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, 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 Assessment
Phone: (405) 521-3341

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

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

Grade 8

Student: FIRST N LAST
Local ID: D00000030
State ID: D00000030
Birth Date: 00/00/2009
School: DEMO SCHOOL
District: DEMO DISTRICT
Code: DEMONA-DE2

Dear Family,

This report showcases your student's performance on the spring 2024 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

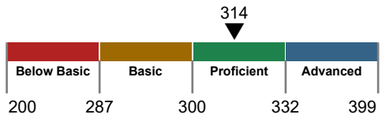
If you have any questions, please contact your local school or the Office of Assessment at Assessments@sde.ok.gov.

Sincerely,

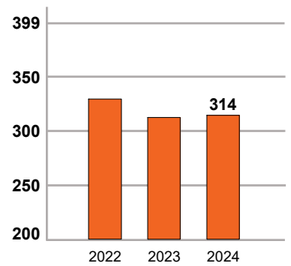
Ryan Walters
State Superintendent of Public Instruction

English Language Arts

314
Proficient



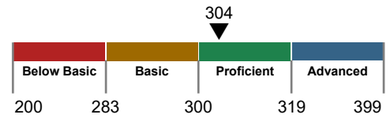
Name demonstrates readiness in ELA for the next grade or course.



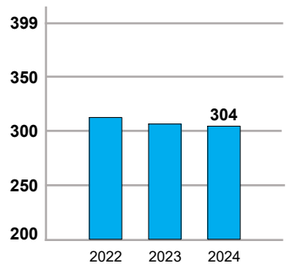
Name's ELA performance over time

Mathematics

304
Proficient



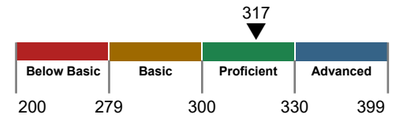
Name demonstrates readiness in Mathematics for the next grade or course.



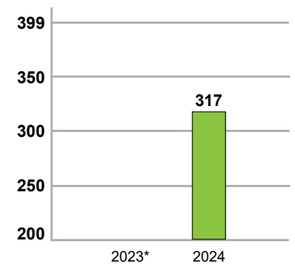
Name's Mathematics performance over time

Science

317
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:

- Summarize texts on similar topics to demonstrate understanding within/between texts; paraphrase a portion of a passage.
- Prewrite by planning & developing ideas; organize & develop ideas to compose a first draft; revise and edit drafts for purpose, audience, organization, coherence and grammar.
- Analyze texts on the same topic from multiple perspectives & compare the methods used to achieve their purposes; evaluate/describe how perspective affects texts; analyze how informational text structures support the author's purpose; compare/contrast texts providing textual evidence to support inferences.
- Compose narratives, informational essays, and argumentative essays.
- Analyze the relationships among words; use connotation/denotation/word parts to determine the meaning of multiple-meaning words; use resources to understand words.
- Use precise, grade-level vocabulary to communicate ideas; select language in writing to create a specific effect according to purpose.
- Recognize active/passive voice & misplaced/dangling modifiers in sentences; recognize/explain the impact on meaning of parts of speech in sentences.
- Compose different types of sentences in writing; create clarity in writing by using parts of speech; recognize/correct misplaced & dangling modifiers, and 2nd person point of view in formal writing.
- Find/comprehend information using research questions; find/record/organize information from sources following ethical guidelines; determine the relevance/reliability of information gathered.
- Formulate/refine clear & concise research questions; develop clear/concise thesis statements; quote/ summarize findings.

Name's ELA Performance by Reporting Category

Ways to Support Name

Reading/Writing Process ▶ Near/At Expectations
- Make time to read silently with your student, reading different books or the same book.
- Challenge your student to rewrite the ending to a story (book, movie or TV show).

Critical Reading/Writing ▶ Achieving Expectations
- Ask your student to explain details (characters, plot, theme, purpose, facts, opinions, etc.) about a book or article they are reading.
- Help your student write about topics that interest them using a narrative, informative, or argument essay.
- Find an editorial written by someone who shares a different stance or belief on the topic. Read it with your student and identify the strongest and weakest reasoning or evidence in the piece.

Vocabulary ▶ Achieving Expectations
- As a family, learn one new word per week. Use it in your conversations and display it in a special place. Take turns picking the word of the week.
- Help your student to use context clues and references such as the Internet or a dictionary to find the meaning of unfamiliar words.

Language ▶ Achieving Expectations
- Help your student explore how language is used to communicate ideas. (For instance, find an interesting sentence from a book, news story, or magazine article. Talk with your student about what makes it interesting. Then have your student write an interesting sentence.)
- 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.

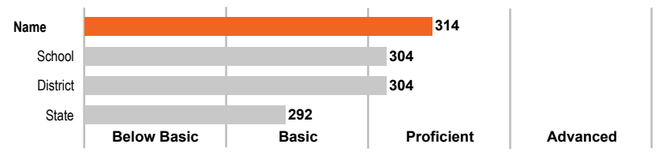
Research ▶ Achieving Expectations
- Help your student evaluate different resources and then decide which is most trustworthy. (For instance, with your student, discuss a current topic in the news and read two articles about it. Have your student explain which article seems more reliable.)

Writing Composite Score ▶ Near/At Expectations
- Encourage your student to write daily (e.g., journaling, keeping a diary, blogging, etc.).
- Discuss ways to expand writing by including details, examples, and evidence from sources.
- 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 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:

- Multiply and divide numbers expressed in scientific notation.
- Locate, identify, compare, and order irrational numbers on and off a number line.
- Locate square roots that are irrational numbers between two consecutive positive integers.
- Apply the properties of integer exponents.
- Evaluate equivalent expressions. Evaluate expressions.
- Represent situations using linear equations.
- Represent, write, solve, and graph inequalities.
- Describe linear relationships.
- Recognize that a function is a relationship between an independent variable and a dependent variable.
- Identify linear functions from an equation.
- Describe linear relationships between two variables.
- Represent and solve linear functions with two variables.
- Identify intercepts.
- Predict the effect on the graph of a linear function when the y-intercept is changed.
- Calculate the surface area and volume of right cylinders.
- Use and apply the Pythagorean theorem.
- Explain how outliers affect measures of center and spread.
- Identify the informal line of best fit from a given scatter plot.
- Calculate experimental probability, determine how samples are chosen, and generalize samples to populations.

Name's Mathematics Performance by Reporting Category

Ways to Support Name

Number & Operations ▶ Near/At Expectations
- Support development of algebraic concepts by using and applying exponents in the real world. For example, research the distance from various planets to Earth, the size of bacteria, and other very large and very small measurements. Describe measurements in scientific notation and explain what the numbers represent.

Algebraic Reasoning ▶ Near/At Expectations
- Help your student focus on Algebraic Reasoning using linear functions and rate of change in real-world and mathematical situations by asking guiding questions. For example, how are functions used in the real world? How do input and output relate to one another? If I am on my phone for 2.5 hours each day, how many hours am I on my phone in a week? In a year? What is the input [days] and what is the output [hours]?

Geometry & Measurement ▶ Near/At Expectations
- Make connections in order to solve real-world and mathematical problems involving variable equations, geometric formulas (surface area and volume), and Pythagorean Theorem. Ask your student to create multiple three-dimensional shapes with similarities and differences. Explain that shapes can have the same surface area but different volumes and vice-versa.

Data & Probability ▶ Approaching Expectations
- Focus on Algebraic Reasoning using real-world and mathematical data by looking at different real-world scatter plots and asking questions about the graphs. For example, how is the data arranged? What does the line in the scatter plot represent? How can the data be impacted?
- Use probability to make predictions about future events. For example, if a Thunder player makes an average of 37/50 shots, how many shots would he make out of 200?

Approaching Expectations | Near/At Expectations | Achieving Expectations

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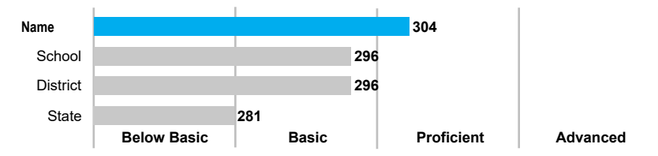
Mathematics Performance Compared to School, District, and State



Science ▶ PROFICIENT

Students scoring **Proficient** typically:

- Develop or use a model to describe: the relationship between gene structure and protein structure; the effect of reproduction on genetic variation; cyclic patterns in relation to the position of the Earth, Sun, and Moon; the role of gravity within galaxies and the solar system.
- Identify, describe, or explain how to: design investigations about stability and change of forces and motion; conduct and evaluate investigations about the effect of fields on force interactions.
- Identify, describe, or compare evidence to construct explanations for: the effect of environmental and genetic factors on growth; the common ancestry of organisms based on patterns in anatomy or the chronological order of fossils; the effect of trait variation in populations on natural selection.
- Design or revise a solution to a problem involving energy transfer, forces, and motions in systems where objects collide.
- Use reasoning to show that evidence supports or refutes arguments about how: the structures of plants and behaviors of animals affect the likelihood of successful reproduction; gravitational interactions depend on the masses of interacting objects in a system.
- Use reasoning to develop questions about data to determine factors that affect the strength of electric and magnetic forces.
- Use mathematical representations to: describe patterns in wave models to show the relationship between amplitude and energy; explain how natural selection affects the distribution of traits in populations.
- Analyze and interpret data to: compare patterns of embryological similarities between species; identify how patterns in the fossil record indicate the history of life on Earth; determine the scale properties of objects in the solar system.
- Gather, use, synthesize, or integrate information to communicate and support claims about how: humans affect trait inheritance through artificial selection; the structure and function of digital signals contributes to those signals reliably transmitting information.

Name's Science Performance by Reporting Category

Ways to Support Name

Physical Science ▶ Achieving Expectations
- Ask your student to find and explain evidence that matter is conserved during a chemical reaction even when it seems to disappear (for example, burning a log, cooking an egg, iron rusting, metabolizing food in your body, milk going bad, etc.).
- Challenge your student look for, question, and explain what causes objects to change motion. Have them consider what effect mass has (for example, why do balls travel different distances after being hit by a bat?).
- Have your student develop questions to investigate factors that affect the strength of electric and magnetic forces.
- Challenge your student to think about, question, and find information that waves are a reliable way to transfer information. (For example, how do noise-canceling headphones work? Why do cell phones sometimes lose signal?)

Life Science ▶ Near/At Expectations
- Encourage your student to ask questions and find answers to explain how the food they eat is broken down and changed to supply energy and matter for growth and development. (For example, how does the sun supply the energy their body used to grow a strand of hair? Where does the matter come from that makes up that same strand of hair?)
- Help your student explore and describe how plant and animal life has changed in your part of Oklahoma, how fossils provide evidence of change, and why some plants and animals living today are similar to those that lived in the geologic past.
- Investigate with your student why some animals and plants look identical and others do not (e.g., Starfish, tulips, Hawaiian Happy Face Spider).
- Help your student find and use models to explain how mutations can be beneficial, harmful, or neutral to the structure and function of an organism and how animal behaviors and plant structures help them to survive.
- Have your student research information, such as data and/or mathematical models, to explain and show how some genetic traits increase an individual's probability of surviving in a specific environment.
- Research with your student about how humans influence desired traits in organisms (e.g., Designer Dog Breeds, seedless watermelons).

Earth & Space Science ▶ Achieving Expectations
- Discuss with your student how gravity interactions are always attractive and how mass is involved in gravity.
- Investigate with your student how to identify properties of objects in our solar system using data obtained by space-based telescopes.

Approaching Expectations | Near/At Expectations | Achieving Expectations

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Science Performance Compared to School, District, and State