

# Practice Test TEIs Originally Intended for 2026 Practice Tests



**Asset Name:** 357235  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

**Standards**

0.PA.A.1.1: Recognize that a function is a relationship between an independent variable and a dependent variable in which the value of the independent variable determines the value of the dependent variable.

**Asset Description**

0.PA.A.1.1\_Drag and Drop TEI\_2025-26\_Practice Test Item (PMC: 357236)

**Classification**

Depth of Knowledge DOK1: Recall and Reproduction

**Asset Metadata**

Assets Type Item



Content (Item)

Drag each  $x/y$  table into the large table to show whether each  $x/y$  table is a function or not a function.

To place an  $x/y$  table, click and hold the table, and then drag it to the desired space in the table on the right. To change the location of an  $x/y$  table, click and hold it, and then drag it to the desired space.

$x$	$y$
2	8
4	8
6	10

$x$	$y$
4	3
8	11
4	9

$x$	$y$
5	6
7	18
7	23

$x$	$y$
3	12
6	24
9	36

Function	Not a Function



Scoring Rubric

Drag each  $x/y$  table into the large table to show whether each  $x/y$  table is a function or not a function.

To place an  $x/y$  table, click and hold the table, and then drag it to the desired space in the table on the right. To change the location of an  $x/y$  table, click and hold it, and then drag it to the desired space.

Function	Not a Function																
<table><thead><tr><th><math>x</math></th><th><math>y</math></th></tr></thead><tbody><tr><td>3</td><td>12</td></tr><tr><td>6</td><td>24</td></tr><tr><td>9</td><td>36</td></tr></tbody></table>	$x$	$y$	3	12	6	24	9	36	<table><thead><tr><th><math>x</math></th><th><math>y</math></th></tr></thead><tbody><tr><td>4</td><td>3</td></tr><tr><td>8</td><td>11</td></tr><tr><td>4</td><td>9</td></tr></tbody></table>	$x$	$y$	4	3	8	11	4	9
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$x$	$y$																
2	8																
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5	6																
7	18																
7	23																



**Asset Name:** 362378  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

**Standards**

07.A.3.2: Represent, write, solve, and graph problems leading to linear inequalities with one variable in the form  $x + p > q$  and  $x + p < q$ , where  $p$ , and  $q$  are nonnegative rational numbers.

**Asset Description**

07.A.3.2\_Number Line TEI\_2025-26\_Practice Test Item (PMC: 362380)

**Classification**

Depth of Knowledge DOK2: Skills and Concepts

**Asset Metadata**

Assets Type Item

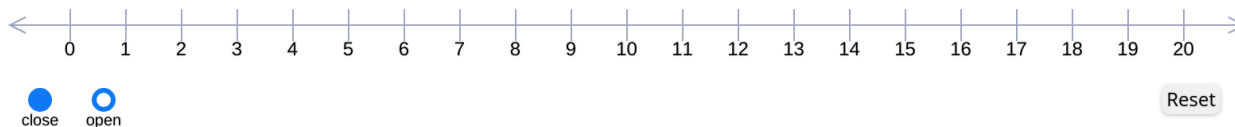


**Asset Name:** 362378  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Content (Item)

Use the number line to represent the solutions for the inequality  $x + 5 < 12$ .

Drag the closed or open circle to the correct location on the number line and then click where the shading should be placed. To change your response, click the reset button on the lower right and start again.



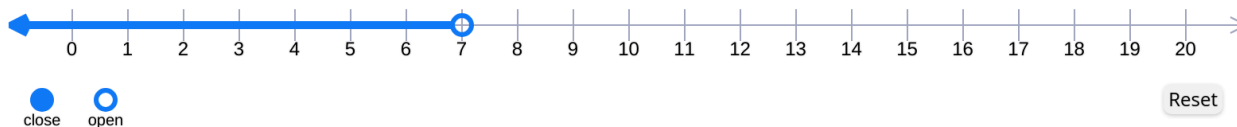


**Asset Name:** 362378  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Scoring Rubric

Use the number line to represent the solutions for the inequality  $x + 5 < 12$ .

Drag the closed or open circle to the correct location on the number line and then click where the shading should be placed. To change your response, click the reset button on the lower right and start again.





**Asset Name:** 491655  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

**Standards**

07.GM.4.3: Graph and describe translations (with directional and algebraic instructions), reflections across the x- and y-axes, and rotations in 90 degree increments about the origin of figures on a coordinate plane, and determine the coordinates of the vertices of a figure after a transformation.

**Asset Description**

07.GM.4.3\_2-point Graphing TEI\_2025-26\_Practice Test Item

**Classification**

Depth of Knowledge DOK2: Skills and Concepts

**Asset Metadata**

Assets Type Item



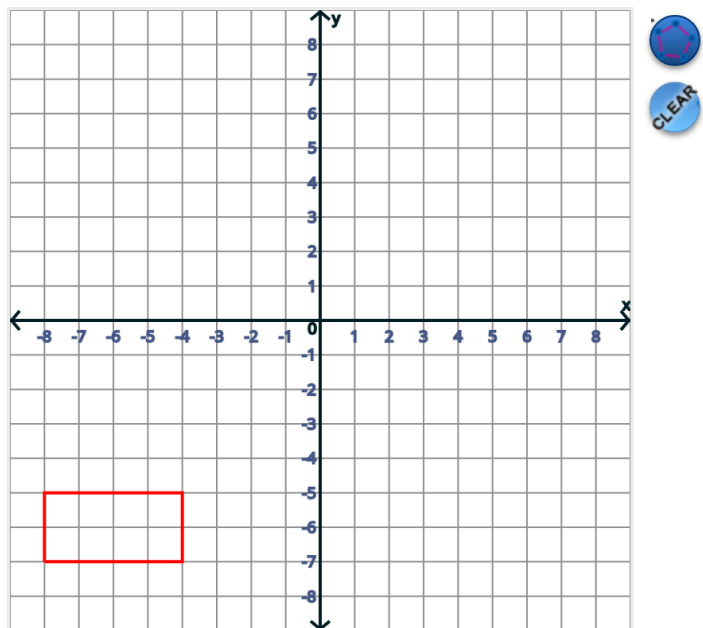


**Asset Name:** 491655  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Content (Item)

A figure is plotted on this coordinate plane. Create a reflection of this figure over the  $y$ -axis.

To plot the reflected figure, click on the polygon tool on the right side. Then, click each vertex of the reflected figure. After the last vertex is plotted, click on the first vertex to make the whole figure. To change your figure, click the clear button and plot a new figure.



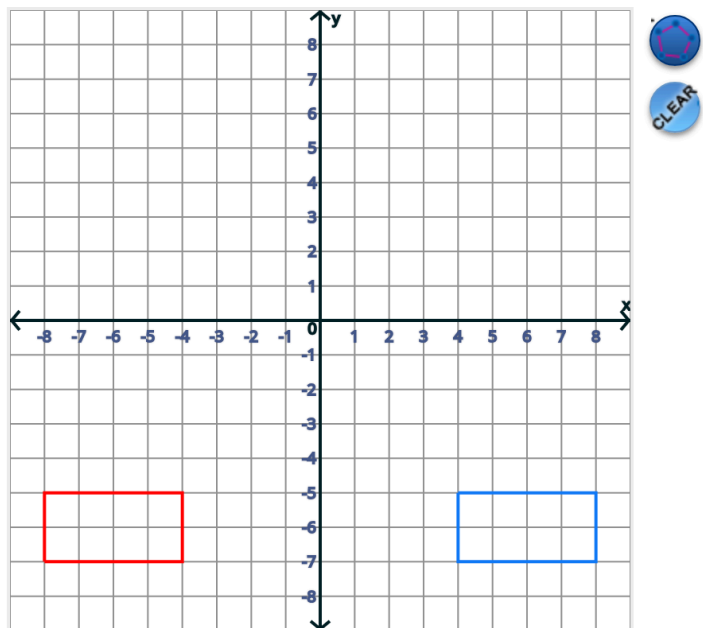


**Asset Name:** 491655  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Scoring Rubric

A figure is plotted on this coordinate plane. Create a reflection of this figure over the  $y$ -axis.

To plot the reflected figure, click on the polygon tool on the right side. Then, click each vertex of the reflected figure. After the last vertex is plotted, click on the first vertex to make the whole figure. To change your figure, click the clear button and plot a new figure.





**Asset Name:** 369882  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

**Standards**

06.A.1.1: Plot integer- and rational-valued (limited to halves and fourths) ordered-pairs as coordinates in all four quadrants and recognize the reflective relationships among coordinates that differ only by their signs.

**Asset Description**

06.A.1.1\_Number Line TEI\_2025-26\_Practice Test Item (PMC: 369888)

**Classification**

Depth of Knowledge DOK1: Recall and Reproduction

**Asset Metadata**

Assets Type Item

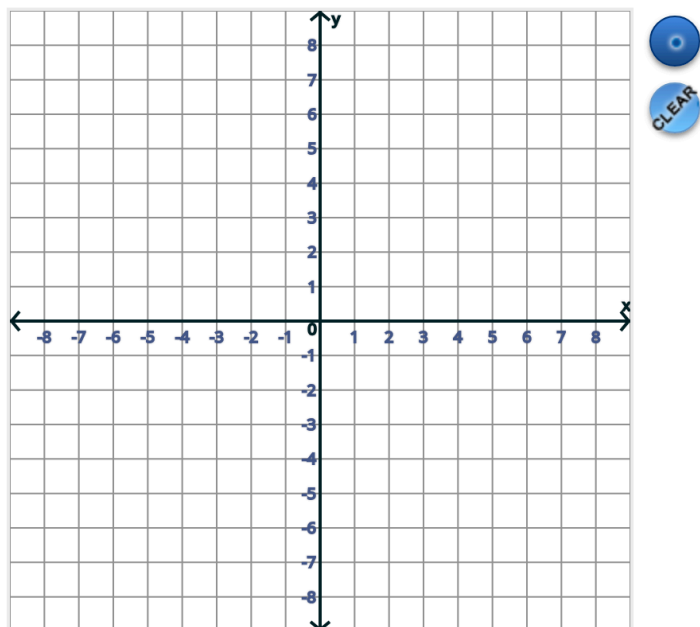


**Asset Name:** 369882  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Content (Item)

Plot the point  $(4, -3)$  on the coordinate grid.

To plot a point, click the point tool on the right and then click where you want to place the point on the coordinate grid.  
To change the location of your point, click the clear button and then click the point tool again.



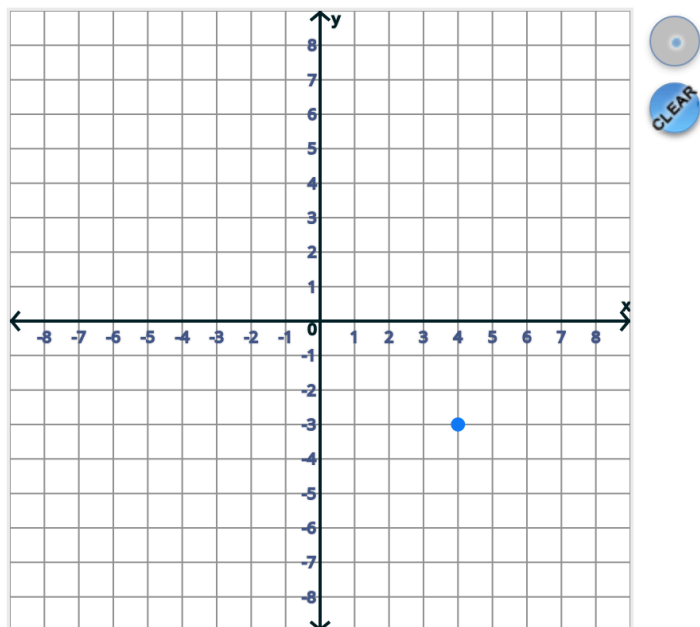


**Asset Name:** 369882  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Scoring Rubric

Plot the point  $(4, -3)$  on the coordinate grid.

To plot a point, click the point tool on the right and then click where you want to place the point on the coordinate grid.  
To change the location of your point, click the clear button and then click the point tool again.





**Asset Name:** 386071  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

**Standards**

05.A.1.2: Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.

**Asset Description**

05.A.1.2\_Drag and Drop TEI\_2025-26\_Practice Test Item (PMC: 386156)

**Classification**

Depth of Knowledge DOK2: Skills and Concepts

**Asset Metadata**

Assets Type Item



Content (Item)

A table of ordered pairs follows this rule.

$y = x + 5$

Drag a number into each *y*-value in the table to complete the table following this rule. Make sure to drag in a *y*-value for each of the **three** blank spaces.

To place a number, click and hold the number, and then drag it to the desired space in the table. Each number can be used once, more than once, or not at all.

<i>x</i>	<i>y</i>
8	
10	
12	

3

5

7

8

10

12

13

15

17

40

50

60



# Scoring Rubric

A table of ordered pairs follows this rule.

$y = x + 5$

Drag a number into each *y*-value in the table to complete the table following this rule. Make sure to drag in a *y*-value for each of the **three** blank spaces.

To place a number, click and hold the number, and then drag it to the desired space in the table. Each number can be used once, more than once, or not at all.

<i>x</i>	<i>y</i>
8	13
10	15
12	17

3

5

7

8

10

12

13

15

17

40

50

60





**Asset Name:** 397829  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

**Standards**

04.N.3.4: Decompose a fraction into a sum of fractions with the same denominator in more than one way, using concrete and pictorial models and recording results with numerical representations (e.g.  $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$  and  $\frac{3}{4} = \frac{2}{4} + \frac{1}{4}$ ).

**Asset Description**

04.N.3.4\_Drag and Drop TEI\_2025-26\_Practice Test Item (PMC: 397832)

**Classification**

Depth of Knowledge DOK1: Recall and Reproduction

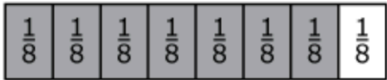
**Asset Metadata**

Assets Type Item



Content (Item)

This model is shaded to represent a fraction.



Drag and drop a number into each blank to create an expression to represent the shaded part of the model. Place one number into each blank. Make sure to fill in **two** blanks.

To place a number, click and hold the number and then drag it to the desired space. To change an answer, click and hold it, and then drag it to the desired space. Each number can be used once, more than once, or not at all.

1

8

+

8

+

8

1

2

3

4

5

6

7

8

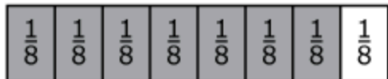
9



Asset Name: 397829  
Item Bank Name: \_Released Items\_Math  
Program Name: OK Math Practice

## Scoring Rubric

This model is shaded to represent a fraction.



Drag and drop a number into each blank to create an expression to represent the shaded part of the model. Place one number into each blank. Make sure to fill in **two** blanks.

To place a number, click and hold the number and then drag it to the desired space. To change an answer, click and hold it, and then drag it to the desired space. Each number can be used once, more than once, or not at all.



$$\frac{1}{8} + \frac{\boxed{1}}{8} + \frac{\boxed{5}}{8}$$

OR

$$\frac{1}{8} + \frac{\boxed{5}}{8} + \frac{\boxed{1}}{8}$$

OR

$$\frac{1}{8} + \frac{\boxed{2}}{8} + \frac{\boxed{4}}{8}$$

OR

$$\frac{1}{8} + \frac{\boxed{4}}{8} + \frac{\boxed{2}}{8}$$

OR

$$\frac{1}{8} + \frac{\boxed{3}}{8} + \frac{\boxed{3}}{8}$$

1	2	3
4	5	6
7	8	9



**Asset Name:** 430896  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

**Standards**

03.N.1.4: Use place value to compare and order whole numbers, up to 100,000, using comparative language, numbers, and symbols.

**Asset Description**

03.N.1.4\_Drag and Drop TEI\_2025-26\_Practice Test Item (PMC: 430917)

**Classification**

Depth of Knowledge DOK2: Skills and Concepts

**Asset Metadata**

Assets Type Item



**Asset Name:** 430896  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

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## Content (Item)

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Drag a number into each blank to order the numbers from **least** to **greatest**.

To place a number, click and drag the number to the correct space. To remove a number, click and drag it away.

<

<

7,240

7,301

7,209



**Asset Name:** 430896  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

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## Scoring Rubric

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Drag a number into each blank to order the numbers from **least** to **greatest**.

To place a number, click and drag the number to the correct space. To remove a number, click and drag it away.

<div>7,209</div>	<	<div>7,240</div>	<	<div>7,301</div>
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**Asset Name:** 545536  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

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## General Notes

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## Standards

03.N.3.2: Model fractions using length, set, and area for halves, thirds, fourths, sixths, and eighths.

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## Asset Description

03.N.3.2\_Interactive Fraction Model TEI\_2025-26\_Practice Test Item

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## Classification

Depth of Knowledge



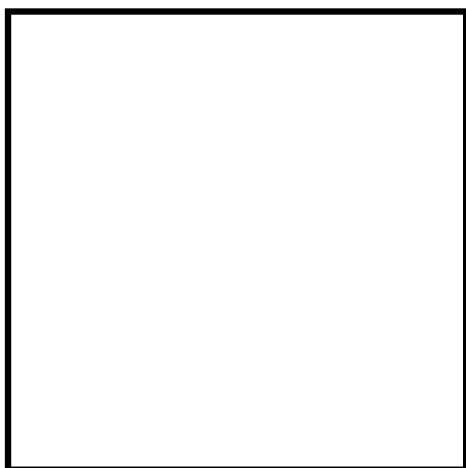
**Asset Name:** 545536  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Content (Item)

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Use this rectangle to show the fraction  $\frac{3}{4}$ .

First, click the “more” or “fewer” button below the rectangle to create the correct number of sections in the rectangle. Then, click on a section to shade it. Shade the correct number of sections to represent the fraction  $\frac{3}{4}$ . If you want to unshade a part, click it again.



Fewer

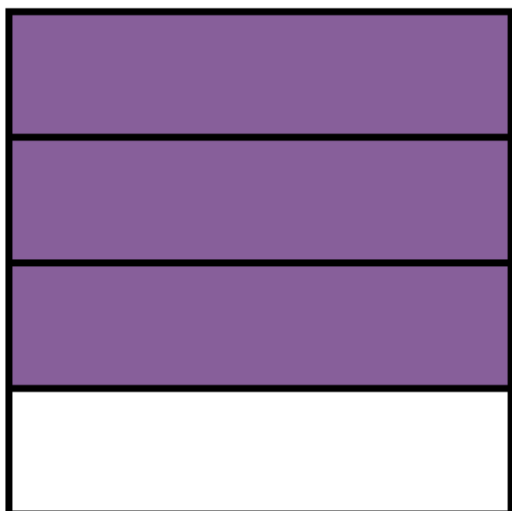
More

Reset

## Distractor Rationale

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Correct Response:





## Pop-Up Tool Items Originally Intended for 2026 Practice Tests



**Asset Name:** 385870  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

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## General Notes

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## Standards

05.GM.3.2: Measure the length of an object to the nearest whole centimeter or up to 1/16 inch using an appropriate instrument.

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## Classification

Depth of Knowledge	DOK1: Recall and Reproduction
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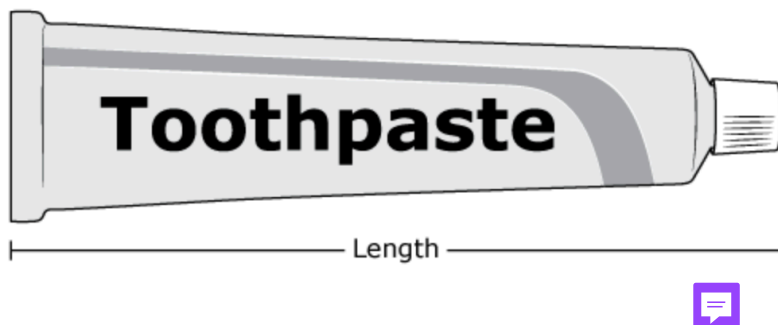
**Asset Name:** 385870  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Content (Item)

**Use the pop-up ruler tool to answer this question.**

To use the ruler, click and hold the ruler, and then drag it to the correct location.

A tube of toothpaste is shown.



What is the length, to the nearest centimeter, of the tube of toothpaste?

- ☐ A 12 centimeters
- ☐ B 13 centimeters
- ☐ C 14 centimeters
- ☐ D 15 centimeters

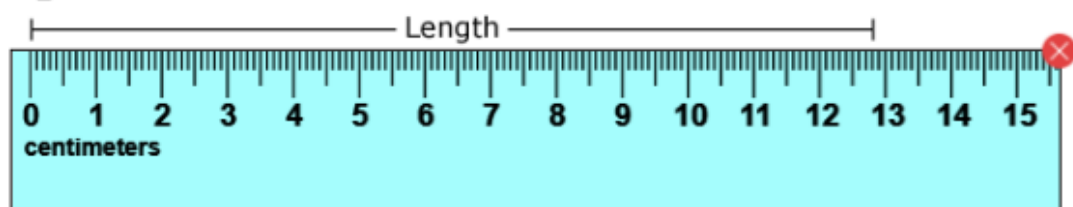
## Distractor Rationale

A. The student saw that the length was not quite 13 centimeters, so thought this meant 12 was the best answer.

**B. Correct. The student demonstrated the ability to measure the length of an object to the nearest centimeter.**

C. The student aligned the ruler starting at 1 centimeter instead of 0 centimeters.

D. The student did not understand how to measure objects using a centimeter ruler.





**Asset Name:** 397837  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

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## General Notes

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## Standards

04.GM.2.4: Choose an appropriate instrument to measure the length of an object to the nearest whole centimeter or quarter inch.

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## Classification

Depth of Knowledge	DOK1: Recall and Reproduction
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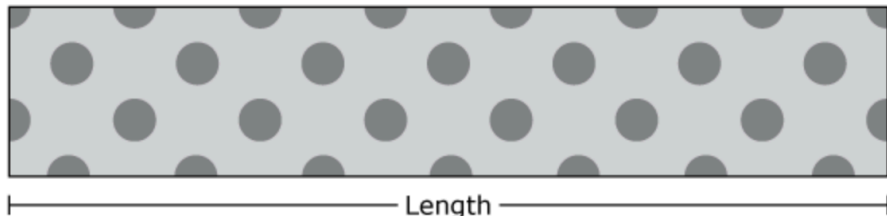
Asset Name: 397837  
Item Bank Name: \_Released Items\_Math  
Program Name: OK Math Practice

## Content (Item)

Use the pop-up ruler tool to answer this question.

To use the ruler, click and hold the ruler, and then drag it to the correct location.

A bookmark is shown.

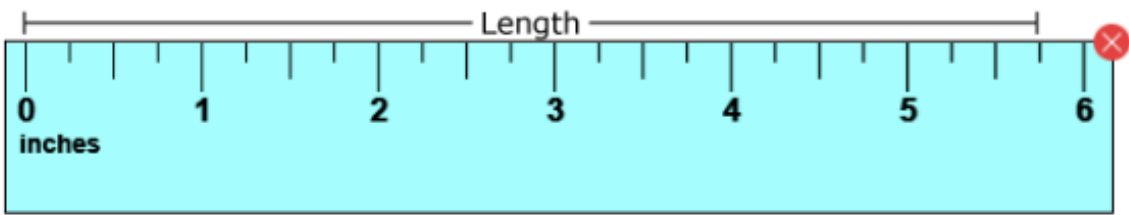


What is the length of this bookmark?

- ☐ A  $5\frac{1}{2}$  inches
- ☐ B  $5\frac{3}{4}$  inches
- ☐ C  $6\frac{1}{2}$  inches
- ☐ D  $6\frac{3}{4}$  inches

## Distractor Rationale

- A. The student confused halves and fourths.
- B. **Correct. The student demonstrated the ability to measure the length of an object to the nearest quarter inch.**
- C. The student focused on the 6 inch mark that was close to the length of the bookmark and confused halves and fourths.
- D. The student focused on the 6 inch mark that was close to the length of the bookmark.





**Asset Name:** 530115  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

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## General Notes

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## Standards

04.GM.2.1: Measure angles in geometric figures and real-world objects with a protractor or angle ruler.

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## Classification

**Depth of Knowledge** DOK2: Skills and Concepts





**Asset Name:** 530115  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Content (Item)

**Use the pop-up protractor tool to answer this question.**

To use the protractor, click and hold the protractor and then drag it to the correct location. Click and hold along the bottom line to rotate the protractor.

A clock is shown.



What is the measure, in degrees, of the angle formed by the hour and minute hands?

- ☐ A  $30^\circ$
- ☐ B  $70^\circ$
- ☐ C  $150^\circ$
- ☐ D  $170^\circ$

## Distractor Rationale

- A. The student used the wrong scale on the protractor.
- B. The student related the time on the clock with the digit 7 in the degree measure.
- C. **Correct. The student demonstrated the ability to measure the size of an angle using a protractor.**
- D. The student saw that it was close to a straight angle and just estimated a little less than  $180^\circ$ .

Use the pop-up protractor tool to answer this question.

To use the protractor, click and hold the protractor and then drag it to the correct location. Click and hold along the bottom line to rotate the protractor.

A clock is shown.



What is the measure, in degrees, of the angle formed by the hour and minute hands?

Hide All

- ☐ (A)  $30^\circ$
- ☐ (B)  $70^\circ$
- ☐ (C)  $150^\circ$
- ☐ (D)  $170^\circ$



**Asset Name:** 430859  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

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## General Notes

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## Standards

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03.GM.2.5: Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or whole meter.

## Classification

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Depth of Knowledge DOK2: Skills and Concepts



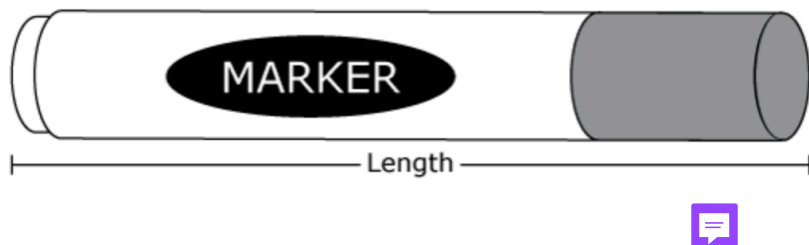
**Asset Name:** 430859  
**Item Bank Name:** \_Released Items\_Math  
**Program Name:** OK Math Practice

## Content (Item)

Use the pop-up ruler tool to answer this question.

To use the ruler, click and hold the ruler, and then drag it to the correct location.

A marker is shown.



What is the length of this marker to the **nearest** centimeter?

- ☐ A 12 centimeters
- ☐ B 13 centimeters
- ☐ C 14 centimeters
- ☐ D 15 centimeters

## Distractor Rationale

- A. The student did not measure correctly.
- B. **Correct. The student demonstrated the ability to measure the length of an object to the nearest whole centimeter.**
- C. The student rounded up to the next whole number.
- D. The student did not measure correctly.

