



2026 Remote Proctoring Practice Test Scripts



OKLAHOMA
Education

Oklahoma State Department of Education
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How To Navigate The OSTP ELA Platform Tools

This guide provides essential instructions for effectively navigating the OSTP platform tools, ensuring a smooth testing experience. It covers functionalities like test selection, navigation between questions, bookmarking, and utilizing helpful features like the guideline and sketch tools. By understanding these tools, users can enhance their focus, manage their time efficiently, and improve their overall performance on the test. Viewing this guide will empower users to maximize their testing potential and minimize confusion during the process.

- 1 Navigate to <https://okpracticetest.cognia.org/student/login>



STUDENT SIGN IN
— PRACTICE TEST —

Select a Test:

Select...

- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

2 Click the dropdown menu to select a test.



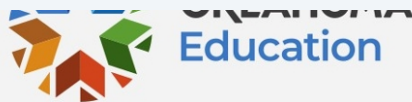
STUDENT SIGN IN
— PRACTICE TEST —

Select a Test:

Select...

- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

3 Click to select a subject.



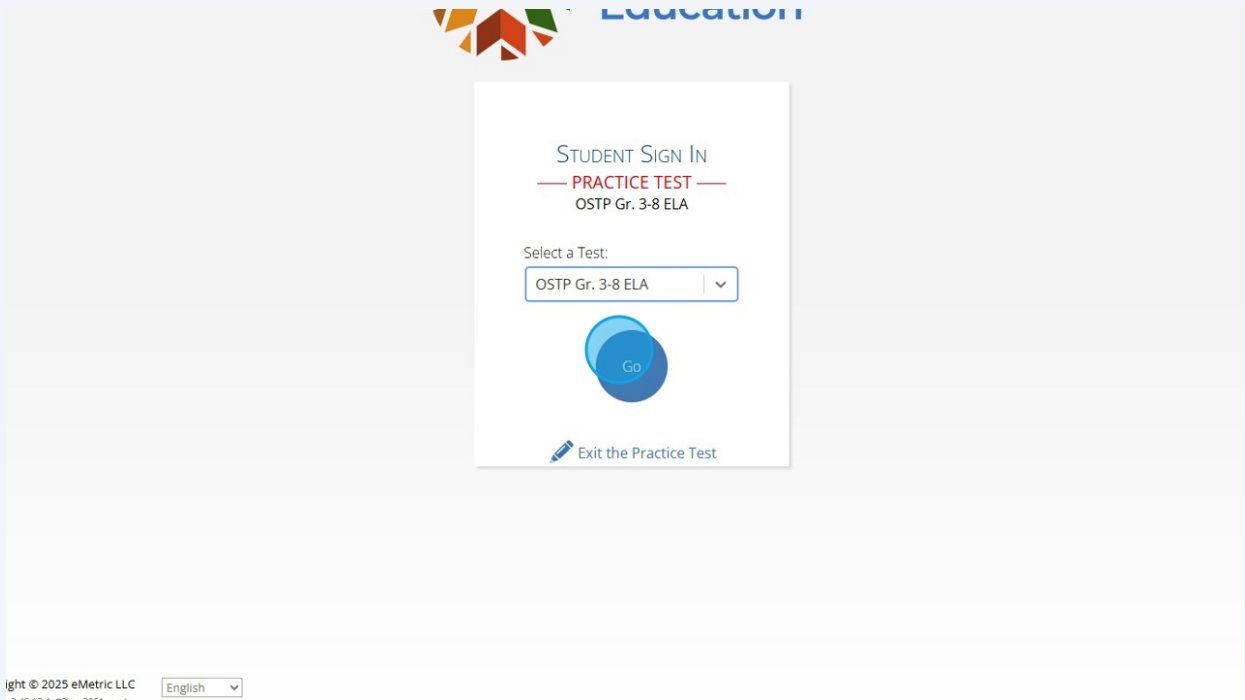
STUDENT SIGN IN
— PRACTICE TEST —

Select a Test:

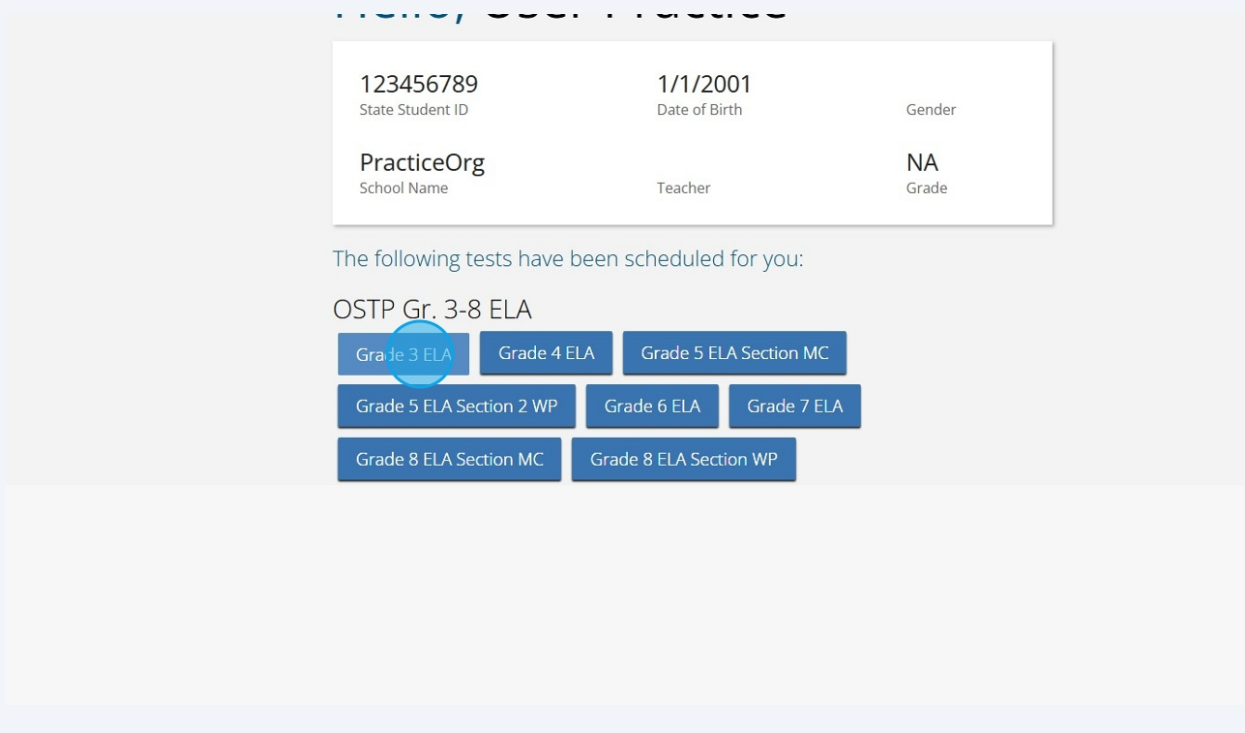
Select...

- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

4 Click "Go."



5 Click to select a grade level.



6 Click "Continue."

The screenshot shows a settings menu with the following options:

- Speed:** Slow, Normal, Fast
- Screen Zoom:** 100%, 150%, 200%, 300%. A dropdown menu is open showing the text "The quick brown fox jumped over the lazy dog."
- Color Contrast:** Default, Tuxedo, Classic, Ruby, Chalkboard, Nocturnal, Eccentric, Azure, Celestial, Antique
- Masking:** Enabled

A blue button labeled "Continue" is highlighted with a blue circle.

7 Click "Continue."

Today you will be tested in English Language Arts. Some of this material may not be familiar to you, but it is still important that you do your best. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see all four answer choices. Be sure that you have seen all answer choices before making your selection. You will answer constructed-response questions by typing your answer into the space provided on your screen.

A blue button labeled "Continue" is highlighted with a blue circle.

8

Look at the buttons on the bottom right of the screen. These buttons will help you move through the test. "Clear" will clear your answers for the questions on the page.

Question 1

Read this passage. Then answer the questions that follow.

Gone Fishing
by Kristine O'Connell George

cattails—tall plants with flat leaves that grow near water

1 No one else was awake when we got up at dawn to go fishing.
Walking the steep path down to the lake, we could see the circle flop and splash of trout. I warned my little brother not to go too close to the edge.

5

10 He said:
You can't tell me what to do.
No one else was awake when we got up at dawn to go fishing. All I caught was one little brother—
hauled up out of the cattails, sputtering, soggy, and still stubborn.

15

"Gone Fishing" from TOASTING MARSHMALLOWS: Camping Poems by Kristine O'Connell George. Text copyright © 2001 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

"Gone Fishing" is **mainly** about

Hide All

- A trout splashing in a lake.
- B children not catching a fish.
- C a child not listening to a warning.
- D a speaker giving orders to a brother.

Clear Pause/Exit Back Next Finish

9

If you click this button, you will be asked if you are sure you want to clear the page.

Clear the current question?

You will lose all your current work for this question.

Clear Cancel

10

“Pause/Exit” will log you out and require you to log back in before continuing the test.

Question 1

Screen Zoom: Text-to-Speech:

Read this passage. Then answer the questions that follow.

Gone Fishing
by Kristine O'Connell George

cattails—tall plants with flat leaves that grow near water

1 No one else was awake when we got up at dawn to go fishing. Walking the steep path down to the lake, we could see the circle flop and splash of trout. I warned my little brother not to go too close to the edge.

5

10 He said:
You can't tell me what to do.
No one else was awake when we got up at dawn to go fishing. All I caught was one little brother—hauled up out of the cattails, sputtering, soggy, and still stubborn.

15

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“Gone Fishing” is **mainly** about

Hide All

- (A) trout splashing in a lake.
- (B) children not catching a fish.
- (C) a child not listening to a warning.
- (D) a speaker giving orders to a brother.

Clear Pause/Exit Back Next Finish

11

If you click this button, you will be asked if you are sure you want to pause or exit the test.

Do you want to pause your test or exit your test?

Pause the test to temporarily log out. Exit the test to log out and close the testing application.

Pause Test Exit Test Cancel

12

The “Back” button will be grayed out if you are on the first question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now.

Question 1

Screen Zoom: Text-to-Speech:

Read this passage. Then answer the questions that follow.

Gone Fishing
by Kristine O'Connell George

cattails—tall plants with flat leaves that grow near water

1 No one else was awake
when we got up at dawn
to go fishing.
Walking the steep path
down to the lake,
5 we could see the circle flop
and splash of trout. I warned
my little brother not to go
too close to the edge.

10 He said:
You can't tell me what to do.
No one else was awake
when we got up at dawn
to go fishing. All I caught
15 was one little brother—
hauled up out of the cattails,
sputtering, soggy, and still stubborn.

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reserved.

“Gone Fishing” is **mainly** about


Hide All





- A trout splashing in a lake.
- B children not catching a fish.
- C a child not listening to a warning.
- D a speaker giving orders to a brother.

Clear Pause/Exit Back Next Finish

13

Now you will see that the “Back” button can be used. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.

Question 2 

Screen Zoom:  Text-to-Speech:   

Read this passage. Then answer the questions that follow.

Gone Fishing
by Kristine O’Connell George

cattails—tall plants with flat leaves that grow near water

1 No one else was awake
when we got up at dawn
to go fishing.
Walking the steep path
5 down to the lake,
we could see the circle flop
and splash of trout. I warned
my little brother not to go
too close to the edge.
10 He said:
You can’t tell me what to do.
No one else was awake
when we got up at dawn
to go fishing. All I caught
15 was one little brother—
hauled up out of the cattails,
sputtering, soggy, and still stubborn.

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by Kristine O’Connell George. Text copyright © 2001 by Kristine
O’Connell George. Reprinted by permission of Clarion Books, an
imprint of Houghton Mifflin Harcourt Publishing Company. All rights
reserved.

How does the reader know “Gone Fishing” is a poem?


Hide All





- A It has characters.
- B It contains sentences.
- C It could really happen.
- D It is arranged by stanzas.

Clear Pause/Exit **Back** Next Finish

14

The star located in the upper left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.

Question 18 

Screen Zoom:  Text-to-Speech:   

Read the sentence.

Doesn't your uncle live near your grandmother?





What change, if any, should be made to Doesn't in the sentence?

Hide All

- A D’oesnt
- B Do’esnt
- C Does’nt
- D Doesn’t

15

Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

Question 18  Screen Zoom:  Text-to-Speech:  

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?



















Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't

16

The Test Map shows all of the questions on the test. Answered questions will appear blue, questions you have viewed but not answered are red, questions you have marked for review will have a yellow star next to them, questions that have not been visited are gray. Notice that the question is marked with a star. Clicking on a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click on the star.

You have completed: 1 out of 18 question(s).

 1 not answered	 2 not answered	 3 not visited	 4 not visited
 5 not visited	 6 not visited	 7 not visited	 8 not visited
 9 not visited	 10 not visited	 11 not visited	 12 not visited
 13 not visited	 14 not visited	 15 not visited	 16 not visited
 17 not visited	 18 not answered		

17

You are now back to the bookmarked question. Click on the star to remove the mark.

Question 18



Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

18

Notice that the star is no longer selected.

Question 18



Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

19

Look at the four options in this question. Next to each letter is a drawing that looks like an eye. Clicking on this “eye” will hide the option.

Question 18

Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

20

Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Question 18

Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Show All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

21

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 18 ▾ ☆

Screen Zoom: 🔍

Text-to-Speech: 🔊

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

22

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 18 ▾ ☆

Screen Zoom: 🔍

Text-to-Speech: 🔊

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Show All

- (A)
- (B)
- (C)
- (D)

23

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. Click on the guideline tool.

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

Guideline

Clear Pause/Exit Back

The screenshot shows a test interface. At the top, there is a 'Hide All' button. Below it is a list of four multiple-choice options, each with a radio button and a letter in a circle. The options are: (A) D'oesnt, (B) Do'esnt, (C) Does'nt, and (D) Doesn't. At the bottom of the screen, there is a toolbar with a 'Guideline' button, a set of icons (including a blue square, a red square, a pencil, and a paper), and three buttons: 'Clear', 'Pause/Exit', and 'Back'.

24

The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The "white" space can be resized by dragging the bottom right corner.

Quiz Bowl

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.

3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. In the very last second, I spit out "Loon," and the audience let out a relieved

friends.

- (B) They were all Quiz Bowl representatives.
- (C) They help him study for the Quiz Bowl.
- (D) They are much older than he is.

Guideline

Clear Pause/Exit Back

The screenshot shows a test interface with a reading passage and a multiple-choice question. The reading passage is titled 'Quiz Bowl' and contains six paragraphs. The multiple-choice question is located to the right of the passage. A 'Guideline' tool is overlaid on the passage, showing a small white box that can be moved and resized. At the bottom of the screen, there is a toolbar with a 'Guideline' button, a set of icons (including a blue square, a red square, a pencil, and a paper), and three buttons: 'Clear', 'Pause/Exit', and 'Back'.

25

The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The “white” space can be resized by dragging the bottom right corner. Click the guideline tool again to exit.

The screenshot shows a digital reading interface titled "Quiz Bowl". It contains a list of six numbered questions. A blue guideline tool is positioned over the text of question 2, which reads: "The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While trivia cards. Actually, I ate, drank, and slept trivia for". The guideline tool is a white rectangle with a blue border and a blue handle at the bottom right. Below the text, there are four multiple-choice options: (B) They were all Quiz Bowl representatives, (C) They help him study for the Quiz Bowl, and (D) They are much older than he is. At the bottom of the interface, there is a toolbar with icons for a keyboard, a pencil, an eraser, and a highlighter, along with buttons for "Clear", "Pause/Exit", and "Back".

26

The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.


The screenshot shows a digital reading interface with a list of four multiple-choice questions. The questions are: (A) D'oesnt, (B) Do'esnt, (C) Does'nt, and (D) Doesn't. A blue sketch tool is positioned over the text of question 1. The sketch tool is a white rectangle with a blue border and a blue handle at the bottom right. At the bottom of the interface, there is a toolbar with icons for a keyboard, a pencil, an eraser, and a highlighter, along with buttons for "Clear", "Pause/Exit", and "Back".





27

When you click it, a selection box will appear. Now click on the black pencil and circle a word in the item.

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't





abc    




Clear Pause/Exit Back

28

Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text.

Question 18 

Screen Zoom: 

Text-to-Speech:   


Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't




29

You can erase the marks you just made by clicking on the eraser and then clicking on the mark. Click on the eraser now.

Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't



Clear Pause/Exit Back

30

Position the cursor over the black circle and click to erase,

Question 18

Screen Zoom: Text-to-Speech:

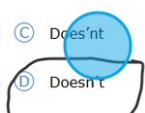
Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't



31 Notice the circle is erased. Click on the highlighted section to erase your mark.

Question 18

Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

32 Notice the highlighted section is erased. Click the "X" in the upper right corner of the box to close the sketch tool.

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't



Clear

Pause/Exit

Back

33

The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.

Quiz Bowl

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.

3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. "Last second, I spit out the word /oʊ/ and the audience let out a relieved

friends.

- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

Clear Pause/Exit Back

34

Click on the yellow highlighter from the box and highlight a word in the passage or question.

Quiz Bowl

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.

3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. "Last second, I spit out the word /oʊ/ and the audience let out a relieved

friends.

- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

Clear All Pause/Exit Back

35

You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All."

Quiz Bowl

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.

3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word was... seconds, Adam," Mr. Smith cautioned. A second, I spit out the word loudly. I let out a relieved

friends.

- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

Clear All

Clear Pause/Exit Back

36

The tests include some questions that use a vertical split screen format. Passages will appear on the left side of the screen, and the questions will appear on the right side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the passage text or the questions. The arrow shown to the right of the passage(s), pointing right, can be used to expand the passage(s) to a full screen view.

Question 8

Tab 1 Tab 2

Screen Zoom: Text-to-Speech:

Which conclusion can be drawn about Adam's siblings?

Hide All

A They enjoy goofing around with their friends.

B They were all Quiz Bowl representatives.

C They help him study for the Quiz Bowl.

D They are much older than he is.

Quiz Bowl

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.

3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone

37 To exit full screen view, click the left pointing arrow at the right of the screen.

Question 8

Screen Zoom: [magnifying glass icon]


Text-to-Speech: [play icon]

Tab 1 | Tab 2

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.

Quiz Bowl

- "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.
- The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.
- Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"
- Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"
- "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.
- Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. In the very last second, I spit out the word *loon*, and the audience let out a relieved sigh.
- My biggest rival, Sara Jensen, had the edge over me by only ten points. Aware the last round would be worth double, I knew I had a great chance of overtaking her.
- The final round was upon us. "Contestants, I want you all to know that each of you will be asked one last question worth twenty points. Sara, in what year did the very first astronaut land on the moon?" Sara's eyes grew wide, and her face turned as pale as a sun-bleached towel. It was obvious she did not know the answer, and after what seemed like an eternity, she spoke, "1978."
- "I'm sorry, but that answer is incorrect, Sara." My heart was racing a thousand miles a minute now. Sara had just opened the door to victory for me—one correct answer, and the championship was mine.
- "Ladies and gentlemen, this will be the final question of our Quiz Bowl. Adam Wilson, are you ready?"
- "Yes sir," I replied.
- "In which country is the world's tallest mountain found?" My grandfather, an expert mountain climber, and I had discussed this, and though I could recall our conversation vividly, I could not remember the name of the country. My mind raced, and then it happened. The name was on the tip of my tongue, but when I opened my mouth to let it out, it would not come; my voice was paralyzed.
- "Time is up, Adam. I'm sorry."
- "Nepal!" I shouted, snapping out of my trance, but it was too late.



Clear Pause/Exit Back Next Finish

38 As you move through the test, some questions will ask you to compare multiple related passages. You will read the first passage on tab number 1 and then click tab number 2 at the top of the screen to read the second passage.

Question 8

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Tab 1 | **Tab 2**

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.

Quiz Bowl

- "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.
- The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.
- Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"
- Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"
- "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.
- Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. In the very last second, I spit out the word *loon*, and the audience let out a relieved sigh.

Which conclusion can be drawn about Adam's siblings?

Hide All

- A They enjoy goofing around with their friends.
- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

39 The tabs will allow you to switch between the two passages.

Question 8

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon] [stop icon] [gear icon]

Tab 1 Tab 2

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

Talent Show

5 I remember the whole school, silent,
the bright white of the spotlight
from the back of the gymnasium,
a light I could not take my eyes away from,
like staring at the sun
until I started to see small spots.

10 I stood there, my classmates, teachers,
six grades of students with legs crossed
and chins resting on their folded hands
waiting for me to recite my poem.

15 I opened my mouth to speak—
I stuttered
and sputtered
and swallowed my voice.

20 I looked at the piece of paper in my hands,
the words floating around the white page,
the letters swimming like insects
in a pond during a hard rain.

I imagined my poem looking back at me,
seeing my dry mouth and shaking its head,
thinking of the weeks that we had practiced

Which conclusion can be drawn about Adam's siblings?

Hide All

- A They enjoy goofing around with their friends.
- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

40

When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question in this section, click the “Finish” button to submit the test. You will be taken to the Summary Page.

Question 18 | ☆

Screen Zoom: 🔍

Text-to-Speech: 🔄 ▶ ⚙️

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

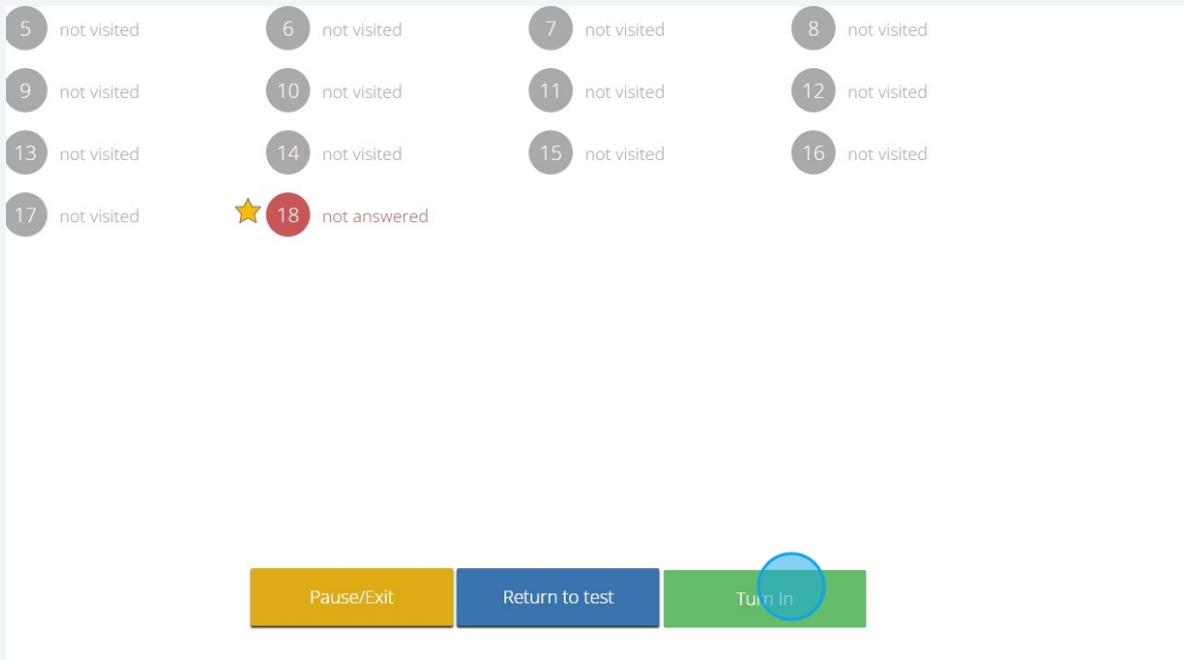
- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't

abc 📄 ✎ 📄

Clear Pause/Exit Back Next Finish

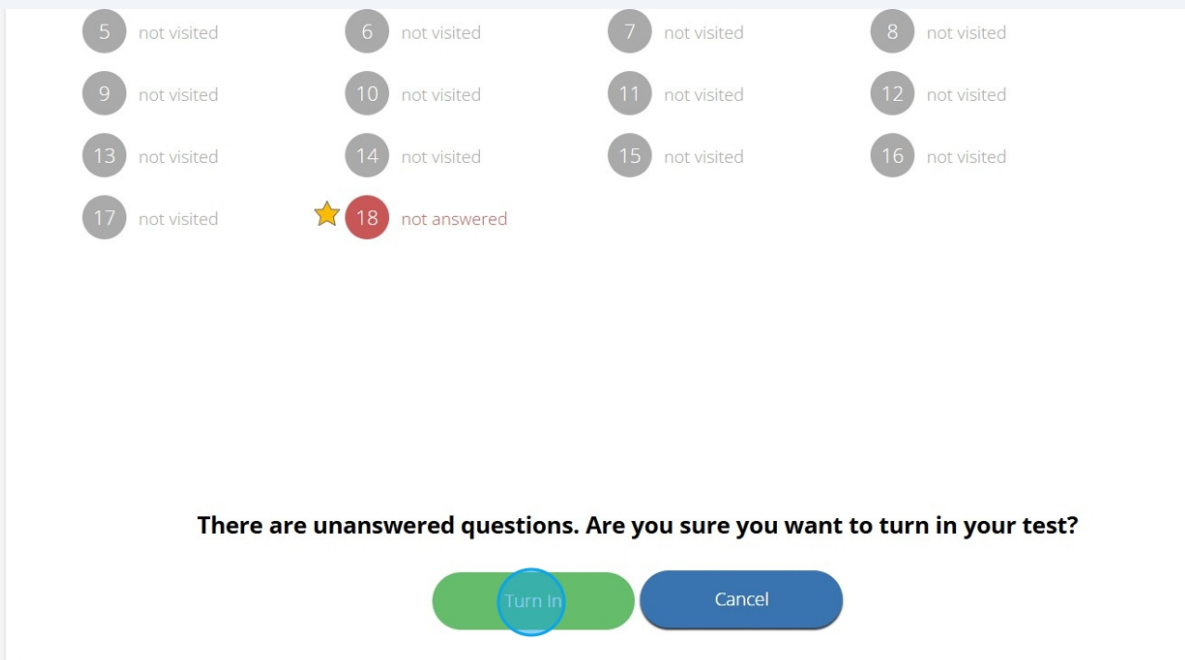
41

The Summary Page, like the Test Map, shows you the number of completed questions, unanswered questions, and questions marked with a star. You may click on any question to return directly to that specific question or click on "Return to test" to go back to the last question in the test.



42

Once you have completed the section click "Turn In."



How To Navigate The OSTP ELA Writing Platform Tools

- 1 Navigate to <https://okpracticetest.cognia.org/student/login>



STUDENT SIGN IN
— PRACTICE TEST —

Select a Test:

Go


Exit the Practice Test


2 Click the dropdown menu to select a test.




STUDENT SIGN IN
— PRACTICE TEST —

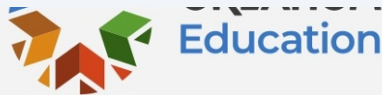
Select a Test:

Select... 

 Go


 Exit the Practice Test


3 Click to select a subject.



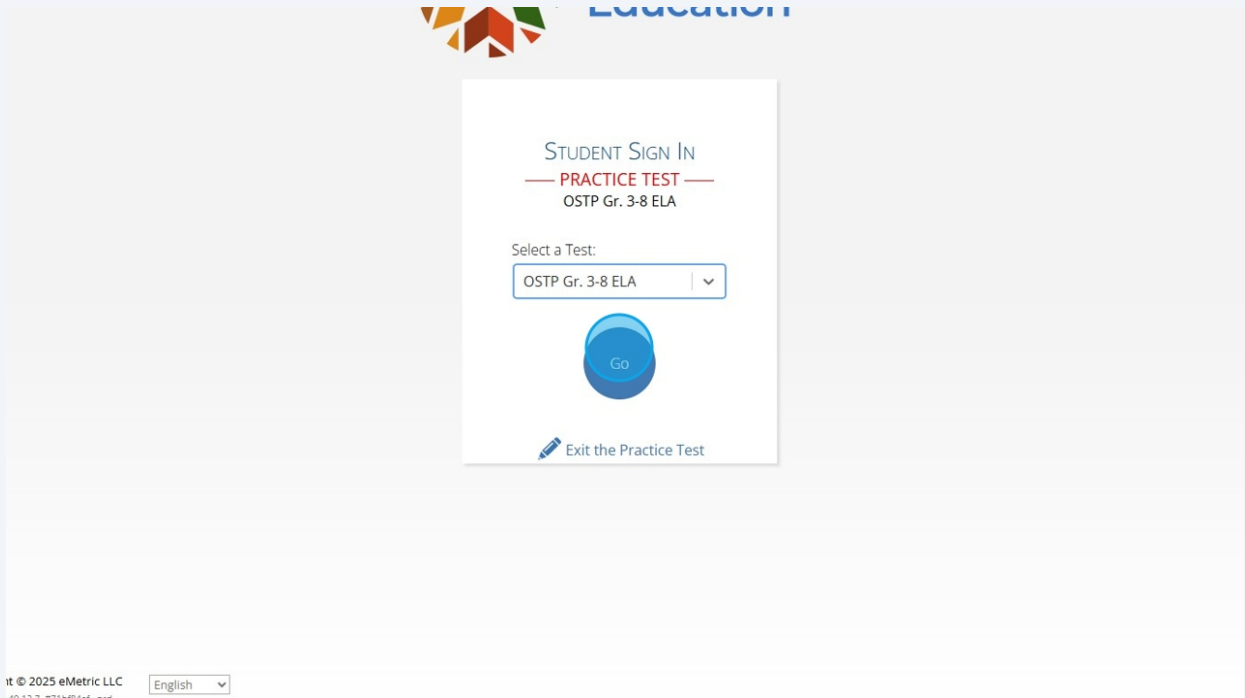
STUDENT SIGN IN
— PRACTICE TEST —

Select a Test:

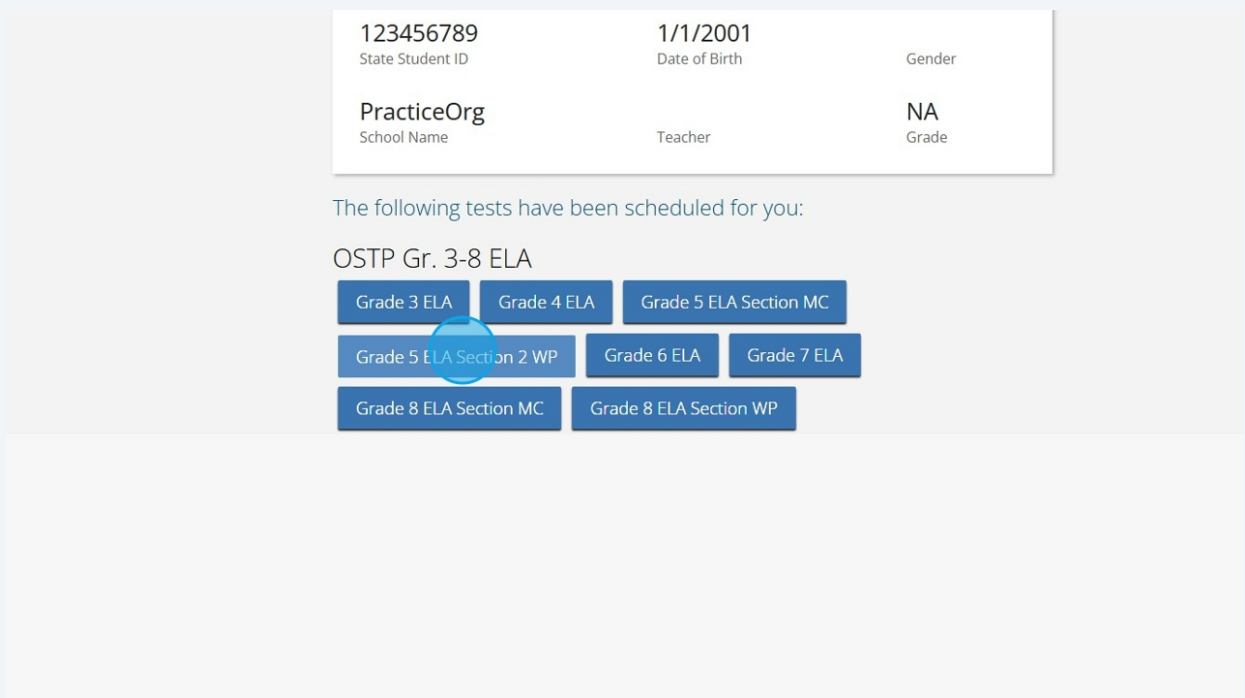
Select... 

-  OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

4 Click "Go."



5 Click to select a grade level.



6 Click "Continue."

Speed Slow Normal Fast

Screen Zoom

100% 150% 200% 300%

The quick brown fox jumped over the lazy dog.

Color Contrast

Default Tuxedo Classic Ruby Chalkboard Nocturnal

Eccentric Azure Celestial Antique

Masking

Enabled

Continue

7 Click "Continue."

Today you will be tested in English Language Arts. For this test, you will read two passages, then respond to a writing prompt. It is important that you do your best. If you are not sure of the writing prompt, you should still attempt to answer it.

You may use your scratch paper to PLAN your composition. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Be sure to type your composition in the space provided.

Using the Writer's Checklist tool, check your writing for paragraphing, grammar, spelling, punctuation, and the use of Standard English. Only your writing in the answer space will be scored.

When scorers evaluate your writing, they will look for evidence that you can:

- address the prompt;
- develop your ideas thoroughly;
- organize your ideas;
- stay focused on your purpose for writing;
- make your writing thoughtful and interesting; and
- use correct spelling, capitalization, punctuation, grammar, usage, and sentence structure.

DO NOT CLICK THE "TURN IN" BUTTON until you are completely finished with your writing. Once you click "Turn In," you will NOT be able to return to your response.

Continue

8

Look at the buttons on the bottom right of the screen. These buttons will help you move through the test. "Clear" will clear your answers for the questions on the page.

Animals are masters of disguise. Some have their skin color. Others shape themselves in ways that help them look like their surroundings. Different forms of camouflage help animals survive.

One form of camouflage an animal develops is called crypsis. It is mostly on its predators and its environment. Animals can change in different ways to trick their predators. In most cases, their camouflage is designed to help them match their environment. This helps make it more difficult for their predators to find them.

Another way animals blend into their environment is through their texture. Some insects have smooth shells that help them look like the leaves around them. Some animals, such as squirrels, have rough and scaly fur. This helps them blend in with tree bark, making them nearly impossible to see when they hide.


Some animals have patterns on their bodies that help them hide. Many designs on some animals can be a form of camouflage. Animals that live in areas with stripes have stripes to help them hide. These stripes can confuse predators. A group of zebras with white stripes tricks the lion's eyes into seeing a single large animal. This makes it difficult for the lion to hunt just one zebra.

Animals may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)



9

If you click this button, you will be asked if you are sure you want to clear the page.

Clear the current question?

You will lose all your current work for this question.



10

“Pause/Exit” will log you out and require you to log back in before continuing the test.

imals are masters of disguise. Some
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help them look like their surroundings.
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Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Rich text editor toolbar with icons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, and Indent. Below the toolbar is a text area with a word count: "Maximum number of words: 1500 || Words: 0".

Clear Pause/Exit Back Next Finish

11

If you click this button, you will be asked if you are sure you want to pause or exit the test.

Do you want to pause your test or exit your test?

Pause the test to temporarily log out. Exit the test to log out and close the testing application.

Pause Test Exit Test Cancel

12

The “Back” button will be grayed out if you are on the first question on the test. Clicking the “Next” button will take you to the next question. Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. Click on the guideline tool.

The screenshot shows a test interface with a reading passage on the left and a writing prompt on the right. The reading passage is titled "Animals in Disguise" and contains four numbered paragraphs. The writing prompt asks the user to write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. The interface includes a toolbar at the bottom left with various tools, a "Guideline" tool highlighted, and a "Clear" button at the bottom right.

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

Texture

3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

read the two passages:

- Animals in Disguise
- Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 || Words: 0

Guideline

Clear Pause/Exit Back

13

The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading.

The screenshot shows a test interface with a reading passage on the left and a writing prompt on the right. The reading passage is titled "Animals in Disguise" and contains four numbered paragraphs. The writing prompt asks the user to write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. The interface includes a toolbar at the top with "Screen Zoom" and "Text-to-Speech" options, and a "Guideline" tool highlighted. The "Guideline" tool is a small window that can be moved up or down the page to cover some of the words to help you with reading.

Question 1

Tab 1 Tab 2

Animals in Disguise

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

Texture

3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

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Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

- Animals in Disguise
- Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 || Words: 0

14 The “white” space can be resized by dragging the bottom right corner.

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Design

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Guideline animals may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 || Words: 0

Clear Pause/Exit Back

15 The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

Texture

3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

Color

5 Animals may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 || Words: 0

Clear Pause/Exit Back

16

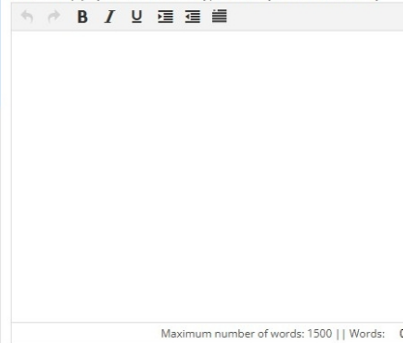
When you click it, a selection box will appear. Click on the yellow highlighter in the sketch tool.

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
 - 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
- Texture**
- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.
- Design**
- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- Color**
- 5 Animals may use color to help them survive. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)



17

The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question.

Question 1

Tab 1 Tab 2

Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

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- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

Color

- 5 Animals may use color to help them survive. The

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

A screenshot of a text editor interface. The top toolbar includes icons for undo, redo, bold, italic, underline, bulleted list, numbered list, and indent. Below the toolbar is a large text area. At the bottom of the text area, it says "Maximum number of words: 1500 || Words: 0". A sketch highlighter tool is selected in the sketch tool bar at the bottom of the page.

18 Now click on the blue pencil and circle a word in the question.

Question 1 ☆

Screen Zoom: 🔍 Text-to-Speech: 🗣️

Tab 1 Tab 2

Animals in Disguise

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

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Color

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Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

- Animals in Disguise
- Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back Next Finish

19

You can erase the marks you just made by clicking on the eraser and then clicking on the mark.

The screenshot shows a writing application interface. At the top, there is a navigation bar with "Question 1", "Screen Zoom", and "Text-to-Speech" options. Below this, there are two tabs: "Tab 1" (active) and "Tab 2". The main content area is divided into two columns. The left column, under "Animals in Disguise", contains five numbered paragraphs. The right column contains instructions for writing an informative essay, a list of two topics, and a writing toolbar with icons for undo, redo, bold, italic, underline, bulleted list, and numbered list. A blue circle highlights the eraser icon in the toolbar. At the bottom, there are buttons for "Clear", "Pause/Exit", "Back", "Next", and "Finish".

20

Position the cursor over the highlighted section and click to erase.

The screenshot shows the same writing application interface as above. In this view, a blue circle highlights the text "camouflage and vision work together to help animals survive in their environments" in the right column. The eraser icon in the toolbar is also highlighted with a blue circle. The rest of the interface, including the left column text and the bottom navigation buttons, remains the same.

21

Notice the highlight is erased. Click on the circle to erase your mark

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Animals in Disguise

Animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

Texture

Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

Color

Animals may use color to help them hide. Some animals have bright colors to warn predators that they are poisonous. Other animals have bright colors to attract mates.

22

Notice the circle is erased. Click the "X" in the upper right corner of the box to close the sketch tool.

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Animals in Disguise

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Design

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Color

- 5 Animals may use color to help them hide. Some animals have bright colors to warn predators that they are poisonous. Other animals have bright colors to attract mates.

Clear Pause/Exit Back Next Finish

23

The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear. Click on the yellow highlighter from the box and highlight a word in the passage or question.

The screenshot shows a digital reading interface with two tabs: 'Tab 1' and 'Tab 2'. 'Tab 1' is active and displays an article titled 'Animals in Disguise'. The article contains five numbered paragraphs. A blue circle highlights the word 'change' in the first paragraph. A 'Color' toolbar is visible at the bottom of the article, with a yellow highlighter icon selected. 'Tab 2' is partially visible and contains a writing prompt: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below the prompt are instructions to read two passages: '1. Animals in Disguise' and '2. Seeing Animals Differently'. A text box for writing is present, with a word count of 0 out of 1500. The interface includes a top navigation bar with 'Question 1', 'Screen Zoom', and 'Text-to-Speech' options. A bottom navigation bar contains 'Clear', 'Pause/Exit', 'Back', 'Next', and 'Finish' buttons.

Question 1

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Tab 1

Tab 2

Animals in Disguise

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

Texture

3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

Color

5 Animals [highlighter icon] a disguise. The [highlighter icon]

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back Next Finish

24

You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All."

The screenshot shows a digital reading interface. On the left, under 'Tab 1', is the article 'Animals in Disguise'. The first paragraph is highlighted in yellow. A blue circle highlights the word 'disguise' in the first sentence. A red eraser icon is positioned over the word, and a 'Clear All' button is visible in the bottom toolbar. The right side of the screen shows a writing area with instructions: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below this are two numbered passages: '1. Animals in Disguise' and '2. Seeing Animals Differently'. A toolbar with various icons and a 'Clear All' button is at the bottom. The interface also includes a 'Question 1' indicator, 'Screen Zoom' and 'Text-to-Speech' controls, and a word count of 0.

25

Notice the highlight is erased.

This screenshot is identical to the previous one, but the yellow highlight on the first paragraph of 'Animals in Disguise' has been removed. The word 'disguise' is no longer highlighted. The 'Clear All' button in the bottom toolbar is still present, indicating that the highlighting has been successfully removed. The rest of the interface, including the writing area and navigation controls, remains the same.

26 Click the "X" in the upper right corner of the box to close the highlighter tool.

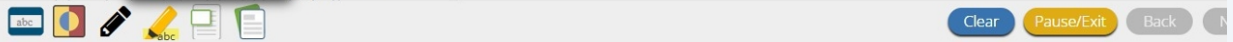
- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
Texture
3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.
Design
4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- 5 **Color**
Animals may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0



27 The reference tool will access the Writer's Checklist.

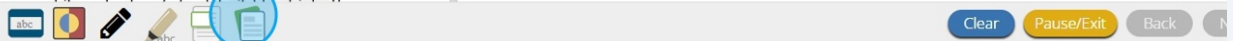
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1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0



28 Now click on the Writer's Checklist.

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
- Texture**
3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.
- Design**
4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- Color**
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read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Writer's Checklist

29 Take a moment to review the checklist. Click the "X" in the upper right corner to close the tool.

Question 1

Tab 1 Tab 2

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use

Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
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- Design**
4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- Color**
5 Animals may also use color as a disguise. The

Writer's Checklist

- Is the topic addressed in my writing?
- Have I written to the requested mode?
- Have I included information from both passages in my writing?
- Are my ideas expressed in complete sentences?
- Do I explain or support my ideas with enough details?
- Are the details I included directly related to my topic?
- Are my ideas arranged in clear order for the reader to follow?
- Do my paragraphs have topic sentences when appropriate?
- Do I start each sentence with a capital letter and capitalize other appropriate words?
- Have I used correct punctuation at the end of each sentence and within each sentence?
- Is my spelling correct throughout my writing?

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back Next Finish

30

The English Language Arts Online Test screen is divided in half with a line going down the middle of the screen. The reading passages will appear on the left side of the screen, and the questions you have to answer will appear on the right side. You will see a scroll bar that you may have to use to view all of the reading passage text. The arrow shown to the right of the passage(s), pointing right, can be used to expand the passage(s) to a full screen view.

The screenshot displays the test interface. At the top, there is a navigation bar with 'Question 1', a search icon, and 'Text-to-Speech' controls. Below this are two tabs: 'Tab 1' (highlighted in yellow) and 'Tab 2'. A blue circle highlights a right-pointing arrow icon between the tabs. The main content area is split vertically. On the left, under 'Tab 1', is the reading passage titled 'Animals in Disguise'. It contains four numbered paragraphs. The first paragraph discusses skin color camouflage. The second discusses camouflage types based on predators and environment. The third, titled 'Texture', discusses camouflage through shell or fur texture. The fourth, titled 'Design', discusses camouflage through patterns like stripes. On the right, under 'Tab 2', is a writing prompt: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below the prompt are instructions to read two passages: '1. Animals in Disguise' and '2. Seeing Animals Differently'. Further down are copy and paste instructions for Windows and Mac. At the bottom of the writing area is a toolbar with icons for undo, redo, bold, italic, underline, bulleted list, numbered list, and indent. A word count at the bottom right shows 'Maximum number of words: 1500 | Words: 0'.

Question 1

Tab 1

Tab 2

Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

Texture

- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

Design

- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

31 To exit full screen view, click the left pointing arrow at the right of the screen.

The screenshot shows a digital reading interface. At the top, there are utility icons for Screen Zoom (magnifying glass), Text-to-Speech (speaker icon), and a settings gear. Below these are two tabs: 'Tab 1' (highlighted in yellow) and 'Tab 2'. The main content area is titled 'Animals in Disguise' and contains several paragraphs of text. The text discusses various ways animals use camouflage, such as changing skin color, texture, and design to blend into their environment. It mentions examples like polar bears, cuttlefish, and nudibranchs.

32 As you move through the test, the prompt will ask you to compare two related passages. Read passage number 1 and then click tab 2 at the top of the screen to read the second passage.

The screenshot shows a digital reading interface for a writing prompt. At the top, there are utility icons for Screen Zoom, Text-to-Speech, and a settings gear. Below these are two tabs: 'Tab 1' and 'Tab 2' (highlighted in yellow). The main content area is titled 'Animals in Disguise' and contains a list of four numbered passages. To the right of the passages is a writing prompt: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below the prompt are instructions for starting the essay: 'Before you begin planning and writing your paper, read the two passages: 1. Animals in Disguise 2. Seeing Animals Differently'. There are also keyboard shortcuts for copying and pasting: 'Windows: Copy (ctrl + c), Paste (ctrl + v)' and 'Mac: Copy (command + c), Paste (command + v)'. At the bottom of the writing area, there is a word count: 'Maximum number of words: 1500 || Words: 0'.

33 This will allow you to switch between the two passages.

Question 1

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Tab 1 | Tab 2

Seeing Animals Differently

- 1 From insects to mammals, animals have found ways to help them survive. One way is by developing interesting ways to see and use their eyes.
- 2 Many animals have eyes that see color differently than humans. Some are colorblind which means they cannot see certain colors. Other animals can see certain colors more easily than humans. The gecko, for example, has nighttime color vision that is almost 350 times better than that of humans.
- 3 Other animals can see light that is invisible to humans. Certain species of snakes have special areas called pits that allow them to see in infrared. This means they can actually see heat. Having this ability helps the snakes find their prey while staying safe from predators. Butterflies can see another type of light that cannot be seen by humans. This light is called ultraviolet light. Butterflies also see in all directions at the same time. The trade-off is that their vision is somewhat blurry.
- 4 Some animals do not have special vision. Instead, they have unusual eye features that help them survive. Frogs' eyes bulge out from their heads so they can see above the water while their bodies are underwater. They also have two sets of eyelids. One set is clear. When frogs close the clear set of eyelids, they can see underwater while keeping their eyes

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

Before you begin planning and writing your paper, read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

[Rich text editor toolbar: Bold, Italic, Underline, Bulleted List, Numbered List]

Maximum number of words: 1500 | Words: 0

34 When you are finished, click the "Finish" button to be taken to the Summary Page.

imals are masters of disguise. Some
ir skin color. Others shape themselves in
help them look like their surroundings.
rent forms of camouflage help animals

of camouflage an animal develops
ostly on its predators and its environment.
ange in different ways to trick their
In most cases, their camouflage is
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may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)
Mac: Copy (command + c), Paste (command + v)

[Rich text editor toolbar: Bold, Italic, Underline, Bulleted List, Numbered List]

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back Next Finish

35

You can click on "Return to test" to go back to review your response, if you would like. When you are satisfied with your response, click "Turn In."

You have completed: 0 out of 1 question(s).

1 not answered

Pause/Exit Return to test Turn In

A screenshot of a test interface. At the top, it says "You have completed: 0 out of 1 question(s)." Below this, there is a red circle with the number "1" and the text "not answered". At the bottom, there are three buttons: "Pause/Exit" (yellow), "Return to test" (blue), and "Turn In" (green). A blue circle is drawn around the "Turn In" button.

How To Navigate The OSTP Math Platform Tools

1 Navigate to <https://okpracticetest.cognia.org/student/login>



STUDENT SIGN IN
— PRACTICE TEST —

Select a Test:

select... ▼

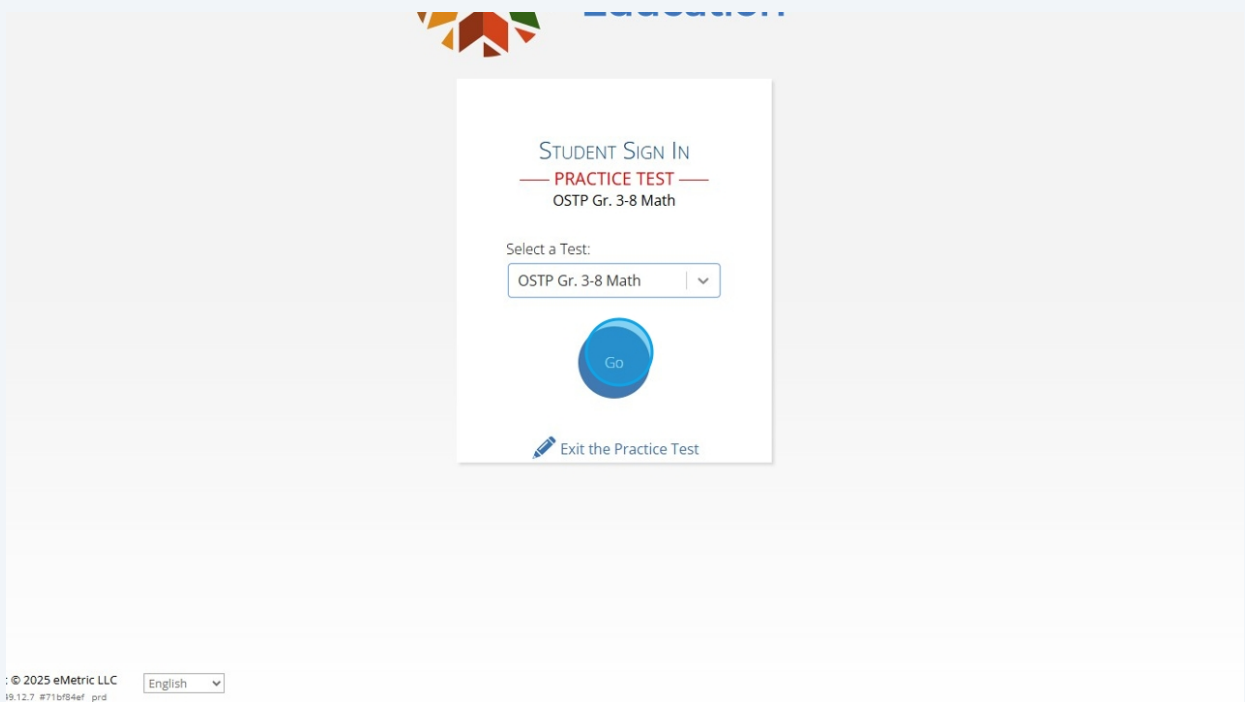
- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

2 Click to select a subject.



The screenshot shows the 'STUDENT SIGN IN' page for a 'PRACTICE TEST'. At the top, there is a logo with colorful triangles and the word 'Education'. Below the logo, the text 'STUDENT SIGN IN' is displayed in blue, with 'PRACTICE TEST' in red below it. A 'Select a Test:' label is positioned above a dropdown menu. The dropdown menu is open, showing a list of test options: 'OSTP Gr. 3-8 ELA', 'OSTP Gr. 3-8 Math', 'OSTP Gr. 5 & 8 Science', 'CCRA Science', 'CCRA US History', 'OSTP Spanish Gr. 3-8 Math', and 'OSTP Spanish Gr. 5 & 8 Science'. A blue circle highlights the 'OSTP Gr. 3-8 Math' option. At the bottom left of the page, there is a copyright notice '© 2025 eMetric LLC' and a language selector set to 'English'.

3 Click "Go."



The screenshot shows the 'STUDENT SIGN IN' page for a 'PRACTICE TEST' after a subject has been selected. The text 'STUDENT SIGN IN' is in blue, and 'PRACTICE TEST' is in red. Below this, the selected subject 'OSTP Gr. 3-8 Math' is displayed. A 'Select a Test:' label is above a dropdown menu that now shows 'OSTP Gr. 3-8 Math'. Below the dropdown menu is a large blue circular button with the word 'Go' in white. At the bottom of the page, there is a link with a pencil icon and the text 'Exit the Practice Test'. At the bottom left of the page, there is a copyright notice '© 2025 eMetric LLC' and a language selector set to 'English'.

4 Click to select a grade.

HELLO, USER PRACTICE

123456789
State Student ID

1/1/2001
Date of Birth

Gender

PracticeOrg
School Name

Teacher

NA
Grade

The following tests have been scheduled for you:

OSTP Gr. 3-8 Math

Grade 3 Mathematics

Grade 4 Mathematics

Grade 5 Mathematics

Grade 6 Mathematics

Grade 7 Mathematics

Grade 8 Mathematics

5 Click "Continue."

Speed Slow Normal Fast

Screen Zoom

100% 150% 200% 300%

The quick brown fox jumped over the lazy dog.

Color Contrast

Default Tuxedo Classic Ruby Chalkboard Nocturnal

Eccentric Azure Celestial Antique

Masking Enabled


Continue




6 Click "Continue."

Today you will be tested in Mathematics. Some of this material may not be familiar to you, but it is still important that you do your best. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see all four answer choices. Be sure that you have seen all answer choices before making your selection. Each technology-enhanced question will have specific directions explaining how to answer.



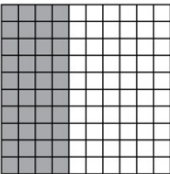
7 Look at the buttons on the bottom right of the screen. These are your navigation buttons. "Clear" will clear your answers for the questions on the page.

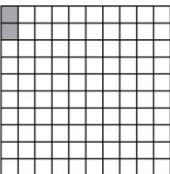
Question 1 

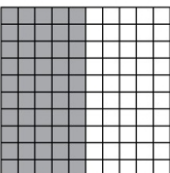
Screen Zoom:  Text-to-Speech:  





In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?






Hide All

(A) 

(B) 

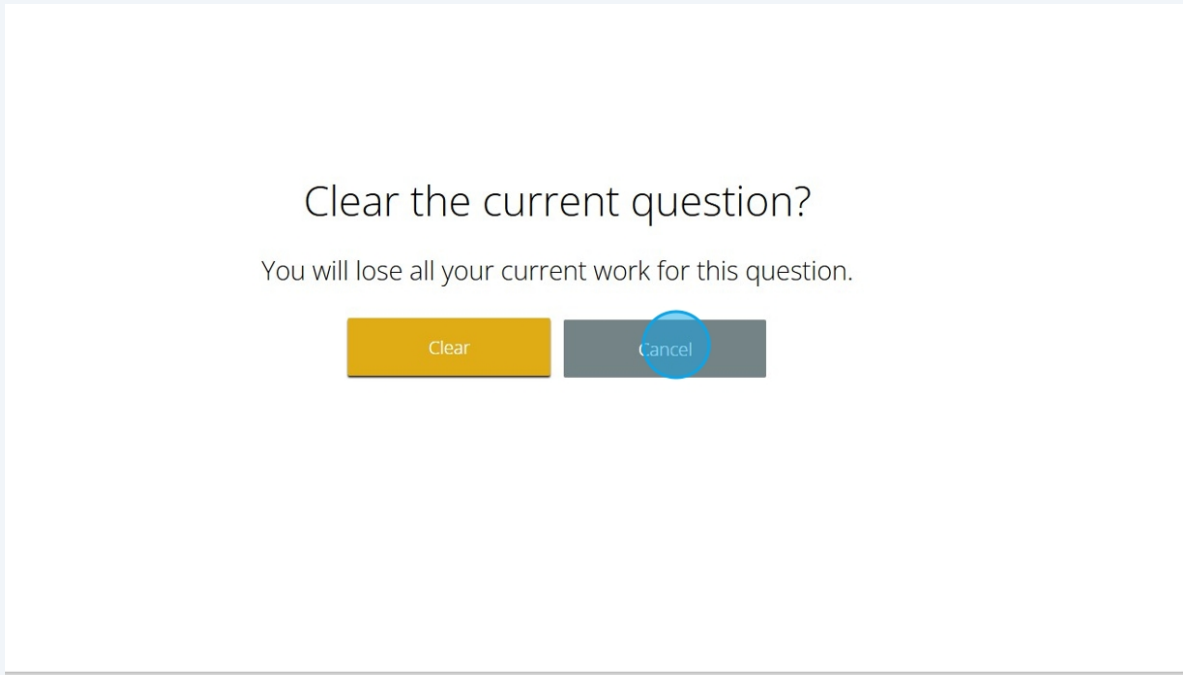
(C) 

8

If you click this button, you will be asked if you are sure you want to clear the page.



9

“Pause/Exit” will log you out and require you to log back in before continuing the test.

Question 1

Screen Zoom: Text-to-Speech:

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

(A) [Grid with 4 columns shaded]

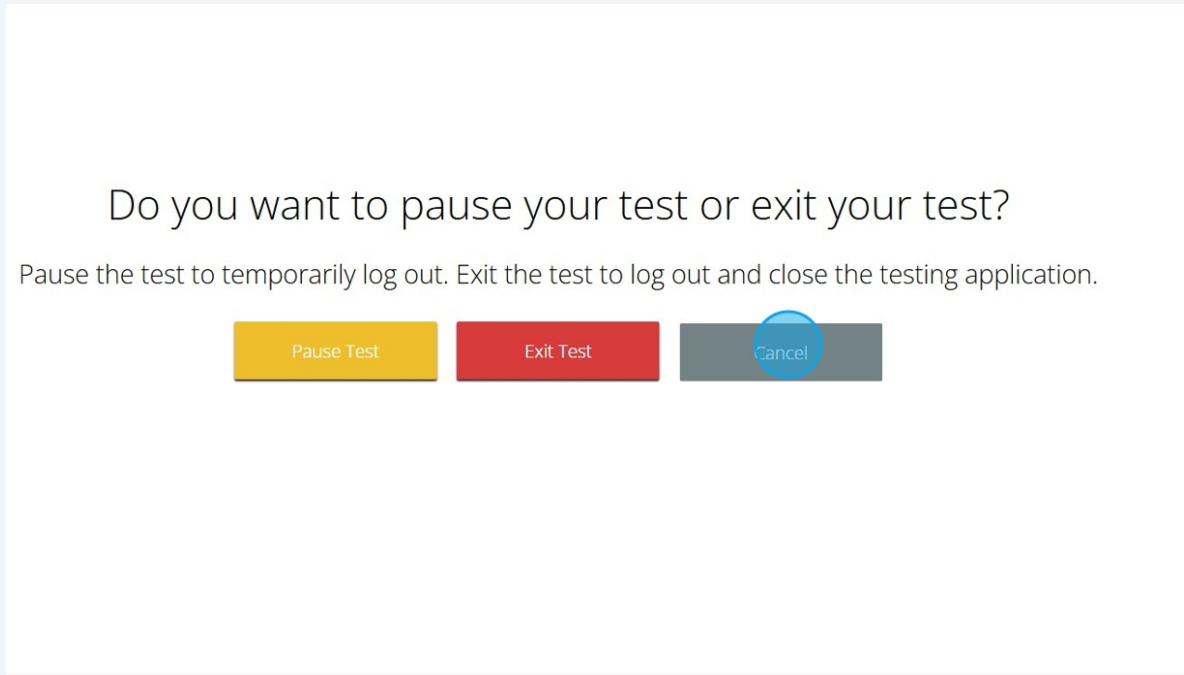
(B) [Grid with 1 column shaded]

(C) [Grid with 3 columns shaded]

Clear Pause/Exit Back Next Finish

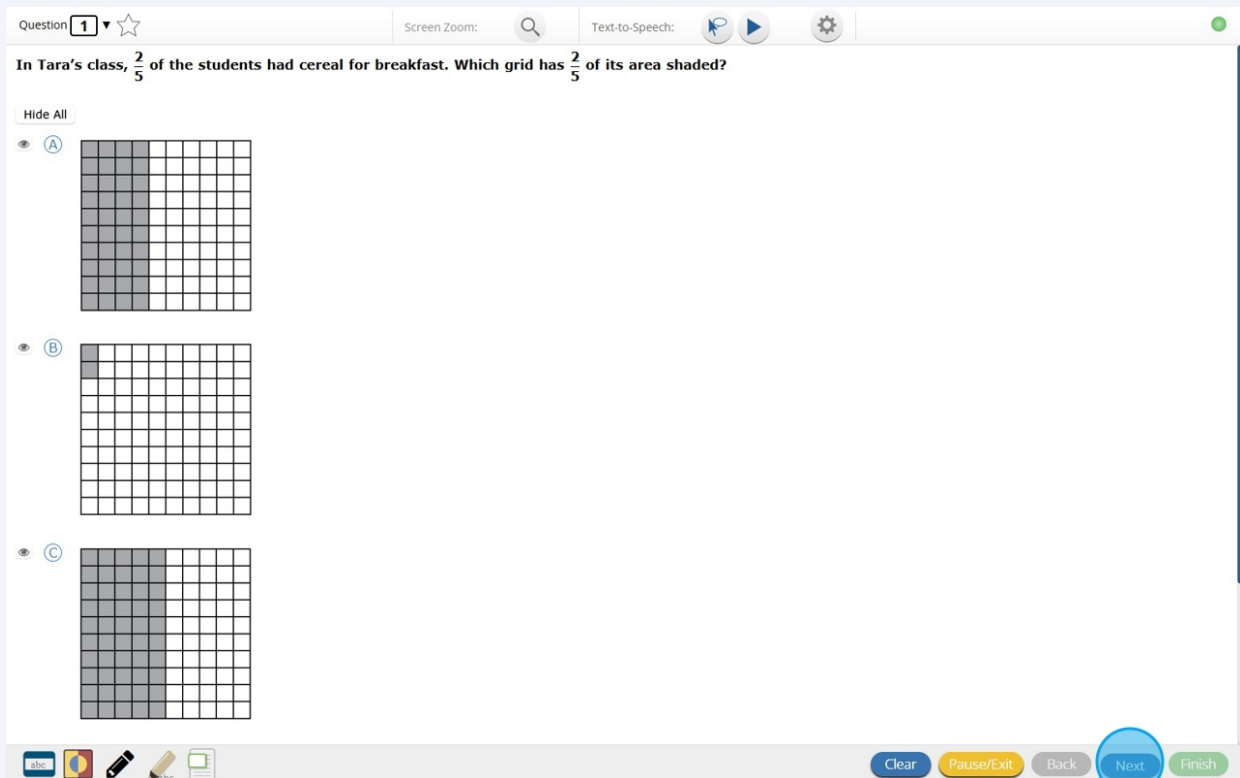
10

If you click this button, you will be asked if you are sure you want to pause or exit the test.




11





The "Back" button or "Next" button is grayed out based on the first and last question on the test. Clicking the "Next" button will take you to the next question. Click the "Next" button now.



12

You will see that a “Back” button has been added to the options. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.

Question 2 

Screen Zoom:  Text-to-Speech:   

Misty created the number pattern below.

32, 28, 24, 20, . . .

If n represents a number in this pattern, which rule could be used to find the next number in the pattern?


Hide All





- (A) $n + 4$
- (B) $n - 4$
- (C) $n \cdot 4$
- (D) $n \div 4$

Clear Pause/Exit **Back** Next Finish

13

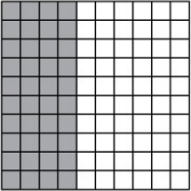
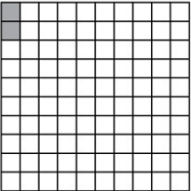
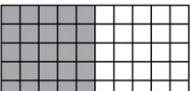
The star located in the top left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.

Question 1 

Screen Zoom:  Text-to-Speech:   



In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?




Hide All

- (A) 
- (B) 
- (C) 

14

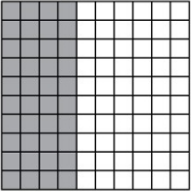
Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

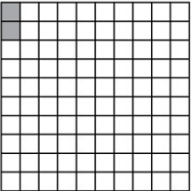
Question 14  

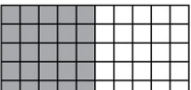
Screen Zoom:  Text-to-Speech:  

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

(A) 

(B) 

(C) 

15

The Test Map shows all of the questions on the test. Answered questions will appear blue, questions you have viewed but not answered are red, bookmarked questions have a yellow star next to them, and questions that have not been visited are gray. Notice that question "1" is bookmarked. Clicking on a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click on "1."

You have completed: 0 out of 15 question(s).

16

You are now back to Sample Question A. Click on the bookmark star to remove the bookmark.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

(A)

(B)

(C)

17

Look at the four options in this question. Next to each letter is an icon that looks like an eye. Clicking on this “eye” will hide the option.

Question 1

Screen Zoom:

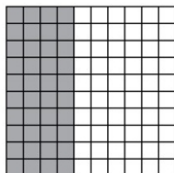
Text-to-Speech:



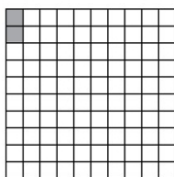
In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

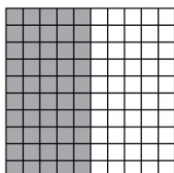
A



B



C



Clear

Pause/Exit

Back

Next

Finish

18

Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Show All

A

B

C

D

Clear Pause/Exit Back Next Finish

19

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

A

B

C

20

Notice that all answer options have been hidden. Click "Show All" to reveal all answer options.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Show All

- (A)
- (B)
- (C)
- (D)

21

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

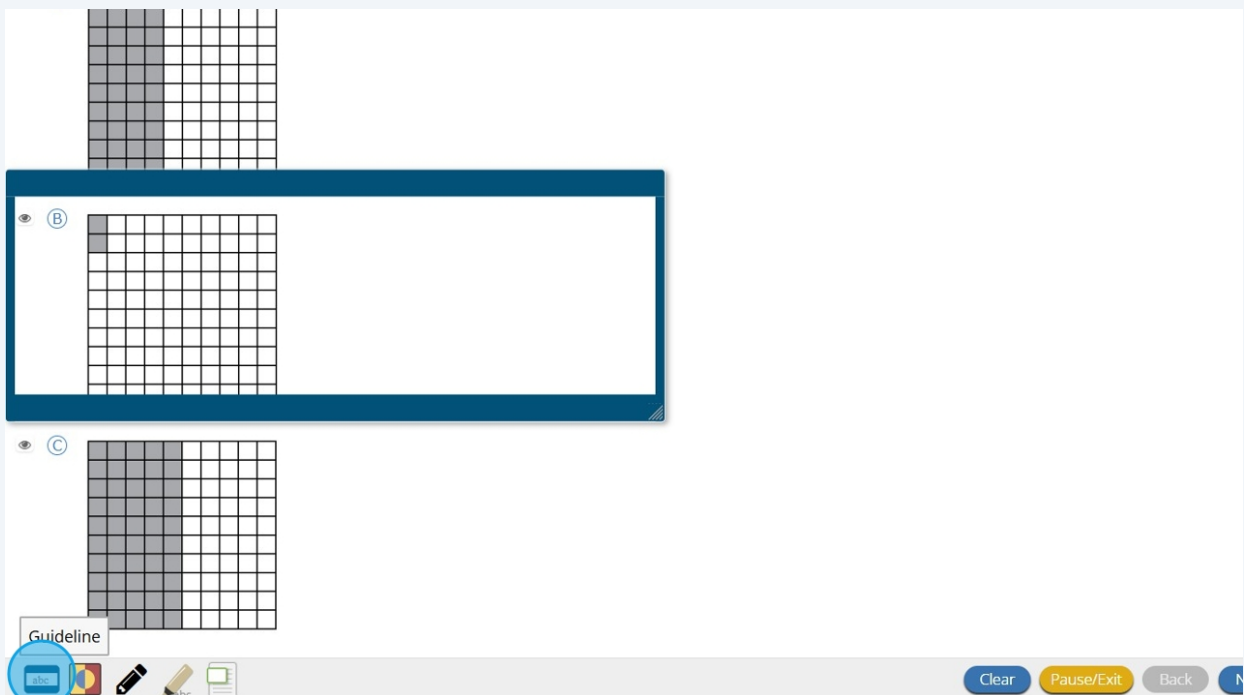
- (A)
- (B)
- (C)

Guideline

Clear Pause/Exit Back Next Finish

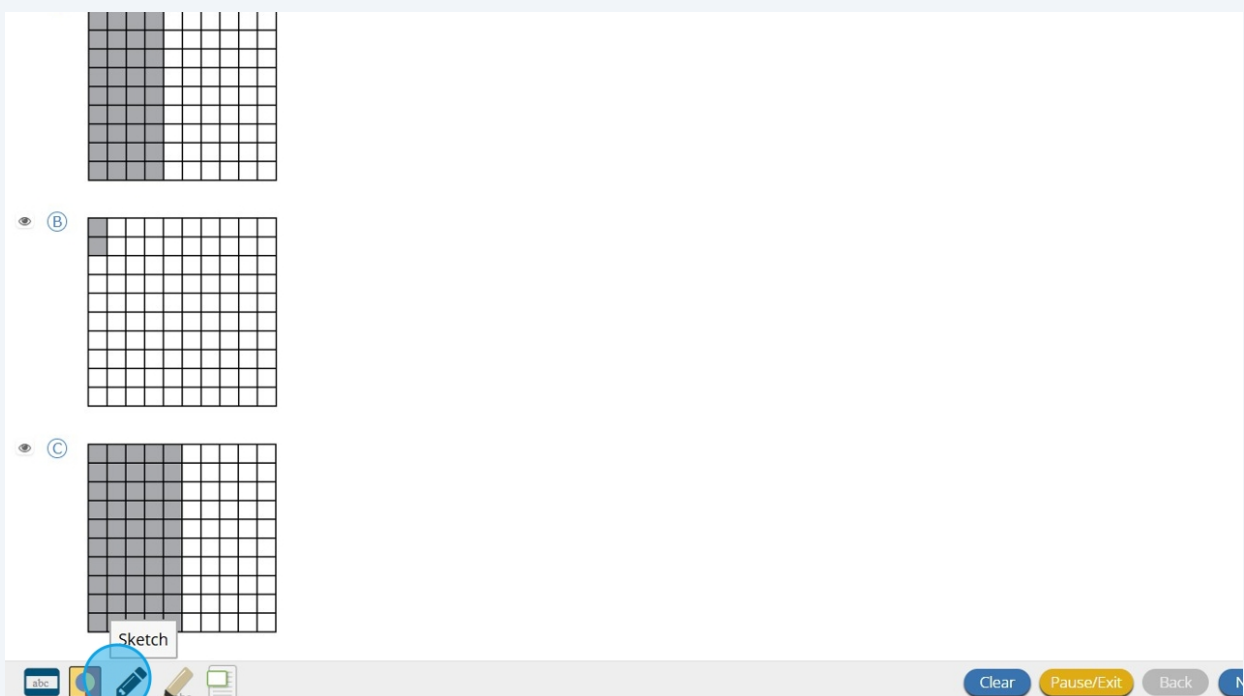
22

The “white” space can be resized by dragging the bottom right corner. Click the guideline tool again to exit.



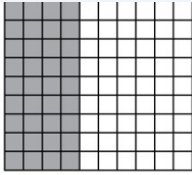
23

The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.

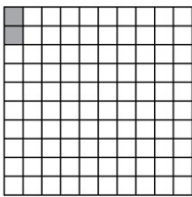


24

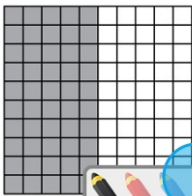
When you click it, a selection box will appear. Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question.



B



C



Clear

Pause/Exit

Back



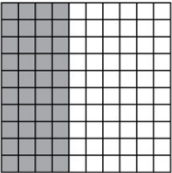
25 Now click on the blue pencil and circle a word in the question.

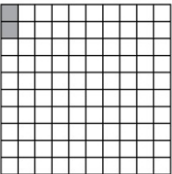
Question 1 ☆

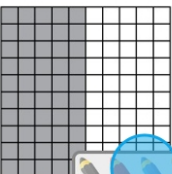
Screen Zoom: 🔍 Text-to-Speech: 🗣️ ⏪ ⏩ ⚙️

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

(A) 

(B) 

(C) 

abc 📄 🖋️ ✏️ 🗑️

Clear Pause/Exit Back Next Finish

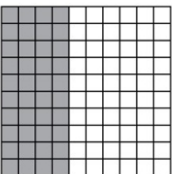
26 You can erase the marks you just made by clicking on the eraser and then clicking on the mark.

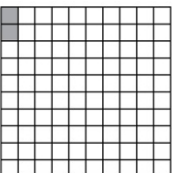
Question 1 ☆

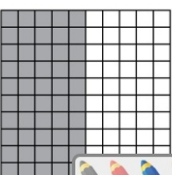
Screen Zoom: 🔍 Text-to-Speech: 🗣️ ⏪ ⏩ ⚙️

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

(A) 

(B) 

(C) 

abc 📄 🖋️ ✏️ 🗑️

Clear Pause/Exit Back Next Finish

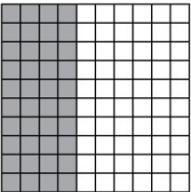
27 Notice the blue circle you made is erased.

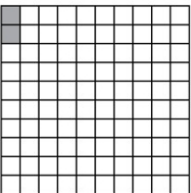
Question 1

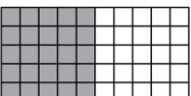
Screen Zoom: Text-to-Speech:

In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

(A) 

(B) 

(C) 

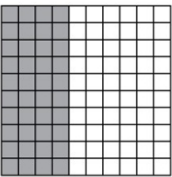
28 Notice that the highlighted section has been erased. Click the "X" in the upper right corner of the box to close the sketch tool.

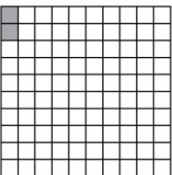
Question 1

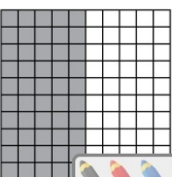
Screen Zoom: Text-to-Speech:


In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?

Hide All

(A) 

(B) 

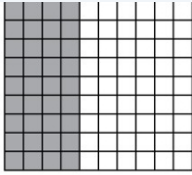
(C) 



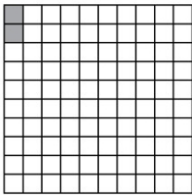
Clear Pause/Exit Back Next Finish

29

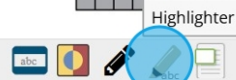
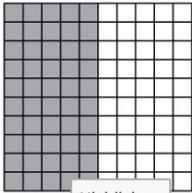
The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear. Click on the yellow highlighter from the box and highlight a word in the passage or question.



B



C



Clear






Pause/Exit

Back



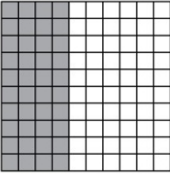
30

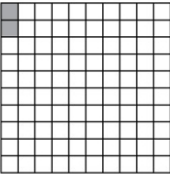
You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All." Click the "X" in the upper right corner of the box to close the highlighter tool.

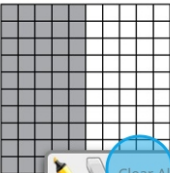
Question 1  Screen Zoom:  Text-to-Speech:   

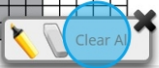
In Tara's class, $\frac{2}{5}$ of the students had cereal for breakfast. Which grid has $\frac{2}{5}$ of its area shaded?





Hide All

(A) 

(B) 

(C) 



Clear Pause/Exit Back Next Finish

31

You may see some questions that have a stimulus appearing on the left side of the screen, and then questions will appear on the right side. A scroll bar will be displayed, allowing you to navigate through the stimulus text while viewing the questions. Scrolling may be necessary to view all of the stimulus text and all of the answer choices. The arrow shown to the right of the stimulus, pointing right, can be used to expand the stimulus to a full screen view.

Question 14 ☆

Screen Zoom: 🔍 Text-to-Speech: 🗣️

Use the information to answer the following question.

Three expressions are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

Which number line represents Expression 1?

Hide All

A

B

C

D

32

To exit full screen view, click the left pointing arrow at the right of the screen.

☆

Screen Zoom: 🔍 Text-to-Speech: 🗣️

ation to answer the following question.

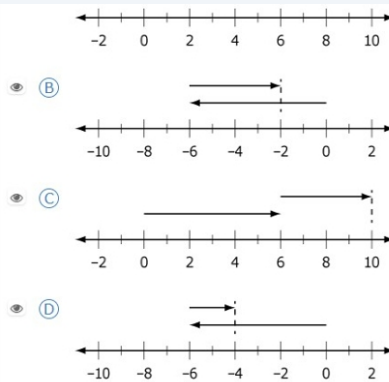
ons are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

33

(for grades 6-8 only) Clicking on the calculator tool brings up a movable calculator.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

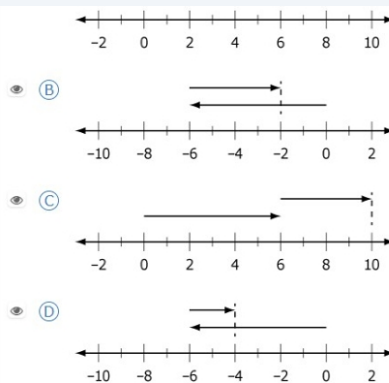


Clear Pause/Exit Back N

34

Click "Basic."

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$



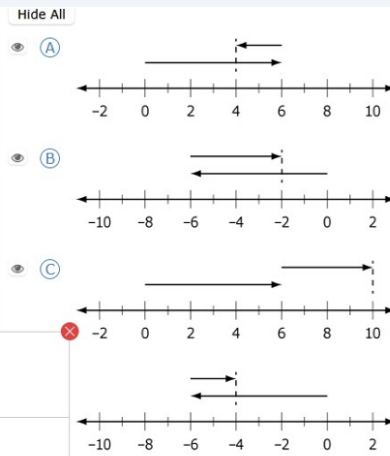
Clear Pause/Exit Back N

35

You can move the calculator by clicking and dragging it to the new location. You can use your mouse to choose numbers and functions.

Three expressions are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$



36

Click the "X" in the upper right corner to close the calculator tool.

ation to answer the following

ons are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

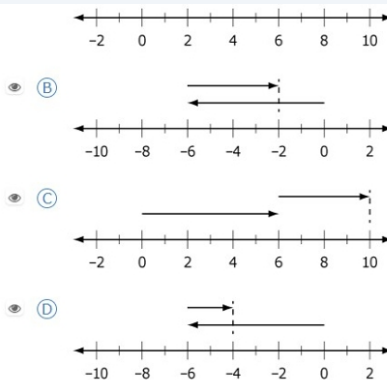
Which number line represents Expression 1?

Hide All

37

(for grades 6-8 only) Clicking on the reference tool brings up a movable formula sheet.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$



References

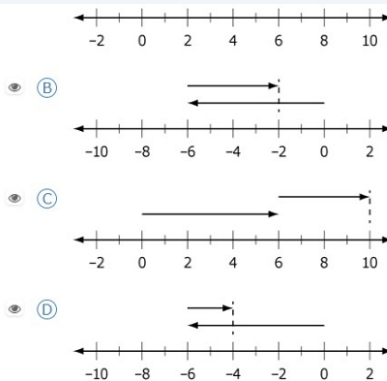


Clear Pause/Exit Back

38

Click "Reference Sheet."

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$



Reference sheet



Clear Pause/Exit Back

39

You can move the formula sheet by clicking and dragging it to the new location. The table can be resized by clicking and dragging the bottom right corner.

Expression 1	
Expression 2	
Expression 3	

**Oklahoma State Testing Program
6th Grade Mathematics Formula Sheet**

UNIT CONVERSIONS

1 foot = 12 inches	1 centimeter = 10 millimeters
1 yard = 3 feet	1 meter = 100 centimeters
1 mile = 5280 feet	1 meter = 1000 millimeters
1 mile = 1760 yards	

AREA

Square $A = s^2$	Triangle $A = \frac{1}{2}bh$ or $A = \frac{bh}{2}$
Rectangle $A = lw$	Parallelogram $A = bh$

Clear Pause/Exit Back Next Finish

40

Click the "X" in the upper right corner to close the reference tool.

ation to answer the following

Which number line represents Expression 1?

ons are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

**Oklahoma State Testing Program
6th Grade Mathematics Formula Sheet**

UNIT CONVERSIONS

1 foot = 12 inches	1 centimeter = 10 millimeters
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1 mile = 5280 feet	1 meter = 1000 millimeters
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AREA

Square $A = s^2$	Triangle $A = \frac{1}{2}bh$ or $A = \frac{bh}{2}$
Rectangle $A = lw$	Parallelogram $A = bh$

41

(for grades 3-5 only) You may see some questions that ask you to use a ruler, and it will appear at the bottom of the screen. If you see the ruler, you can click and drag it to any object you want to measure. If you do not see a ruler at the bottom of your screen, it is not needed to answer the item.

42

When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question in this section, click the “Finish” button to submit the test. You will be taken to the Summary Page.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

B 5.3

C 7.3

D 17.3



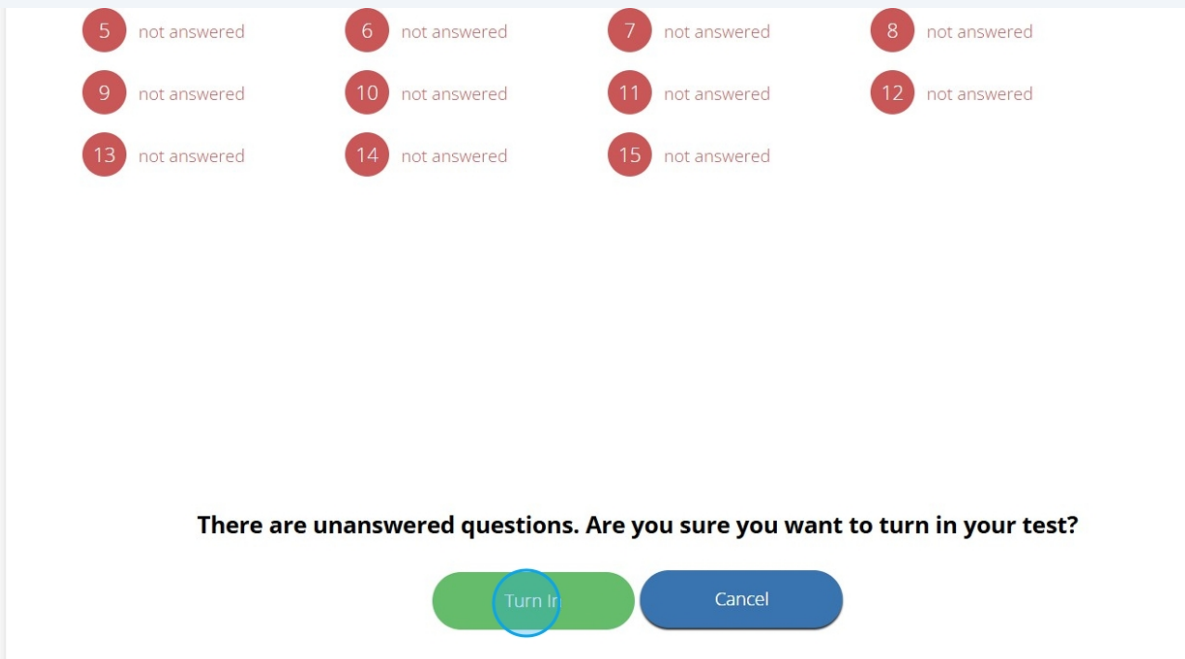
43

The Summary Page, like the Test Map, shows you the number of completed questions, unanswered questions, and questions marked with a star. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test. The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map.



44

Once you have completed the section click “Turn In.”



How To Navigate The OSTP Science Platform Tools

1

Navigate to <https://okpracticetest.cognia.org/student/login>



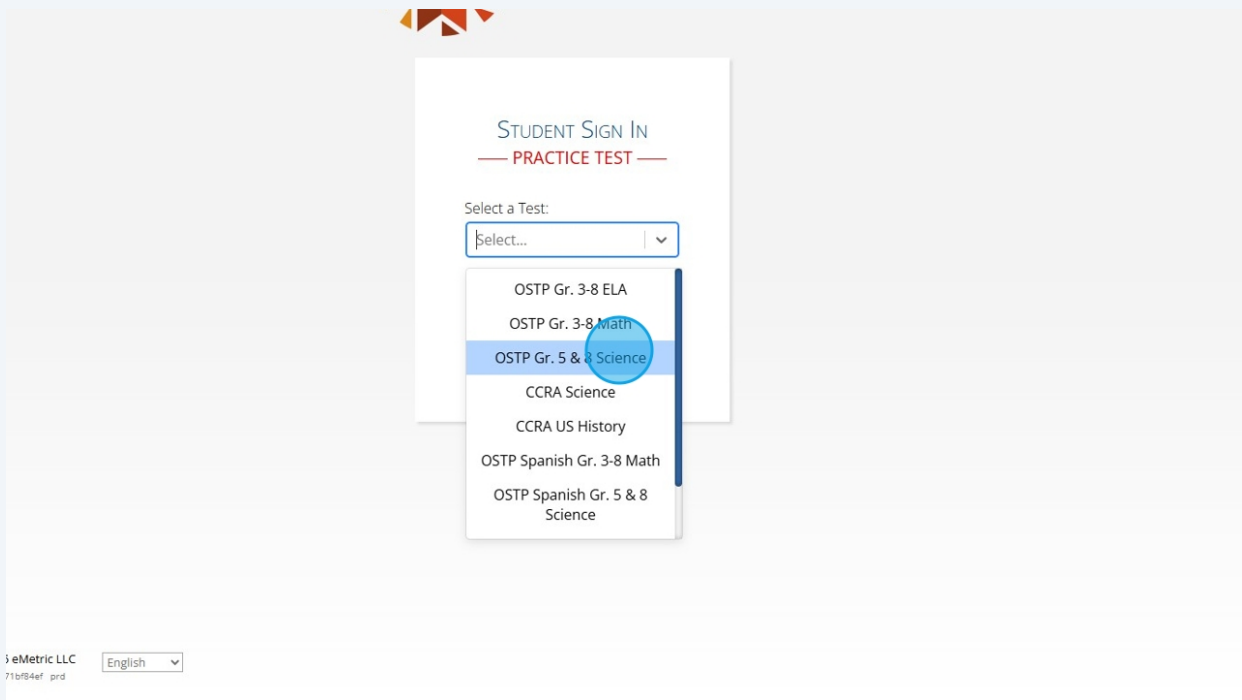
STUDENT SIGN IN
— PRACTICE TEST —

Select a Test:

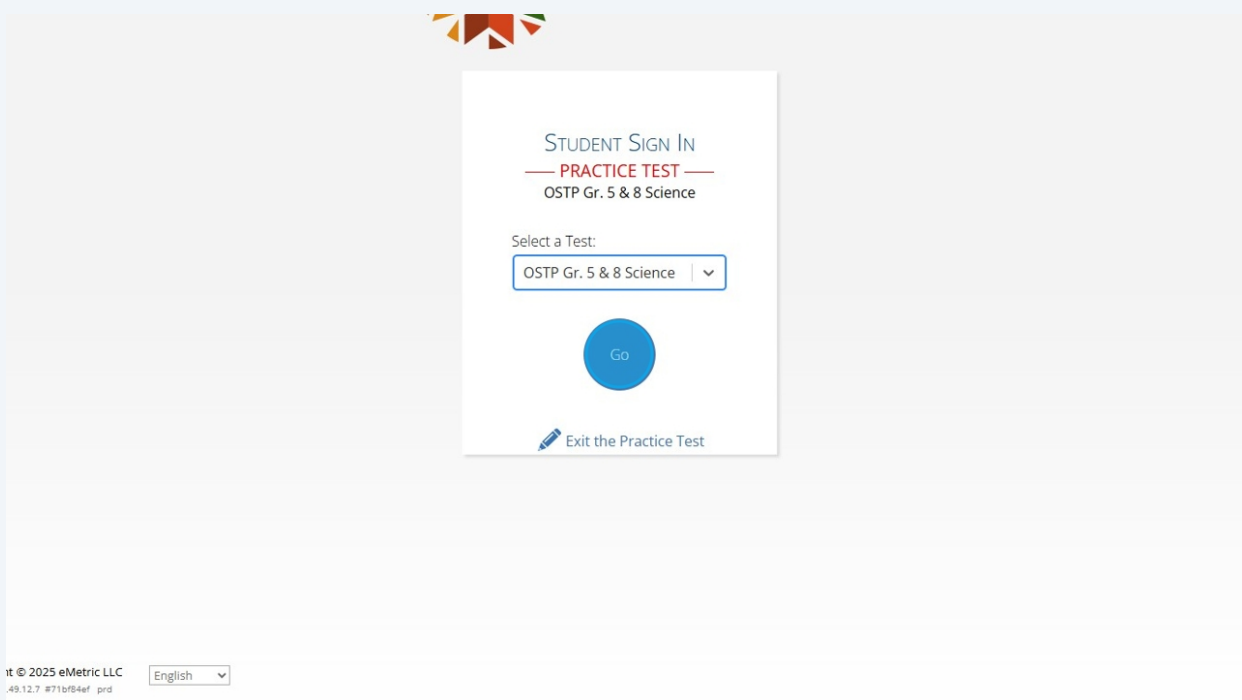
Go

Exit the Practice Test

2 Click the dropdown menu to select a subject.



3 Click "Go"



4 Click to select a grade level.

HELLO, USER PRACTICE

123456789 State Student ID	1/1/2001 Date of Birth	Gender
PracticeOrg School Name	Teacher	NA Grade

The following tests have been scheduled for you:

OSTP Gr. 5 & 8 Science

[Grade 5 Science](#) [Grade 8 Science](#)

5 Click "Continue"

Speed Slow Normal Fast

Screen Zoom

100% 150% 200% 300%

The quick brown fox jumped over the lazy dog.

Color Contrast

Default Tuxedo Classic Ruby Chalkboard Nocturnal

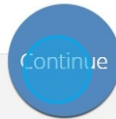
Eccentric Azure Celestial Antique

Masking Enabled

[Continue](#)

6 Click "Continue"

Today you will be tested in Science. Some of this material may not be familiar to you, but it is still important that you do your best. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see all four answer choices. Be sure that you have seen all answer choices before making your selection. Each technology-enhanced question will have specific directions explaining how to answer.



7 Look at the buttons on the bottom right of the screen. These are your navigation buttons. "Clear" will clear your answers for the questions on the page.

Question 1

Screen Zoom: [magnifying glass icon]

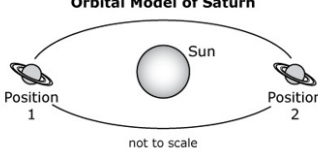
Text-to-Speech: [play icon] [stop icon] [back icon] [forward icon] [gear icon]

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

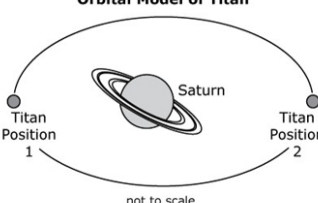
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

Orbital Model of Saturn



The diagram shows the Sun at the center of an elliptical orbit. Two positions of Saturn are marked as "Position 1" and "Position 2" on opposite sides of the Sun. The text "not to scale" is written below the diagram.

Orbital Model of Titan




The diagram shows Saturn at the center of an elliptical orbit. Two positions of Titan are marked as "Titan Position 1" and "Titan Position 2" on opposite sides of Saturn. The text "not to scale" is written below the diagram.

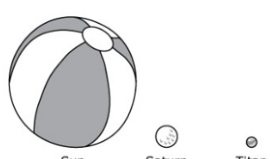
The students also find a table that shows the mass of each object, as shown.

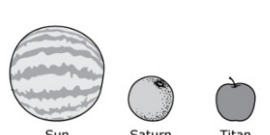
The students want to make a model to compare the size of the three objects in the table.


According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

(A)  Sun Saturn Titan

(B)  Sun Saturn Titan

(C)  Sun Saturn Titan

(D)  Sun Saturn Titan

Navigation buttons: Clear, Pause/Exit, Back, Next, Finish

8

If you click this button, you will be asked if you are sure you want to clear the page.

Clear the current question?

You will lose all your current work for this question.

Clear

Cancel

9

“Pause/Exit” will log you out and require you to log back in before continuing the test.

Question 1 ☆

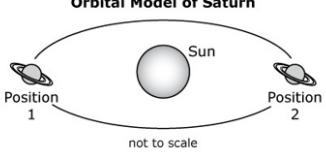
Screen Zoom: 🔍 Text-to-Speech: 🔊

Use the information to answer the following question.

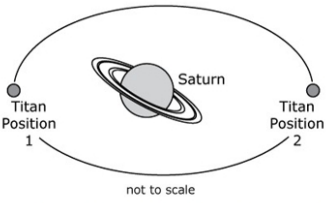
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn’s orbit and Titan’s orbit. The models are shown.

Orbital Model of Saturn



Orbital Model of Titan




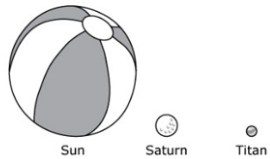
The students also find a table that shows the mass of each object, as shown.

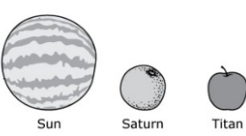
The students want to make a model to compare the size of the three objects in the table.


According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

(A) 
Sun Saturn Titan

(B) 
Sun Saturn Titan

(C) 
Sun Saturn Titan

(D) 
Sun Saturn Titan

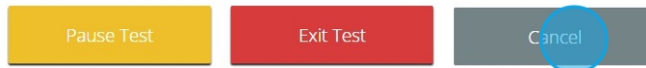
Clear Pause/Exit Back Next Finish

10

If you click this button, you will be asked if you are sure you want to pause or exit the test.

Do you want to pause your test or exit your test?

Pause the test to temporarily log out. Exit the test to log out and close the testing application.



11

The “Back” button is grayed out based on the first and the last question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now

Question 1

Screen Zoom: Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn’s orbit and Titan’s orbit. The models are shown.

Orbital Model of Saturn

Orbital Model of Titan

The students also find a table that shows the mass of each object, as shown.

The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

A

Sun Saturn Titan

B

Sun Saturn Titan

C

Sun Saturn Titan

D

Sun Saturn Titan

Clear Pause/Exit Back Next Finish

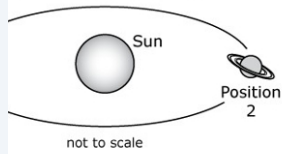
12

You will see that the “Back” button is now available. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.

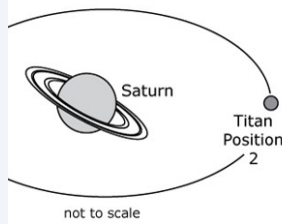
During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn’s orbit and Titan’s orbit. The models are shown.

Orbital Model of Saturn



Orbital Model of Titan



The students find a table that shows the mass of each object.

Hide All

- A The student is correct because only Saturn is shown orbiting the Sun in the model.
- B The student is correct because all moons orbit planets and Titan is classified as a moon.
- C The student is incorrect because all objects in the solar system orbit the Sun because it has the largest mass.
- D The student is incorrect because Saturn has less mass than the Sun which will cause Titan to only orbit the Sun.



13

The star located in the upper left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.

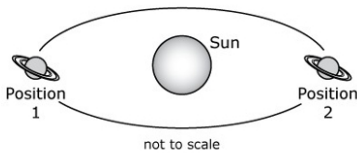
Question 1

Use the information to answer the following question.

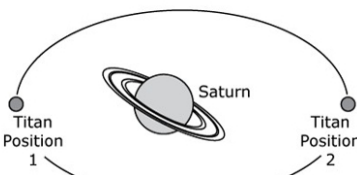
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn’s orbit and Titan’s orbit. The models are shown.

Orbital Model of Saturn



Orbital Model of Titan



The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

- A Sun Saturn Titan
- B Sun Saturn Titan
- C Sun Saturn Titan

14

Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

Question 1

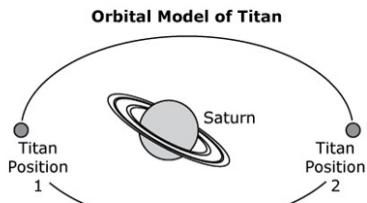
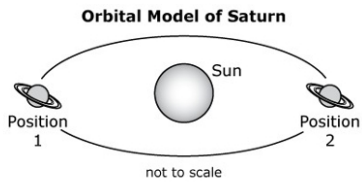
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

(A)

Sun Saturn Titan

(B)

Sun Saturn Titan

(C)

Sun Saturn Titan

15

The Test Map shows all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. Notice that question "1" is bookmarked. Clicking on a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click on "1."

You have completed: 0 out of 9 question(s).

16

" You are now back to question 1. Click on the bookmark star to remove the bookmark.

Question **1**

Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

Orbital Model of Saturn

Orbital Model of Titan

The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

A

Sun Saturn Titan

B

Sun Saturn Titan

C

17

Look at the four options in this question. Next to each letter is an icon that looks like an eye. Clicking on this “eye” will hide the option.

Question 1

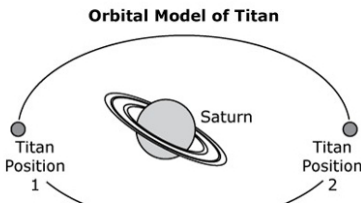
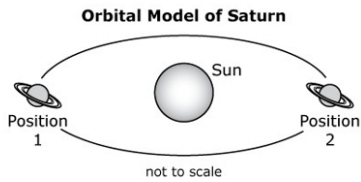
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

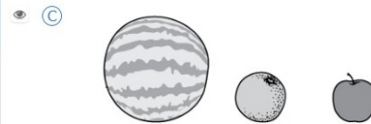
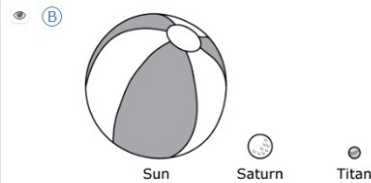
The students want to learn more about Saturn and Titan. They find models of Saturn’s orbit and Titan’s orbit. The models are shown.



The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All



18

Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Question 1

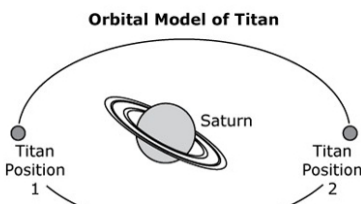
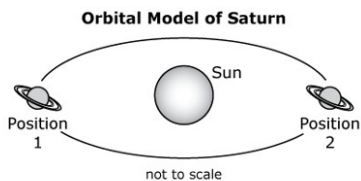
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

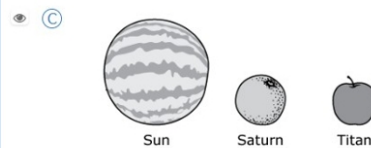
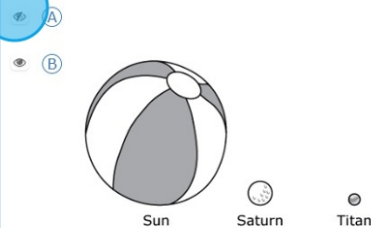
The students want to learn more about Saturn and Titan. They find models of Saturn’s orbit and Titan’s orbit. The models are shown.



The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Show All



19

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 1

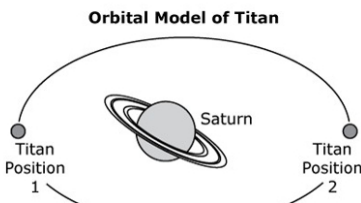
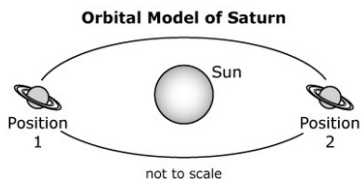
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students want to make a model to compare the size of the three objects in the table.

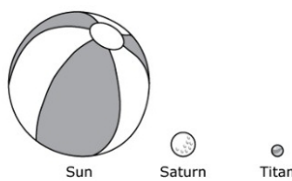
According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

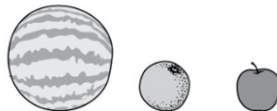
(A)



(B)



(C)



20

Notice that all answer options have been hidden. Click "Show All" to reveal all answer options.

Question 1

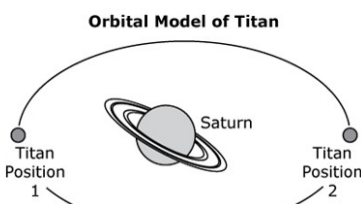
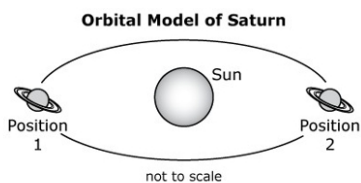
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Show All

(A)

(B)

(C)

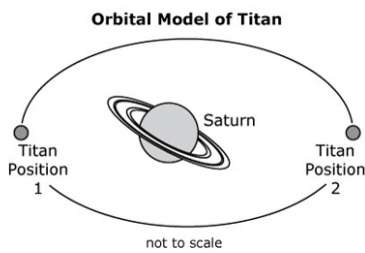
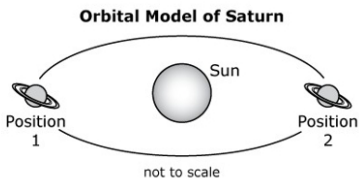
(D)

21

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

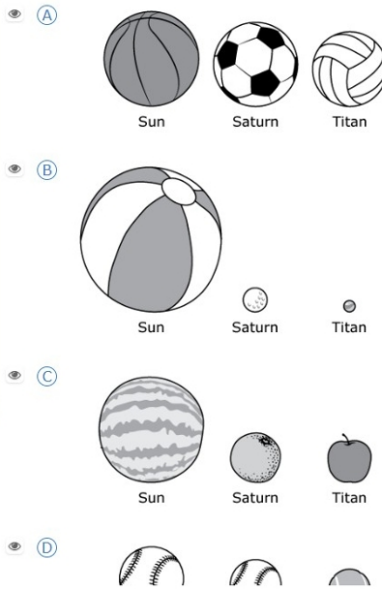


The students also find a table that shows the mass of each object.

Guideline



Hide All



Clear

Pause/Exit

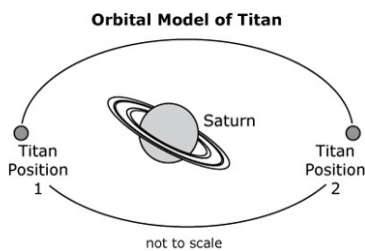
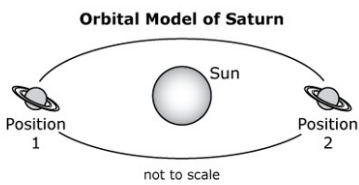
Back

22

The "white" space can be resized by dragging the bottom right corner.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

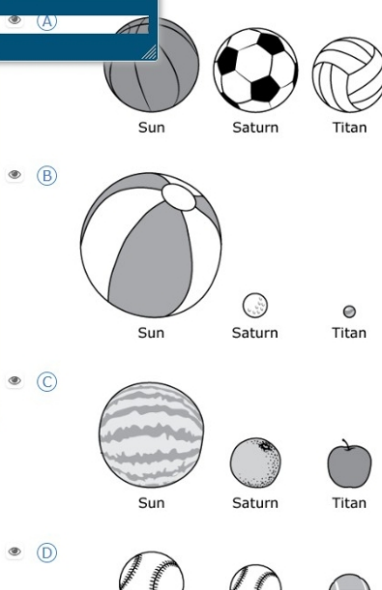


The students also find a table that shows the mass of each object.

Guideline



Hide All



Clear

Pause/Exit

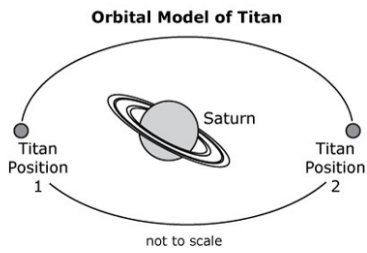
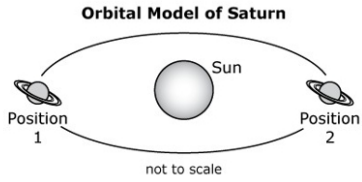
Back

23

The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find a table that shows the mass of each object, as shown in the table below.

Sketch

Hide All

A grid of four options (A, B, C, D) for representing the Sun, Saturn, and Titan. Each option shows three icons in a row, with labels below them.

- A:** Sun (baseball), Saturn (soccer ball), Titan (volleyball)
- B:** Sun (beach ball), Saturn (small globe), Titan (small dot)
- C:** Sun (watermelon), Saturn (orange), Titan (apple)
- D:** Sun (baseball), Saturn (baseball), Titan (baseball)

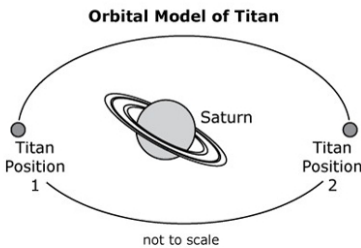
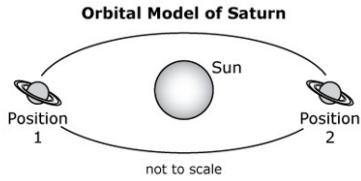
Clear Pause/Exit Back

24

When you click it, a selection box will appear. Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

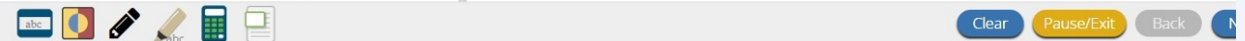
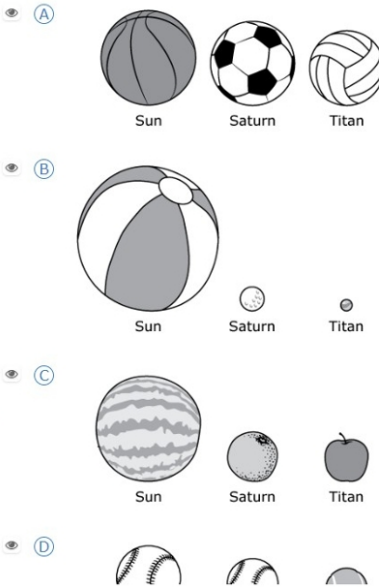
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find models of each object, as shown.



Hide All



25

Now click on the blue pencil and circle a word in the question.

Question 1

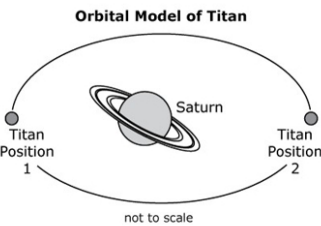
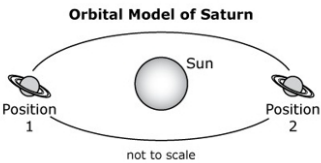
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



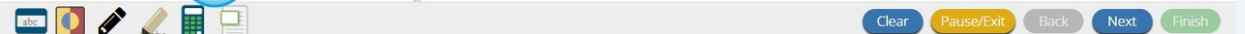
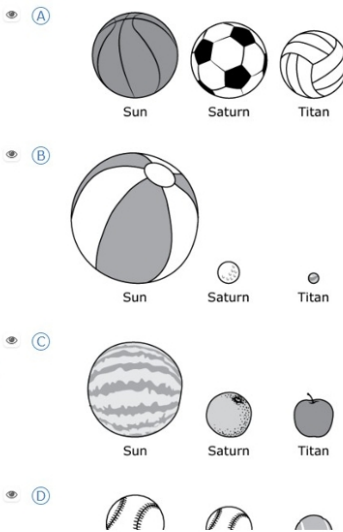
The students also find models of each object, as shown.



The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All



26

You can erase the marks you just made by clicking on the eraser and then clicking on the mark.

Question 1 ☆

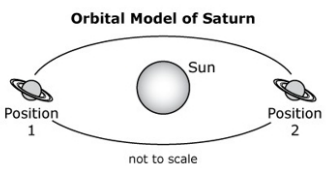
Screen Zoom: 🔍 Text-to-Speech: 🗣️

Use the information to answer the following question.

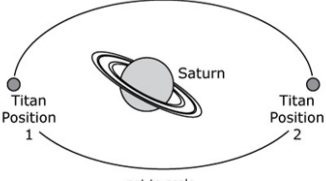
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

Orbital Model of Saturn



Orbital Model of Titan




The students also find the mass of each object, as shown.

The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

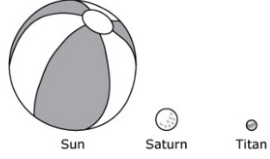
Hide All

A



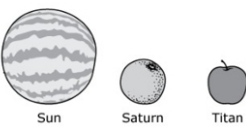
Sun Saturn Titan

B




Sun Saturn Titan

C



Sun Saturn Titan

D



Sun Saturn Titan

Clear Pause/Exit Back Next Finish

27

Notice the highlighted section is now erased.

☆

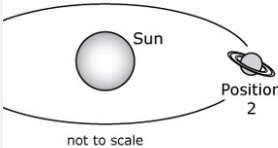
Screen Zoom: 🔍 Text-to-Speech: 🗣️

ation to answer the following

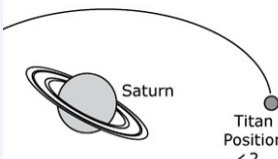
planetarium where students watch a t models movements in the solar system. entation, the students see the planet of its moons, Titan.

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Orbital Model of Saturn



Orbital Model of Titan




The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

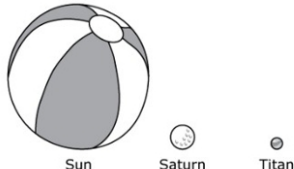
Hide All

A



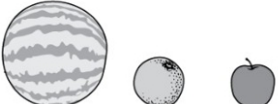
Sun Saturn Titan

B



Sun Saturn Titan

C



Sun Saturn Titan

28 Notice the blue circle you made is now erased.

Question 1

Screen Zoom: [icon] Text-to-Speech: [icon]

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

Orbital Model of Saturn

Orbital Model of Titan

The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

A

Sun Saturn Titan

B

Sun Saturn Titan

C

Sun Saturn Titan

29 Click the "X" in the upper right corner of the box to close the sketch tool.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

Orbital Model of Saturn

Orbital Model of Titan

The students also find a sketch tool to draw a model of each object, as shown.

Hide All

A

Sun Saturn Titan

B

Sun Saturn Titan

C

Sun Saturn Titan

D

Sun Saturn Titan

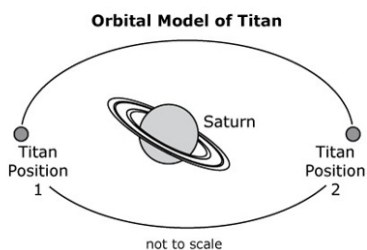
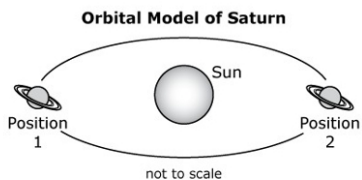
Clear Pause/Exit Back

30

The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find a table that shows the mass of each object, as shown.

Highlighter



Hide All

☑ A

Sun Saturn Titan

☑ B

Sun Saturn Titan

☑ C

Sun Saturn Titan

☑ D

Sun Saturn Titan

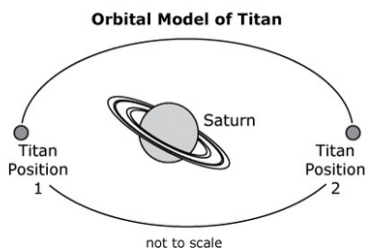
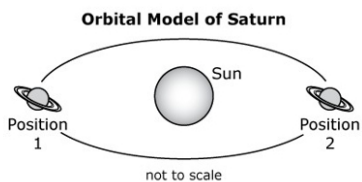
Clear Pause/Exit Back

31

Click on the yellow highlighter from the box and highlight a word in the passage or question.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find a table that shows the mass of each object, as shown.

Clear All



Hide All

☑ A

Sun Saturn Titan

☑ B

Sun Saturn Titan

☑ C

Sun Saturn Titan

☑ D

Sun Saturn Titan

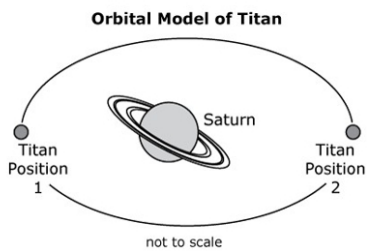
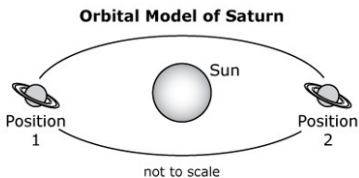
Clear Pause/Exit Back

32

You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All."

During the presentation, the students see the planet Saturn and one of its moons, Titan.

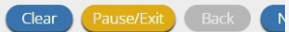
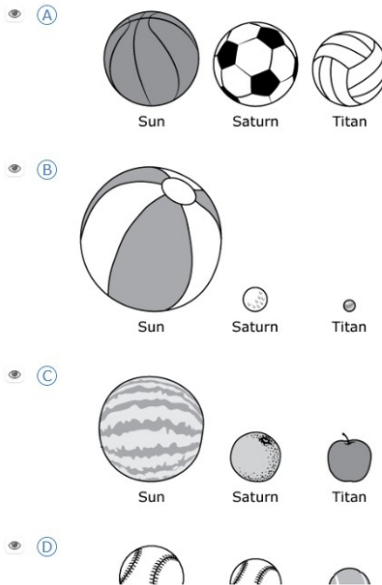
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find out how the mass of each object, as shown



Hide All

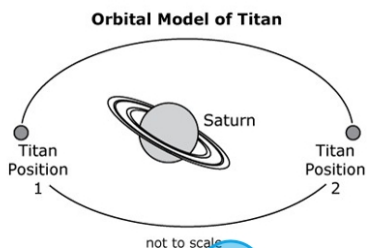
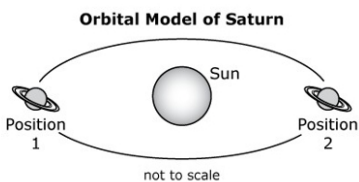


33

Click the "X" in the upper right corner of the box to close the highlighter tool.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

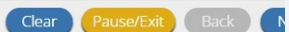
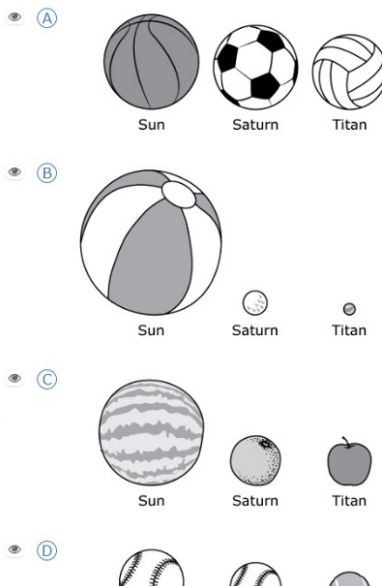
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find out how the mass of each object, as shown



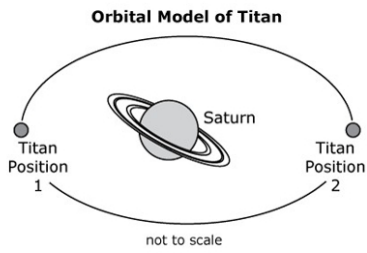
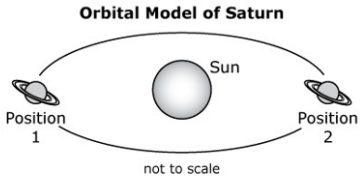
Hide All



34 Clicking on the calculator tool brings up a movable calculator.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

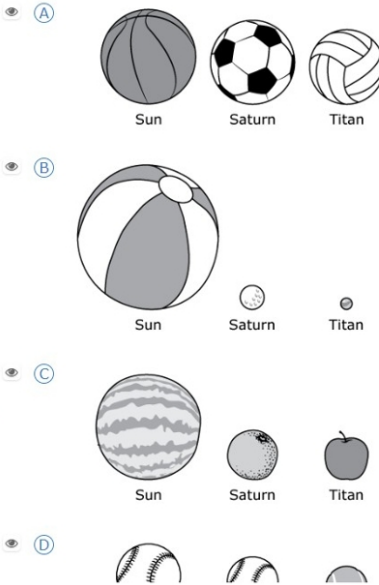


The students also find a table that shows the mass of each object, as shown.

Calculator



Hide All

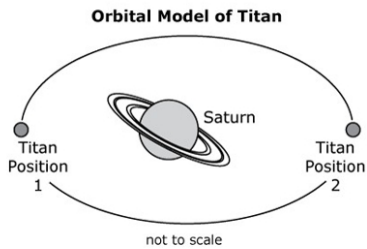
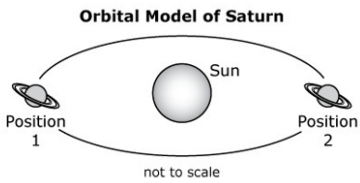


Clear Pause/Exit Back

35 Click "Scientific."

During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

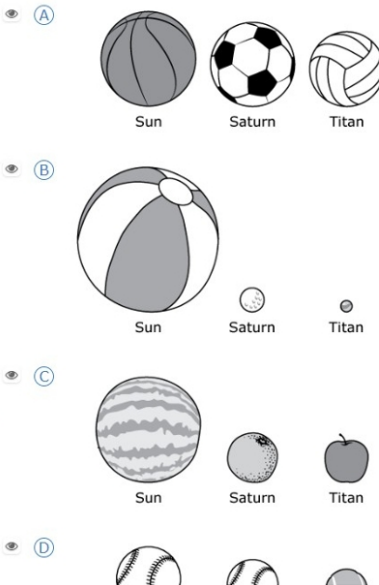


The students also find a table that shows the mass of each object, as shown.

Scientific



Hide All



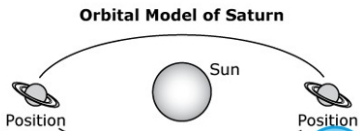
Clear Pause/Exit Back

36

You can move the calculator by clicking and dragging it to the new location. You can use your mouse to choose numbers and functions

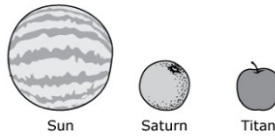
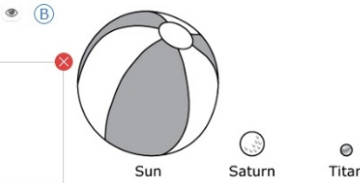
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



According to the data, which model **best** shows the difference in sizes of the objects?

Hide All



The calculator interface includes a numeric keypad (0-9), function keys (sin, cos, tan, etc.), and a close button (X) in the top right corner.

37

Click the "X" in the upper right corner to close the calculator tool.

The screenshot shows the planetarium interface with the calculator tool overlaid. A blue circle highlights the close button (X) in the top right corner of the calculator. The background shows the orbital models and the question text.

38

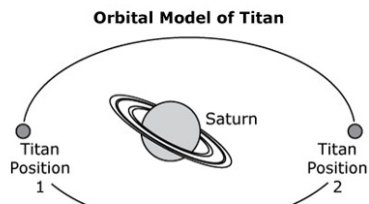
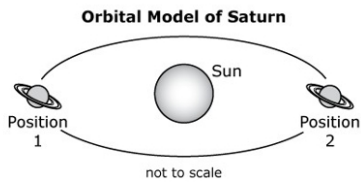
The Science Online Test uses a vertical split screen format. The science stimulus will appear on the left side of the screen, and the questions will appear on the right side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the stimulus text as well as all of the answer choices. The arrow shown to the right of the stimulus, pointing right, can be used to expand the passage(s) to a full screen view.

Question 1

Use the information to answer the following question.

A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

A

Sun Saturn Titan

B

Sun Saturn Titan

C

Sun Saturn Titan

39

To exit full screen view, click the left pointing arrow at the right of the screen.



Screen Zoom:



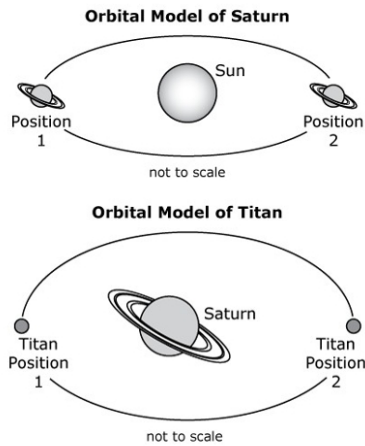
Text-to-Speech:



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lanetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one an.

nt to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



o find a table that shows the mass of each object, as shown.

40

When you come to the last question in this section, you will see the "Finish" button on the bottom right of the screen. Once you have answered the last question in this section, click the "Finish" button to submit the test. You will be taken to the Summary Page.

or bottle halfway with water and stand it on
 cm from a starting point.
 balls of different masses.
 s one at a time from the starting point
 standing water bottle. Use the same amount
 all each ball.
 ll until it hits the center of the water bottle.
 bservations of what happens when the ball
 er of the water bottle.
 the results that the students recorded.

Investigation Outcome

ball rolled backward and did not push the water bottle.

ball rolled backward and pushed the water bottle between 0-10 cm.

ball pushed the water bottle farther than 10 cm.

- A Fill the water bottle completely with water.
- B Roll each ball until it hits the water bottle three times.
- C Roll the ball toward the water bottle with less force.
- D Increase the distance the ball rolls toward the water bottle to 100 cm.



Clear

Pause/Exit

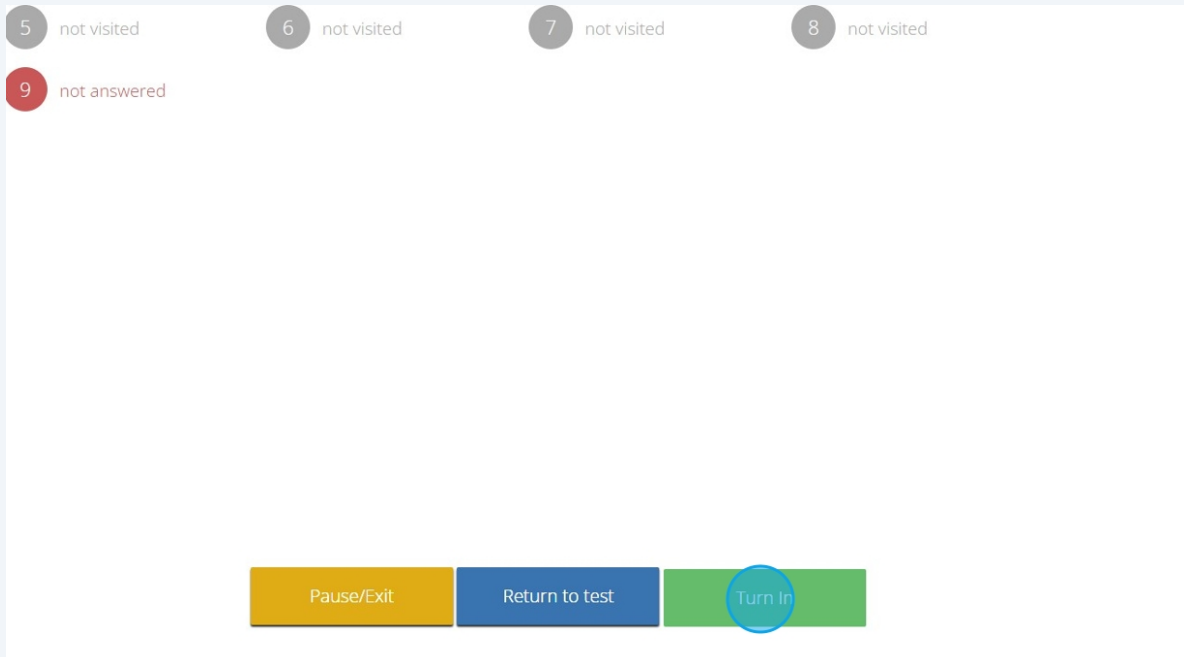
Back

Next

Finish

41

The Summary Page, like the test map, shows the number of completed questions, unanswered questions, and bookmarked questions. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test. The “Finish” button only appears on the last question in the section. The “Finish” button will return you to the test map.



42

Once you have completed the section click “Turn In.”

