OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

ENGLISH LANGUAGE ARTS & MATHEMATICS

2025–2026 GRADE 6

OKLAHOMA Education

Oklahoma School Testing Program
Administration Dates

2025–2026 School Year
Mathematics and English Language Arts

Online Testing Window
April 13–May 13, 2026

Paper Testing* Window
April 13–30, 2026

*under special circumstances only

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Dear Families and Educators,

In order to expand instructional time and optimize student learning, the Oklahoma School Testing Program (OSTP) takes place in the final weeks of the school year for elementary, middle, and high school students. Districts may select the dates that best fit their academic calendars within the approved testing window that is located at oklahoma.gov/education/services/assessments.html. Preliminary test results will be available online to families through the Oklahoma Parent Portal in June.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit okparentportal.emetric.net/login. To create an account, you will need your student's 10-digit Student Testing Number (STN) and date of birth. If you do not know your student's STN, please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time, as well as provide specific information on needed support or enrichment to keep the momentum building.

The OSTP measures your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics, and science. For an overview of the tests, please visit oklahoma.gov/education/services/assessments/ostp-for-families.html. In this guide, you will find an explanation of what is covered in each test and sample questions to help students become familiar with the test format. This guide will help you and your student understand what to expect on the state assessments.

To learn more about the subject standards, please visit oklahoma.gov/education/services/standards-learning/oklahoma-academic-standards.html. The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

Oklahoma State Department of Education, Office of Assessments

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THE OKLAHOMA SCHOOL TESTING PROGRAM

Federal law requires all students to be assessed in English language arts (ELA) and math each year in Grades 3–8 and once in high school. Federal law also requires students to be assessed in science once in Grades 3–5, 6–9, and 10–12. The grade- and subject-level tests delivered through the Oklahoma School Testing Program (OSTP) meet federal law. Oklahoma educators were instrumental in building our state tests to ensure alignment to our Oklahoma Academic Standards (OAS). State tests provide a common measure of students' performance relative to our academic standards. The OAS serve as a road map for what students should know and be able to do at each grade level. Measuring real-world skills like problem solving and critical thinking, state tests provide a valid way to measure students' progress in gaining the knowledge, skills, and abilities they need to be ready for the next grade, course, or level. Results from state tests can be used to inform school- or district-level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test. As such, OSTP State Tests serve as a component of the state's accountability system—the Oklahoma School Report Card.

This year, students in Grade 6 will take assessments in English language arts (ELA) and mathematics. This *Parent, Student, and Teacher Guide* contains information to give you an idea of what your student is learning and being tested on and how you can help at home.

Helping Your Student Prepare

As a parent, there are a number of ways you can help your student be more prepared when it's time to be tested.

Here are some ideas to help your student prepare for each test:

- Reassure your student that the test is just one opportunity to show knowledge. Classwork, projects, and other tests also show how much a student has learned throughout the year.
- Make sure your student has had the opportunity to utilize the online practice test: https://okpracticetest.cognia.org/student/login.
- Make sure your student gets plenty of rest and has a well-balanced diet.

GRADE 6 ENGLISH LANGUAGE ARTS (ELA)

What is my student learning?

Children in sixth grade will read a variety of more challenging texts of different types (books, journals and scripts, for example). At this age, students are able to understand how authors support their ideas. They can study the structures of sentences and paragraphs to determine how they help develop a piece of writing. Sixth-grade students can provide evidence including facts, examples, and details to support their ideas and opinions. Their vocabulary is also expanding. This information is a snapshot of learning in English language arts (ELA) for Grade 6.

How can I help my student at home?

- Discuss the point of view a story is told from and how it would change if another character told the story.
- Ask questions about what your child is reading or watching and ask them to provide examples to support their answers.
- Encourage your child to handwrite a thank you card to someone who has been kind or helpful to them.
- Ask your child to find and discuss interesting words in the books they are reading.
- Discuss how changing the word to one with a similar or opposite meaning would change the meaning or tone of a sentence.
- Discuss current events or local issues with your student. Brainstorm pros and cons and have them write in favor of one side or the other.
- Encourage your student to create a list of topics they would like to know more about. Talk about which resources provide reliable information and talk about what makes the information trustworthy.

How can I help increase my student's reading comprehension?

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for a variety of reasons, and be a good role model by reading things you enjoy.

Use the following questions to help sixth-graders understand what they are reading.

Before Reading

- Are you keeping a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

During Reading

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- What resources can you use to understand words you aren't familiar with?

After Reading

- How did the setting of the story affect the characters and plot?
- What was the theme of the book? What lesson do you think the author wanted the reader to learn?
- How would you rewrite the ending to the story? Why would you change it?

English Language Arts Practice Questions

The OSTP Grade 6 ELA Assessment consists of selected-response (multiple-choice) questions, technology-enhanced items (TEIs) and short constructed-response questions designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

URL: https://okpracticetest.cognia.org/student/login

Login credentials are not required for the Practice Test. Use the drop-down menu under "Select a Test" to select "OSTP Gr. 3-8 ELA." Then click "Go."

Note: If login credentials are requested, clear your browser's cache and relaunch the Practice Test.

A student's performance on the sample items provided in the OSTP Practice Test platform and in this guide **does not** predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 6 ELA Standards and/or Assessment, visit the Test and Item Specifications at oklahoma.gov/education/services/assessments/assessment-materials2.html.

Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the English Language Arts Test.

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.

The Pirate Queen

1 For generations, pirates have been the subjects of legends filled with peg legs, eye patches, and parrots. But there was once a very notorious pirate who is said to have broken every mold.

2 Grace O'Malley was born in Ireland in 1530 with a yearning for the sea. Her father was a sailor, just like his father before him, and she had seen him set sail many times. More than anything, Grace wanted to go with him. When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest. Her family mocked her, nicknaming her "Grace the Bald."

3 In those days, young ladies were supposed to get married and have children, and Grace did just that. She and her husband, Donal O'Flaherty—a sea-goer himself—had two sons and a daughter. But being a wife and mother didn't suppress Grace's longing for the sea, and she soon took charge of her husband's fleet.

4 At that time, Ireland was falling under English rule. England was enforcing new restrictions, making it unlawful for the Irish to transport goods at sea—which took away the livelihoods of many Irish citizens. Grace believed this was unfair and refused to accept it. Whenever a merchant ship would pass by on its way to trade at the large port of Galway, Grace would sail out in one of her fastest galleys, intercept the ship, and demand that they pay a fee for safe passage. If they refused, she would signal her men to board the ship and take its cargo.

5 When her husband died, the law said that Grace was supposed to be given a portion of his property. However, women didn't have many rights back then, and the law was ignored. With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland. The island provided the perfect location from which to monitor the waters along the coast and continue to pirate passing merchant ships.

6 Grace wanted to control the entire island—and she did, except for one bothersome little section known as Rockfleet Castle, which was owned by a man named Dick Burke. In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage if they

GO ON ▶

wanted. When the year was up, Grace is said to have shut herself up in the castle, refusing to come out and sending her husband away.

7 When Grace was in her sixties, her sons and brother were taken prisoner in England. Feisty as ever, Grace boldly set sail for England and visited the queen there, asking for their release. It must have been a sight to see: Grace the pirate, clothed in her finest, standing there among England's richly dressed ladies and gentlemen of the court.

8 But amazingly, the queen seemed to take a liking to Grace, and they became allies of sorts. The queen agreed to the release of Grace's family, and Grace agreed to fight for the queen's interests at sea.

9 Perhaps the Queen of England felt that Grace's skills at sea would serve England well. Or perhaps she recognized in Grace the rare spirit of independence that she herself possessed. Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to.

"The Pirate Queen." Copyright © 2022 by Cognia, Inc.

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

Grace O'Malley

Born in a castle close to the sea
In the long-ago year of 1530,
Was a fierce little babe named
Grace O'Malley.

A proper young lady she did not want to be
And she chopped off her hair so she could sail the high seas.
Grace learned to manage a great ship or two
And lead with great skill the unruly crew.

As a result of life's cruel fates
Grace moved with her people and built new gates.
She watched the sea with an eagle eye
Ships paid her taxes or did not go by.

Grace met with a queen dressed in her best
To save some family from early eternal rest.
The queen and Grace became friends
And remained so until their ends.

"Grace O'Malley." Copyright © 2022 by Cognia, Inc.

GO ON ▶

1 In "The Pirate Queen," which meaning is the **best** definition of **intercept** as it is used in paragraph 4?

A to stop

B to race

C to enter

D to change

2 Which detail from "The Pirate Queen" **best** supports the idea that Grace O'Malley was a courageous leader?

A When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest.

B With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland.

C In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage if they wanted.

D Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to.

3 In "The Pirate Queen," how did the author **mainly** structure the information in the selection?

A by comparing O'Malley to other pirates of the time

B by explaining what caused O'Malley to set up her fortress

C by describing the problems O'Malley faced as a female pirate

D by organizing the key events of O'Malley's life in sequential order

4 Based on information in paragraph 5 of "The Pirate Queen," what does the word **unruly** mean in line 8 of the poem, "Grace O'Malley"?

A not able to measure

B not easy to control

C well behaved

D very friendly

5 A student wants to use the poem "Grace O'Malley" in a paper. To cite this poem using MLA style, the student should use the following format: the author, title, source of the poem, publisher, publication date, and page the information is found.

Which citation should the student use?

A 1985. Terry, T.G. "Grace O'Malley." Lucent Publishers, p. 403.

B *The Book of Irish Poems,* "Grace O'Malley," Lucent Publishers, 1985, p. 403.

C "Grace O'Malley" by T.G. Terry. Published in *The Book of Irish Poems* p. 403.

D Terry, T. G. "Grace O'Malley." *The Book of Irish Poems,* Lucent Publishers, 1985, p. 403.

6

A student is creating a chart that identifies common elements of poetry. Complete the table by dragging two sentences into the table to correctly show common elements of poetry.

To drag a sentence, click and hold the sentence, and then drag it to the desired space. To change a sentence, click and hold it, and then drag it back to the original location.

It includes important dates.

It is organized using stanzas.

It has a problem and solution.

It has rhythm.

Common Elements of Poetry
It has rhyme.

7 Which book would provide the **most** relevant information for a report about Grace O'Malley?

A *The Irish Economy from 1400–1650*

B *Women Sailors on the High Seas*

C *A History of English Royalty*

D *A Guide to Ships of the Past*

8 Based on the information in **both** passages, explain why Grace O'Malley felt the need to rebel. Provide evidence from **both** passages to support your answer.

Read this passage. Then answer the questions that follow.

The Okmulgee Pecan Festival

1 Every year something big happens in Okmulgee, Oklahoma. Thousands of guests flock to the town. How does this small place lure so many visitors? Simple. Each June they bake the world's biggest pecan pie. Then they invite everyone in the state to come enjoy a piece! The result is a fun time and full stomachs for everyone.

2 Okmulgee lies just off US Highway 75. It's a hop, skip, and a jump from Tulsa, and it's a short two-hour drive from Oklahoma City. Most of the time, Okmulgee is a quiet, little town. However, that changes each June when the Okmulgee Pecan Festival opens. It transforms the town into one of Oklahoma's most famous sites.

3 Although the festival has gone on for years as a local celebration, it didn't become famous until the late 1980s. In the early 1980s, Okmulgee held a friendly contest with a town in Georgia. The two towns competed to see who could make the largest pecan pie. They passed the **title** back and forth many times over the years.

4 Then in 1989, Okmulgee became serious about the competition. The town invited people from the local campus of Oklahoma State University to help. Together the town and the school's culinary (cooking) department claimed a big victory.

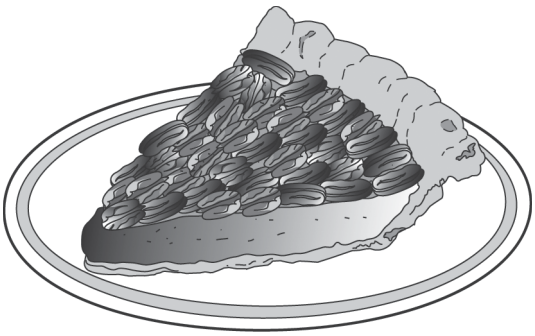
5 The winning pie measured nearly 42 feet across. That is about as long as a school bus. It weighed 14 tons. That's heavier than a full-grown African elephant! The list of ingredients included 77,700 cups of flour and more than 64,000 eggs. The main ingredient, of course, was more than 3,000 pounds of shelled pecans.

6 Since 1989, Okmulgee has claimed more pecan prizes. It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party. Its festival is famous throughout the state.

7 Kris Williams, who led the 2004 festival planning team, wants to keep it that way. "Our festival has long been one of the best in the state," he said. "We want to keep it one of the best."

GO ON ▶

8 To reach that goal, the planning team keeps adding to the festival. The festival now boasts more than the giant pie. Live music, arts and crafts booths, and a carnival are part of the annual event. There is surely something at the festival to satisfy everyone's craving!





"The Okmulgee Pecan Festival." Copyright © 2022 by Cognia, Inc.

9

A student is creating a paraphrase of paragraph 2. Drag two sentences into the appropriate boxes to complete the paraphrase.

To drag a sentence, click and hold the sentence, and then drag it to the desired space. To change a sentence, click and hold it, and then drag it back to the original location.

Generally, it is a peaceful town.

It is possible to get there in two hours.

In June, the Okmulgee Pecan Festival makes the city a popular place.

Many people enjoy eating pecans.

Okmulgee, located just off a major highway, is close to two large cities.

10 Why is the sentence "That is about as long as a school bus." included in paragraph 5?

A It helps readers visualize the size of the pecan pie.

B It explains how tourists travel to the festival.

C It shows how the finished pie was brought to the festival.

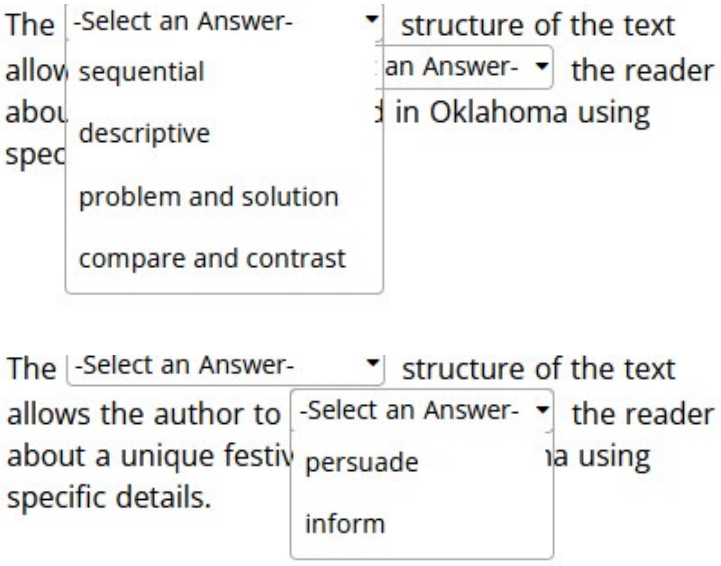
D It reminds readers that a school helped create the pie.

11

This question has 2 dropdown boxes. Select the words that tell about the organizational structure and complete the sentence.

To select each option, click the arrow and then click the answer. To choose a different answer, click the arrow again and click the new answer. Be sure to select an answer for all 2 dropdown options.

The {sequential/descriptive/problem and solution/compare and contrast} structure of the text allows the author to {persuade/inform} the reader about a unique festival held in Oklahoma using specific details.



12 What is the **main** idea of paragraphs 6 through 8?

A The Okmulgee Pecan Festival has been held since 1989 and owns world records for the largest pastries ever baked.

B The Okmulgee Pecan Festival appeals to a wide audience because there are many different activities.

C The Okmulgee Pecan Festival has a reputation for being an outstanding festival because of constant efforts by the planning teams.

D The Okmulgee Pecan Festival planning team meets every year to make sure the festival continues to be the best in the state.

13 Which fact from the passage **best** supports the argument that the Okmulgee Pecan Festival is one of the best in the state?

A The result is a fun time and full stomachs for everyone.

B Together the town and the school's culinary (cooking) department claimed a big victory.

C That's heavier than a full-grown African elephant!

D It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party.

14 Which sentence **best** supports the claim that making a huge pie requires special planning?

A Each June they bake the world's biggest pecan pie.

B In the early 1980s, Okmulgee held a friendly contest with a town in Georgia.

C The town invited people from the local campus of Oklahoma State University to help.

D There is surely something at the festival to satisfy everyone's craving!

15 Which detail would be the **least** important to include in a summary of this passage?

A Kris Williams led the planning team in 2004.

B Each year, thousands of tourists visit Okmulgee for the pecan festival.

C Since 1989, the pecan festival has claimed other prizes for Okmulgee.

D The Okmulgee Pecan Festival is held each year during the month of June.

16 In paragraph 7, Kris Williams states that, "Our festival has long been one of the best in the state." Explain what type of organized evidence the author could add to support that claim. Provide details from the passage to support your answer.

A student wrote a report on the famous performer Will Rogers. Read the first part of the report, think about what suggestions you would make, and then answer the question.

The Life of Will Rogers—Part 1

In the early 1920s, people needed something to make them smile. The events of World War I remained fresh in American minds, and many people had suffered through illness during a terrible flu epidemic. To make matters worse, people was worried about their jobs. Into this gloomy picture rode Will Rogers. Rogers did more than just make people smile; he made them laugh out loud. His charm and humor made him Americas' favorite cowboy.

William Penn Adair Rogers was born in Oklahoma in 1879. Rogers was not sure what kind of career he wanted. He decided not to make a decision right away. Instead, Rogers spent his early adult years traveling to different places and working different jobs. In 1902, he traveled to South Africa where he trained horses for the British Army. He also performed as a trick roper in "Texas Jack's Wild West Circus." He called himself the "Cherokee Kid" for this show.

"The Life of Will Rogers—Part 1." Copyright © 2022 by Cognia, Inc.

17 **How should the two sentences in lines 1 through 3 be rewritten to form a compound sentence?**

A The events of World War I remained fresh in American minds, many people had suffered through illness during a terrible flu epidemic.

B The events of World War I remained fresh in American minds or many people had suffered through illness during a terrible flu epidemic.

C The events of World War I remained fresh in American minds. And many people had suffered through illness during a terrible flu epidemic.

D No change

18 **What change, if any, should be made to the verb <u>was worried</u> in lines 3 and 4?**

A are worried

B am worried

C were worried

D no change

19 **What change, if any, should be made to <u>Americas'</u> in line 6?**

A Americas

B America's

C Americas's

D No change

20 **In the sentence in line 12, which word is a reflexive pronoun?**

A called

B himself

C the

D show

Read the next part of the report, think about what suggestions you would make, and then answer the question.

The Life of Will Rogers—Part 2

Rogers continued performing as a trick roper even after he returned to the United States. For nearly ten years, he traveled with the Wirth Brothers Circus. Then, in 1915, he received a lucky offer. Legendary showman Florenz Ziegfeld asked Rogers to appear in one of his stage shows. The show was called the Ziegfeld Follies. The appearance was supposed to last only one week, but Rogers was a big hit with the crowds. Ziegfeld asked him to stay with the show and he continued performing in the follies for several months.

Rogers did excellent rope tricks, but he was more popular for his humor than his roping. Rogers realized that performing in the follies was different from doing tricks for the circus. The circus traveled from town to town. Even when it played the same town for several days different people watched the shows. This meant Rogers could perform it over and over again.

"The Life of Will Rogers—Part 2." Copyright © 2022 by Cognia, Inc.

21 **What change, if any, should be made to the sentences in lines 18–19?**

A Ziegfeld asked him to stay. With the show, he continued performing in the follies for several months.

B Ziegfeld asked him to stay with the show, and he continued performing in the follies for several months.

C Ziegfeld asked him, to stay with the show, continue performing in the follies, and perform in the follies for several months.

D No change

22 **What change, if any, should be made to <u>days different</u> in line 23?**

A days, different

B days: different

C days; different

D no change

STOP

Blank

What is my student learning?

In sixth grade, the mathematical skills and understanding your child is developing will be key foundations for college and career readiness. These include working with ratios, rates, and the building blocks for algebra, variables, and expressions. Students will perform order of operations with integers. They will deepen their understanding of angles, quadrilaterals, and triangles. This information is a snapshot of learning in mathematics for Grade 6.

How can I help my student at home?

- Ask your child to look at the same item at the store in two different sizes and determine which size is a better buy for the money.
- Pick out four items for sale at a store and ask your child to calculate the mean (average) cost of the four items and how the mean changes if an item is removed.
- Show your child how fast you are driving and ask how long it will take to get home at that rate of speed if you are 20 miles away.
- Ask your child to calculate how much money they would save when given a sale with a percentage of savings. For example, ask your child, "If the shirt is 20% off and originally cost $40, how much will we pay?"

How can I help increase my student's math curiosity?

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Provide opportunities for your child to ask questions, be creative, discover answers, and explore their world.

Support your child's curiosity with questions like these:

- If you flew 720 miles in 90 minutes, how many miles did you fly per minute?
- What would happen if we didn't have the number zero?
- What shape can you think of that has 4 lines of symmetry? What shape has 1 line of symmetry?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

Questions to ask your Sixth Grade Math Student:

- *At the grocery store:* Which size of this item is the better deal?
- *At the store:* Would the mean, median, or mode give me the best estimate of what I would pay for each of these items? Why do you think so?
- *On the drive home:* If I'm going 50 mph and home is 20 miles away, how long is it going to take to get there?
- *Commenting on the weather:* By how many degrees did the temperature change in the last several hours/days/weeks/months?
- *At the fair:* If it costs $1.25 per ride, how many rides can I go on if I have $20 total?
- *At home:* Find the total area of our floors.

Mathematics Practice Questions

The OSTP Grade 6 Mathematics Assessment consists of selected-response (multiple-choice) questions and technology-enhanced items (TEIs) designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

URL: https://okpracticetest.cognia.org/student/login

Login credentials are not required for the Practice Test. Use the drop-down menu under "Select a Test" to select "OSTP Gr. 3-8 Math." Then click "Go."

Note: If login credentials are requested, clear your browser's cache and relaunch the Practice Test.

A student's performance on the sample items provided in the OSTP Practice Test platform and in this guide **does not** predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

Students in grade 6 will have access to a reference sheet and a basic calculator to use during the mathematics assessment. The reference sheet is available at oklahoma.onlinehelp.cognia.org/testing-materials-resources, and the calculator can be found at https://www.desmos.com/fourfunction. For the calculator policy, visit oklahoma.gov/education/services/assessments/assessment-materials2.html.

For more information about the Grade 6 Math Standards and/or Assessment, visit the Test and Item Specifications at oklahoma.gov/education/services/assessments/assessment-materials2.html.

Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

1 **A bag contains 12 yellow tiles and 12 blue tiles. A student will choose one tile from the bag without looking. Which word(s) describe the probability of choosing a blue tile from the bag?**

A likely

B certain

C impossible

D equally likely

2 **Which shape has no lines of symmetry?**

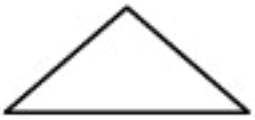
A



B



C



D



3 The table shows the total number of pictures Cal took by the end of each week.

Cal's Pictures

Week (w)	Total Number of Pictures
1	4
2	8
3	12
4	16

Based on this pattern, which expression can be used to find the total number of pictures Cal took by the end of w weeks?

A $2 \cdot w$

B $4 \cdot w$

C $w + 12$

D $4 \cdot w + 4$

4

Drag the integers into the spaces in order from least to greatest. To drag an integer, click and hold the integer, and then drag it to the desired space. To change an integer, click and hold it, and then drag it back to the desired space.

$\square < \square < \square < \square$

7 −8 0 −6

5 **A $4\frac{1}{2}$-pound bag of jellybeans is shared equally by 6 friends. What amount of jellybeans does each friend get?**

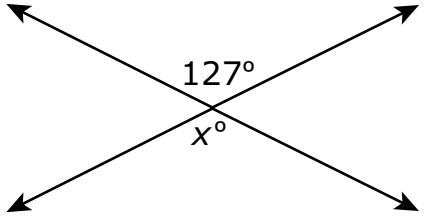
A $\frac{1}{2}$ pound

B $\frac{3}{4}$ pound

C $1\frac{1}{6}$ pounds

D $1\frac{1}{3}$ pounds

6 **Two lines intersect in the diagram shown below.**



What is the value of *x*?

A 37

B 53

C 127

D 217

7 **The temperature at a location was −12° Fahrenheit (°F). The table shows the changes in temperature over the next 4 hours.**

Changes in Temperature

Hour	Change in Temperature (°F)
1	4
2	−3
3	−5
4	3

What is the temperature at the end of the 4th hour?

A −13°F

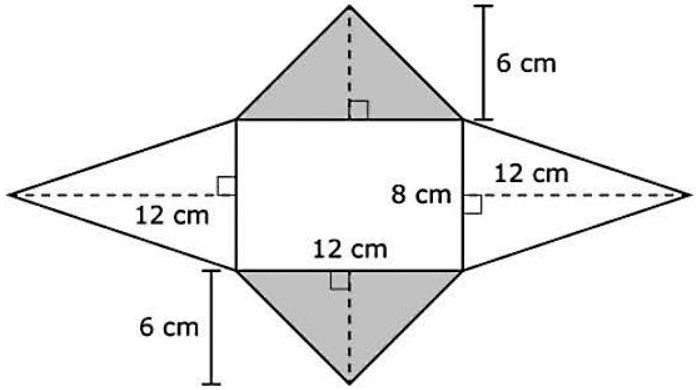
B −11°F

C 11°F

D 13°F

8

Antoine created the figure shown using four isosceles triangles and one rectangle.



Select the number for each measure to complete the sentences. To select a number, click the menu and then click the desired number. To choose a different number, click the menu and click the new number.

The area of each shaded triangle is -Select an Answer- square centimeters (cm^2).

- 9
- 18
- 36
- 72

The area of each unshaded triangle is -Select an Answer- square centimeters (cm^2).

- 20
- 40
- 48
- 96

The total area of the figure is -Select an Answer- square centimeters (cm^2).

- 40
- 48
- 96
- 180
- 264

9 In a survey of 292 students, about 9.9% have attended more than one play. Which is **closest** to the number of students in the survey who have attended more than one play?

A 3 students

B 10 students

C 20 students

D 30 students

10 **A centimeter is equal to 10 millimeters. If a cell phone is 5 centimeters wide, what is the width of the cell phone in millimeters?**

A 2 millimeters

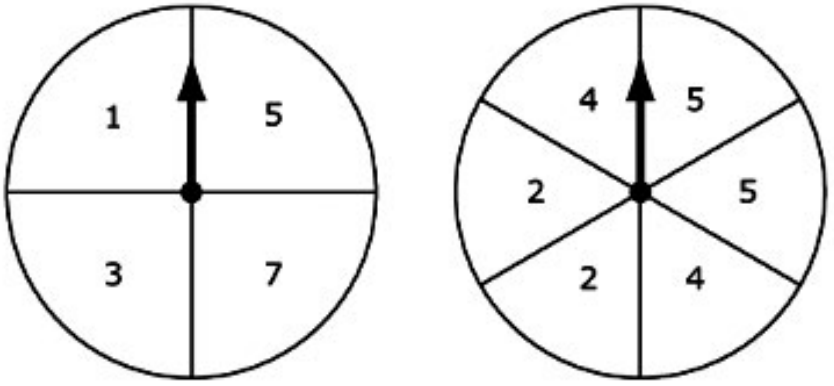
B 10 millimeters

C 20 millimeters

D 50 millimeters

11

Trevor spins the pointer on each of these spinners.



Select the **four** events (left spinner, right spinner) that are members of the sample space for Trevor's spins. To select an event, click the event. To deselect the event, click it again.

(2, 2)	(1, 3)	(odd number, even number)	(3, 4)
(7, 1)	(odd number, odd number)	(5, 5)	(even number, even number)

12 **Mr. Lopez bought several types of deli meat for a party. The amount, in pounds, of each type he bought is shown in the table.**

Deli Meats

Type	Amount (pounds)
ham	2.53
pastrami	0.44
turkey	3.61
roast beef	1.49
salami	1.92

Which is closest to the total amount of deli meat Mr. Lopez bought?

A 7 pounds

B 8 pounds

C 10 pounds

D 12 pounds

13

Match the expression in the left column to each equivalent expression in the right column. To connect expressions, click an expression in the left column and then an expression in the right column, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. Each expression in the left column matches to only one expression in the right column.

5(6 + 8)	40 + 48
48 + 30	8 + 30
(5 + 6) • 8	6(5 + 8)
5 + 48	40 + 30
6 • 5 + 8	5 + 6 • 8

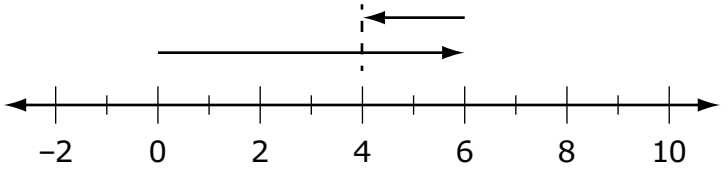
Use the information to answer the following questions.

Three expressions are shown.

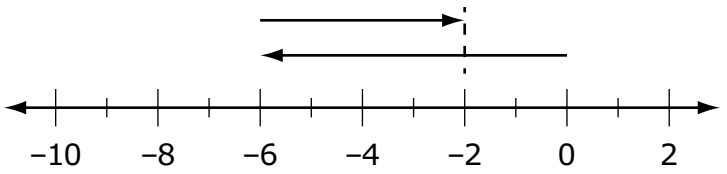
Expression 1	−6 + 4
Expression 2	1.5(9 − 7)
Expression 3	4.6 ÷ 2

14 **Which number line represents Expression 1?**

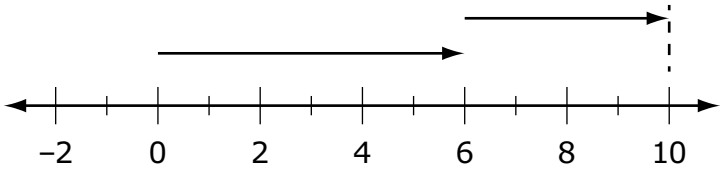
A



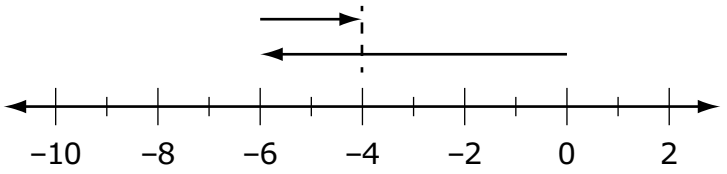
B



C



D



15 **What is the sum of Expression 2 and Expression 3?**

A 3.8

B 5.3

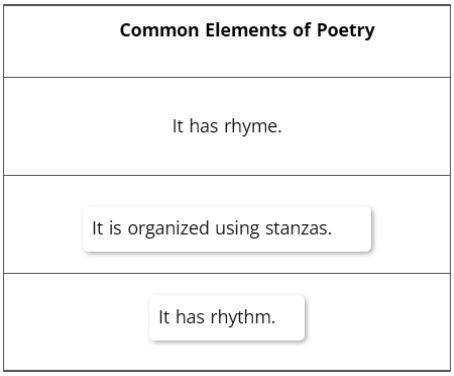
C 7.3

D 17.3

STOP

Blank

English Language Arts		
Number	**Reporting Category**	**Item Distractor Rationales**
1	Vocabulary	**A. Correct. The word "intercept" in this paragraph means to prevent or stop someone or something from continuing to a destination.** B. The word "intercept" in this paragraph does not mean to race. C. The word "intercept" in this paragraph does not mean to enter. D. The word "intercept" in this paragraph does not mean to change.
2	Critical Reading and Writing	A. This evidence might show that she was courageous to go up against her mother by cutting off her hair, but it does not show that she was a courageous leader. **B. Correct. A person who will go out on her own without any resources to help her and to establish her own fortress while being responsible for hundreds of others is an example of a courageous person.** C. This evidence does not demonstrate her courageous leadership abilities, just her business acuity. D. This does not show her courageous leadership abilities but does show a fulfillment of her lifelong dream.
3	Critical Reading and Writing	A. The passage does not detail a comparison of O'Malley to other pirates other than her station in life as a female, so this is not how the passage is structured overall. B. The passage does detail why O'Malley made the decision to set up her own pirate fortress, but this is not how the passage is structured overall. C. The passage does infer some problems that O'Malley faced because she was a female, but this is not how the passage is structured overall. **D. Correct. Since this is a biography about O'Malley's life, the selection is organized with dates and transition words to provide a sequential order about her life.**
4	Vocabulary	A. There is nothing being measured in paragraph 5. Further, the root word "ruly" is not related to measurement. It means "obedient" or "orderly." **B. Correct. The information in paragraph 5 states that Grace and her followers "set up a pirate fortress," and that they "...continu(ed) to pirate passing merchant ships." Pirates are not known for their obedient behavior.** C. Although "well behaved" fits in the poem, paragraph 5 does not suggest that the crew was "well behaved." D. Although "very friendly" fits in the poem, paragraph 5 does not suggest that the crew was "very friendly."
5	Research	A. The elements are in the wrong order, and the citation is missing the source of the poem. B. This choice is missing the author of the poem, and the elements are in the wrong order. C. This choice is missing the name of the publisher; further, the elements are in the wrong order. **D. Correct. This citation includes all of the elements in the correct order needed for the poem "Grace O'Malley."**

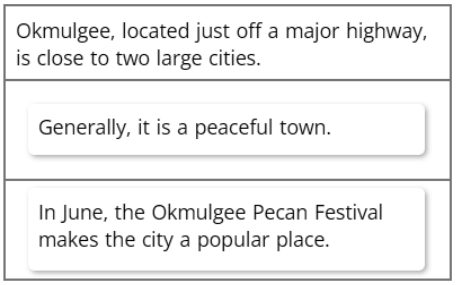
<table>
<tr><th colspan="3">English Language Arts</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>6</td><td>Reading and Writing Process</td><td>Correct Response:

</td></tr>
<tr><td>7</td><td>Research</td><td>A. Though O’Malley was Irish, a book about the Irish economy during the time she lived would not provide relevant information about O’Malley.
B. Correct. Since O’Malley was a female pirate, a book about women sailors would provide the most relevant information about O’Malley.
C. A book about English royalty would not provide information about O’Malley because she was not royalty; she just encountered royalty.
D. A book about ships would not provide relevant information about O’Malley.</td></tr>
</table>

<table>
<tr><th colspan="3">English Language Arts</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td rowspan="6">8</td><td rowspan="6">Critical Reading and Writing</td><td>
<table>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>The response fulfills the requirements of the task by explaining why Grace O'Malley felt the need to rebel and includes relevant details to support the response.</td></tr>
<tr><td>1</td><td>The response fulfills the requirements of the task by explaining or attempting to explain why Grace O'Malley felt the need to rebel, or the response provides incomplete or irrelevant evidence from the passage to support a valid explanation.</td></tr>
<tr><td>0</td><td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td></tr>
<tr><td>Blank</td><td>The response was left blank.</td></tr>
</table>
</td></tr>
<tr><td>Possible Response:
· Grace felt it was important to take direct actions against whoever or whatever she thought was being unfair.</td></tr>
<tr><td>Possible Evidence for Support:
She cut her hair off when her mother told her she could not go with her father because that was not ladylike behavior.
· "When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest." (paragraph 2)

She robbed the English merchant ships if they didn't pay a fee for safe passage because of the laws not allowing the Irish to transport goods at sea.
· "Whenever a merchant ship would pass by on its way to trade at the large port of Galway, Grace would sail out in one of her fastest galleys, intercept the ship, and demand that they pay a fee for safe passage. If they refused, she would signal her men to board the ship and take its cargo." (paragraph 4)

She went to a remote island and set up her own pirate business because of the laws ignoring women's rights to own property.
· "With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland." (paragraph 5)

When her sons and brothers were taken as prisoners to England, she went in person to ask the queen for their release.
· "Feisty as ever, Grace boldly set sail for England and visited the queen there, asking for their release." (paragraph 7)

Other responses are acceptable if supported by relevant details from the text.</td></tr>
<tr><td>Correct Response:</td></tr>
<tr><td>9</td><td>Reading and Writing Process</td><td>Correct Response:

</td></tr>
</table>

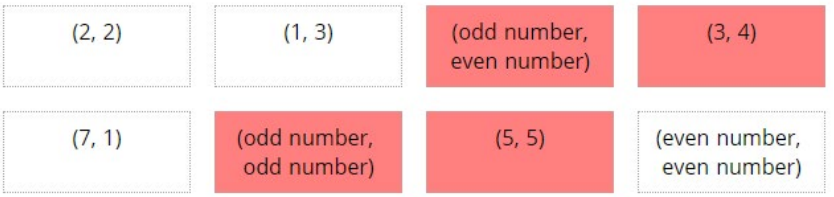
English Language Arts		
Number	**Reporting Category**	**Item Distractor Rationales**
10	Critical Reading and Writing	**A. Correct. Readers are familiar with the size and length of a school bus, so this comparison helps readers understand exactly how big the pie was.** B. There is no evidence in paragraph 5 that a school bus was used to transport tourists to the festival. C. The passage does not explain how the pie was brought to the festival. D. Although the passage mentions that a culinary school and Oklahoma State University students help bake the pie, the use of a school bus is not used to reinforce that idea. It serves as a description of the pie's size.
11	Critical Reading and Writing	**Correct Response:** The descriptive structure of the text allows the author to inform the reader about a unique festival held in Oklahoma using specific details.
12	Reading and Writing Process	A. This is a detail from only paragraph 6, not the main idea. B. This is a detail from only paragraph 8, not the main idea. **C. Correct. This statement provides the main idea of paragraphs 6–8 as they detail the festival's accomplishments and the commitment of the planning committee.** D. This is a detail only from paragraph 7, not the main idea.
13	Critical Reading and Writing	A. This is an opinion about what happens as a result of attending the festival. B. This detail does not support the argument that this festival is the best in the state, and the use of the word "big" to describe the victory is subjective. C. Although this detail describes the weight of the pie, it does not explain why the festival is one of the best in Oklahoma. **D. Correct. Winning world records supports that the festival must be one of the best in the state.**
14	Critical Reading and Writing	A. This sentence tells when the event takes place. It doesn't relate to the planning needed to make the pie. B. This details reveals information about a contest and doesn't provide information about the planning process. **C. Correct. This detail communicates that many people are needed to make such a large pie. It shows that in the planning, organizers prepared for that fact.** D. This sentence is an opinion about how enjoyable the festival is.
15	Reading and Writing Process	**A. Correct. Who led the team in 2004 is not an important detail to include in a summary about this festival and what makes it unusual.** B. This detail is important because it provides the reader with the enormity of the attendance at the festival. C. This detail is important because it provides the length of time that the festival has been receiving prizes. D. This detail is important because it provides the time of year the festival is available.

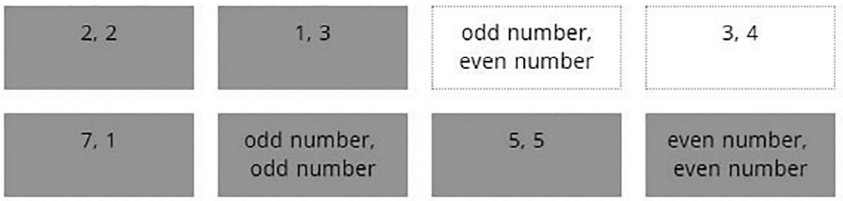
<table>
<tr><th colspan="4">English Language Arts</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th colspan="2">Item Distractor Rationales</th></tr>
<tr><td rowspan="6">16</td><td rowspan="6">Critical Reading and Writing</td><td>Score</td><td>Description</td></tr>
<tr><td>2</td><td>The response fulfills the requirements of the task by explaining evidence the author could add to support that claim and provides more than one detail from the passage to support the answer. The information provided is based on the text and is relevant to the task.</td></tr>
<tr><td>1</td><td>The response fulfills some requirements of the task, but some of the information may lack specificity or is not supported by the text.</td></tr>
<tr><td>0</td><td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td></tr>
<tr><td>Blank</td><td>The response was left blank.</td></tr>
<tr><td colspan="2">Possible responses include:
· A chart, graph, or data point showing how the number of attendees has increased over time.
· “Thousands of guests flock to the town.” (paragraph 1)
· A chart showing the types and numbers of awards the festival has been awarded.
· “Since 1989, Okmulgee has claimed more pecan prizes.” (paragraph 6)
· A list of specific musicians, arts and crafts booths, and carnival rides or attractions.
· “Live music, arts and crafts booths, and a carnival are part of the annual event.” (paragraph 8)
Other responses are acceptable if supported by relevant evidence.</td></tr>
<tr><td>17</td><td>Language</td><td colspan="2">A. By inserting a comma between these two sentences without including a coordinating conjunction, this becomes a comma splice, a type of run-on sentence, not a compound sentence.
B. By inserting the coordinating conjunction “or” between these two sentences, the meaning of the sentence changes and a compound sentence has not been formed.
C. Beginning the second sentence with the conjunction “And” makes the second sentence a clause that cannot stand by itself, and a compound sentence has not been formed.
D. Correct. The use of the coordinating conjunction “and” preceded by a comma correctly combines the two sentences into a compound sentence.</td></tr>
<tr><td>18</td><td>Language</td><td colspan="2">A. Because the subject “people” is plural and the sentence is in the past tense, the use of “are” is incorrect.
B. Because the subject “people” is plural and the sentence is in the past tense, the use of “am” is incorrect.
C. Correct. For correct subject and verb agreement, the auxiliary “were” is the correct form to use with the past tense verb “worried” to agree with the plural subject “people.”
D. Because the subject “people” is plural and the sentence is in the past tense, the use of “was” is incorrect.</td></tr>
</table>

English Language Arts		
Number	**Reporting Category**	**Item Distractor Rationales**
19	Language	A. This form is incorrect because the proper singular noun “America” needs to be possessive and requires an apostrophe before the “s.” **B. Correct. The proper singular noun “America” needs to be possessive and requires an apostrophe before the “s.”** C. This form is incorrect because the proper singular noun “America” needs to be possessive and requires an apostrophe before the “s,” not an additional “s.” D. This would be correct if the proper noun was plural, but it is singular, so the apostrophe and “s” must come after “America.”
20	Language	A. “Called” is a past tense verb. **B. Correct. “Himself” is a reflexive pronoun.** C. “The” is an article. D. As it is used in this sentence, “show” is a noun.
21	Language	A. The prepositional phrase “with the show” has been separated from the phrase “to stay,” which it modifies. **B. Correct. Two independent clauses can be joined by a comma and a coordinating conjunction.** C. The comma between “him” and “to stay with the show” is incorrect, and the phrase “continue performing in the follies” is redundant. D. A comma should always be used when two independent clauses are joined by a coordinating conjunction.
22	Language	**A. Correct. Because this is a complex sentence, a comma is the correct punctuation for separating the introductory dependent clause from the independent clause.** B. Because this is a complex sentence with the dependent clause appearing first, a comma is needed, not a colon. C. Because this is a complex sentence with the dependent clause appearing first, a comma is needed, not a semicolon. D. Because this is a complex sentence with the dependent clause appearing first, a comma is needed to separate the two clauses to avoid a run-on sentence.

Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
1	Data & Probability	A. The student confused likely and equally likely. B. The student did not know what certain meant. C. The student did not know what impossible meant. **D. Correct. The student demonstrated an ability to represent the outcome of an event using a probability continuum from impossible to certain.**
2	Geometry & Measurement	**A. Correct. The student demonstrated an ability to identify lines of symmetry in two-dimensional shapes.** B. Balance distractor C. The student saw that there is no horizontal line of symmetry. D. The student thought that only polygons can have lines of symmetry.
3	Algebraic Reasoning & Algebra	A. The student saw that the total number of pictures doubled from week 1 to week 2. **B. Correct. The student demonstrated an ability to represent the relationship between two varying positive quantities with a rule.** C. The student added the values from week 1 and week 2 to get 12. D. The student thought you had to add the 4 from week 1.
4	Number & Operations	**Sample Distractor Rationales:** **Correct** $-8 < -6 < 0 < 7$ **Incorrect** $0 < -6 < 7 < -8$ The student ignored the negative signs. $-6 < -8 < 0 < 7$ The student knew that the negative numbers were smaller but didn't know how to order –6 and –8.
5	Number & Operations	A. The student chose a denominator of 2 because the original mixed number had a denominator of 2. **B. Correct. The student demonstrated an ability to divide a mixed number by a whole number.** C. The student chose a denominator of 6 because the jellybeans will be shared equally by 6 friends. D. Balance distractor
6	Geometry & Measurement	A. The student computed $180 - 127 = 53$ and then $90 - 53 = 37$. B. The student thought the two angles were supplementary. **C. Correct. The student demonstrated an ability to use the relationships between angles formed by intersecting lines to identify an angle measure.** D. The student thought the difference of the two angles must be 90.
7	Number & Operations	**A. Correct. The student demonstrated an ability to add and subtract integers.** B. Balance distractor C. The student missed the negative on –12. D. The student computed $-12 + 4 - 3 - 5 + 3 = -13$, but then forgot the negative sign for the answer.

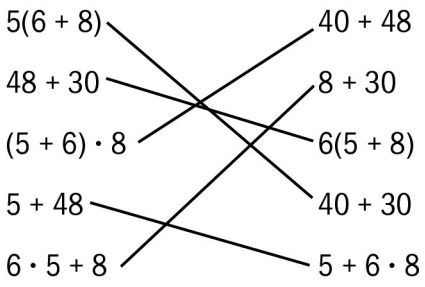
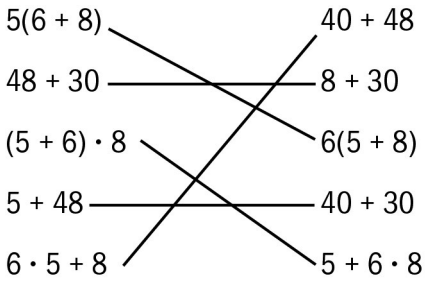
Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
8	Geometry & Measurement	**Sample Distractor Rationales:** **Correct** The area of each shaded triangle is 36 square centimeters (cm^2). The area of each unshaded triangle is 48 square centimeters (cm^2). The total area of the figure is 264 square centimeters (cm^2). **Incorrect** The area of each shaded triangle is 72 square centimeters (cm^2). The student used $A = B \times h$ for the area of a triangle. The area of each unshaded triangle is 96 square centimeters (cm^2). The student used $A = B \times h$ for the area of a triangle. The total area of the figure is 264 square centimeters (cm^2). The student used $A = B \times h$ for the area of a triangle and then only found the area of the rectangle and two triangles. The area of each shaded triangle is 18 square centimeters (cm^2). The student found the area of half of the triangle because the triangle is divided by a dashed line. The area of each unshaded triangle is 24 square centimeters (cm^2). The student found the area of half of the triangle because the triangle is divided by a dashed line. The total area of the figure is 80 square centimeters (cm^2). The student found the area of half of the triangles because the triangles are divided by dashed lines.
9	Number & Operations	A. The student confused 10% and 1%. B. The student thought 10% was the same as 10 students. C. The student rounded 292 to 200. **D. Correct. The student demonstrated an ability to apply the relationship between ratios and percents to solve a problem.**
10	Geometry & Measurement	A. The student computed 10 ÷ 5. B. The student thought millimeters and centimeters are the same size or chose the conversion factor. C. The student computed 10 × 2. **D. Correct. The student demonstrated an ability to solve a real-world problem that requires the conversion from centimeters to millimeters.**

<table>
<tr><th colspan="3">Mathematics</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>11</td><td>Data & Probability</td><td>
Sample Distractor Rationales:
Correct


Incorrect


The student chose all events that are possible with two spins on the same spinner.


The student chose all events that are possible with two individual spins of either spinner.
</td></tr>
<tr><td>12</td><td>Number & Operations</td><td>
A. The student ignored the decimals and added the numbers in the ones places only.
B. The student ignored the decimals and added the numbers in the ones places only and then added 1 more to account for the decimals.
C. Correct. The student demonstrated an ability to estimate the solution to an addition of integers problem.
D. The student rounded each amount up to the next whole number and then added.
</td></tr>
</table>

Mathematics		
Number	**Reporting Category**	**Item Distractor Rationales**
13	Algebraic Reasoning & Algebra	**Sample Distractor Rationales:** **Correct**  **Incorrect**  The student did not know how to apply the distributive property.
14	Number & Operations	A. The student confused −6 + 4 and 6 − 2. **B. Correct. The student demonstrated an ability to illustrate an addition of integers expression on a number line.** C. The student confused −6 + 4 and 6 + 4. D. The student confused −6 + 4 and −6 + 2.
15	Algebraic Reasoning & Algebra	A. The student computed 1.5 + 2.3, ignoring the (9 − 7). **B. Correct. The student demonstrated an ability to evaluate an expression applying the order of operations.** C. The student made a calculation error. D. The student made a calculation error.

Blank

ANSWER SHEET

USE NO.2 PENCIL ONLY

ENGLISH LANGUAGE ARTS

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	11	TEI				21	Ⓐ	Ⓑ	Ⓒ	Ⓓ					
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	22	Ⓐ	Ⓑ	Ⓒ	Ⓓ					
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	13	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	14	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	15	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
6	TEI				16	CR													
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	17	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
8	CR				18	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
9	TEI				19	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	20	Ⓐ	Ⓑ	Ⓒ	Ⓓ										



MATHEMATICS

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	11	TEI													
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	12	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	13	TEI													
4	TEI				14	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	15	Ⓐ	Ⓑ	Ⓒ	Ⓓ										
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ															
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ															
8	TEI																		
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ															
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ															





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