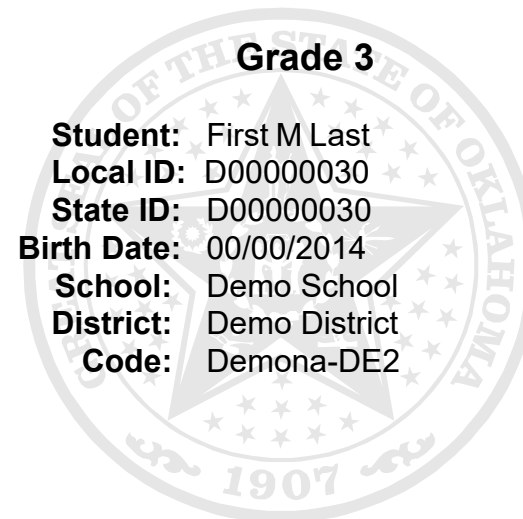
Performance by Category: Represent groups of similar student skills assessed within each grade and subject. For example, performance categories reported for grades 3-8 mathematics include Numbers and Operations, Algebra and Algebraic Reasoning, Geometry and Measurements, and Data and Probability. Each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

ADDITIONAL RESOURCES AND INFORMATION

Office of Assessment
Phone: (405) 521-3341

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

Office of Curriculum and Instruction
Phone: (405) 521-4287



Grade 3

Student: First M Last
Local ID: D0000030
State ID: D0000030
Birth Date: 00/00/2014
School: Demo School
District: Demo District
Code: Demona-DE2

Dear Family,

This report showcases your student's performance on the spring 2023 Oklahoma School Testing Program (OSTP) in key academic areas. State test results, when combined with other information - (i.e. homework, classwork, report card grades and local assessments), can help you and the teacher work together to support your student's growth.

Your student's score report helps you know:

- how your student performed in each academic area
- where your student is doing well and where they may need additional support
- how your student performed compared to others
- how you can support your student at home and at school

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

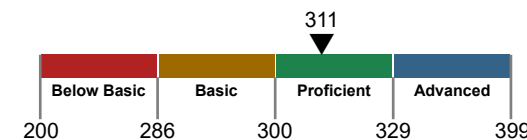
Sincerely,

Ryan Walters
State Superintendent of Public Instruction

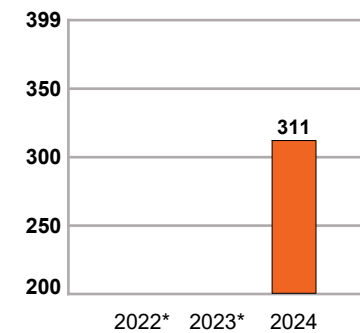
English Language Arts

311

Proficient



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



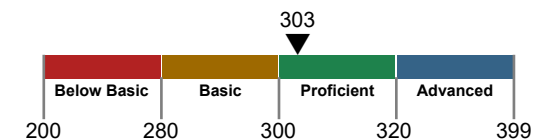
Name's ELA performance over time

*Score not available

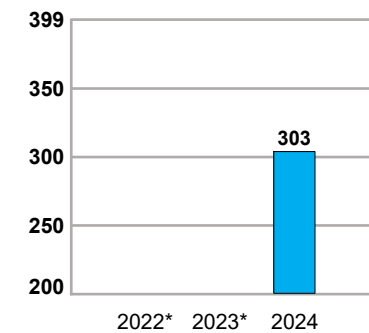
Mathematics

303

Proficient



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



Name's Mathematics performance over time

*Score not available

Name HAS MET the Reading Sufficiency Act (RSA) criteria based on Standard 2.0 (Reading and Writing Process) and 4.0 (Vocabulary) and is eligible for automatic promotion to 4th grade. For more information about RSA, please visit <https://sde.ok.gov/parents-reading-sufficiency>.

English Language Arts (ELA) ► PROFICIENT

Students scoring Proficient typically:

- Determine the main idea/key supporting details in a text; summarize narrative and informational text.
- Participate in prewriting, organizing, revising and editing written drafts that show evidence of paragraphing; use resources as needed.
- Determine the author's purpose and point of view of a text; find examples of literary elements and devices; use a text to support inferences; describe the structure of a portion of a text.
- Write narratives, informational, and opinion pieces that maintain an organized structure, use sentence variety, sensory details, vivid language, and relevant facts/evidence as needed to communicate ideas; show evidence of paragraphing.
- Identify word relationships (i.e., 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 communicate ideas.
- Recognize simple and compound sentences and parts of speech (e.g., verb types, possessive adjectives, coordinating conjunctions, adverbs of frequency) in sentences.
- Compose declarative, imperative, and interrogative simple and compound sentences using correct end marks; use apostrophes to form complex contractions, a colon to indicate time, quotation marks to indicate dialogue.
- Conduct research to answer questions and build knowledge; begin to determine relevance of information gathered; identify and use text features.
- Select a research topic and generate questions; organize information found during research.

Name's ELA Performance by Reporting Category

Ways to Support Name



Reading/Writing Process ► Achieving Expectations

- Talk with your student about the information they are learning from the books they are reading.
- Ask your student what kind of text they are reading (fiction, nonfiction or poetry) and to explain how they know.
- Have students summarize a story in their own words.



Critical Reading/Writing ► Achieving Expectations

- Have your student tell you a story from a different point of view than the stories that they read (e.g., Goldilocks and the Three Bears from baby bear's point of view).
- Help your student write a poem, letter or story about things that interest them.
- Discuss facts and opinions in commercials, news stories, and other everyday situations.



Vocabulary ► Near/At Expectations

- Have your student keep an "Interesting Words" notebook. Have them write a description or use pictures to represent each word. Use their words in conversations.
- Use difficult or unusual words in conversations to build your student's vocabulary.



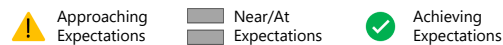
Language ► Approaching Expectations

- Help your student to identify and correct mistakes in their writing or to notice mistakes in other people's writing.



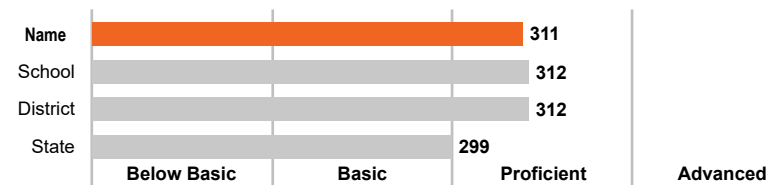
Research ► Achieving Expectations

- Encourage your student to create questions regarding topics they would like to know more about such as space, an animal or a career and discuss how to find information about each topic.
- Pick a word each day and ask everyone in the family to use it in conversation (<https://www.merriam-webster.com/word-of-the-day> is a great resource).



For more information on supporting your student, please visit the OSDE Family Guides found at <https://sde.ok.gov/oklahoma-family-guides>.

ELA Performance Compared to School, District, and State



Mathematics ► PROFICIENT

Students scoring Proficient typically:

- Compare and order whole numbers.
- Solve multiplication problems. Recognize the relationship between multiplication and division.
- Round numbers to the nearest thousand, ten thousand, and hundred thousand.
- Represent multiplication and division facts by modeling a variety of approaches.
- Demonstrate fluency with multiplication facts.
- Compose and decompose fractions.
- Describe the rule for a pattern.
- Determine unknowns (represented by symbols) in one-step addition, subtraction, and multiplication equations.
- Apply commutative, identity, and associative properties.
- Build a three-dimensional figure using unit cubes.
- Classify angles.
- Determine the perimeter of polygons.
- Determine the area of two-dimensional figures.
- Measure length.
- Use an analog thermometer to determine temperature.
- Read and write time from an analog clock.
- Organize a data set using a frequency table, line plot, pictograph, or bar graph with intervals of one.
- Solve one-step problems represented with a frequency table, pictograph, or bar graph with scaled intervals.

Name's Mathematics Performance by Reporting Category

Ways to Support Name



Number & Operations ► Achieving Expectations

- Ask questions that require adding or subtracting multi-digit numbers. For example, after comparing the cost of two vehicles, ask how much money both vehicles would cost together. If you had \$100,000, how much left over money would you have or how much more money would you need?
- Encourage your student to find everyday items arranged in groups and arrays and have them explain how they can be put into new groups. For example, notice windowpanes and ask questions about how they could be rearranged: 1 row of 12 panes, 2 rows of 6 panes, etc.



Algebraic Reasoning ► Near/At Expectations

- Ask your student to find, explain, and extend patterns they notice in their world including colors, shapes or numbers.
- Challenge your student to compare numbers using phrases like "How many...?" For example, Erica made 5 orders of muffins. There are 6 muffins in each order. How many muffins did Erica make?



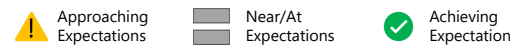
Geometry & Measurement ► Approaching Expectations

- Challenge your student to find and use measurements to describe two- and three-dimensional objects. For example, the shoebox has six sides that are rectangles. One of the rectangles has a perimeter of 22 inches.
- Have your student estimate different types of measurement including temperature, length, or the duration of time.



Data & Probability ► Achieving Expectations

- Have your student collect data to create a graph. For example, have your student take a Favorite Season survey of family members. Challenge your student to collect data over a period of time. For example, have them track the weather: temperature, precipitation, humidity, and/or wind speed. Then have them analyze the data and create a graph of the data.



For more information on supporting your student, please visit the OSDE Family Guides found at <https://sde.ok.gov/oklahoma-family-guides>.

Mathematics Performance Compared to School, District, and State

