Partnering With Families to Interpret State Test Scores and Support Student Growth

Considerations for School Leaders

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Outcomes

- Understand the purpose of state assessments in a typical year and during a pandemic
- Identify interpretation considerations of student assessment scores from the spring 2021 administration
- Examine individual student reports and the OSTP Parent Portal
- Utilize other OSDE resources to assist with addressing unfinished learning
- Connect OSDE tools and resources to support next steps

Assessment reporting timeline

September 23rd

- School- and district-level **assessment data** available in the Accountability Reporting application and OSTP Data Portal
- **Administrator toolkit and Webinar**

September 28th

- **Teacher toolkit and webinar** to support local analysis of performance data in the OSTP Data Portal

September 30th

- **Participation rates**, **enrollment** trends, and **performance data** published on the Oklahoma Data Matrix

October 5th

- **Partnering with Families toolkit** to support schools as they work with families to interpret their student's assessment scores

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Where families have access to state summative assessment information

Parent Portal

Available for families with students in grades 3-8 and 11

Communicates SY 2020-2021 OSTP/CCRA performance data (performance level, performance index scale score, reporting category performance) suggestions for use and links to resources.

Accessed through a secure portal that requires a username and password. One account for family.

Individual Student Report

Available for students in grades 3-8 that took a state summative assessment through the Oklahoma State Testing Program (OSTP) in SY 2020-2021.

Communicates performance data (performance level, performance index score, reporting category performance), suggestions for use and links to resources.

Arriving in early November to District Office

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What is the purpose of state summative assessments?

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Questions to Consider

What do summative assessments typically tell us?

What do summative assessments tell us this year?

What do summative assessments tell us about unfinished learning?

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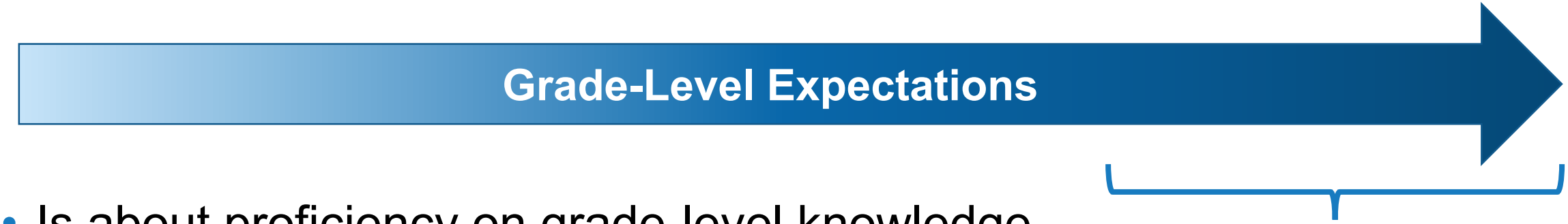
Summative Assessment in a Typical Year



- Is about proficiency on grade-level knowledge
- Is a single snapshot and does not tell the whole story
- Should be used in conjunction with district and classroom assessments to monitor progress and overall achievement

How far am I from end-of-year expectations?

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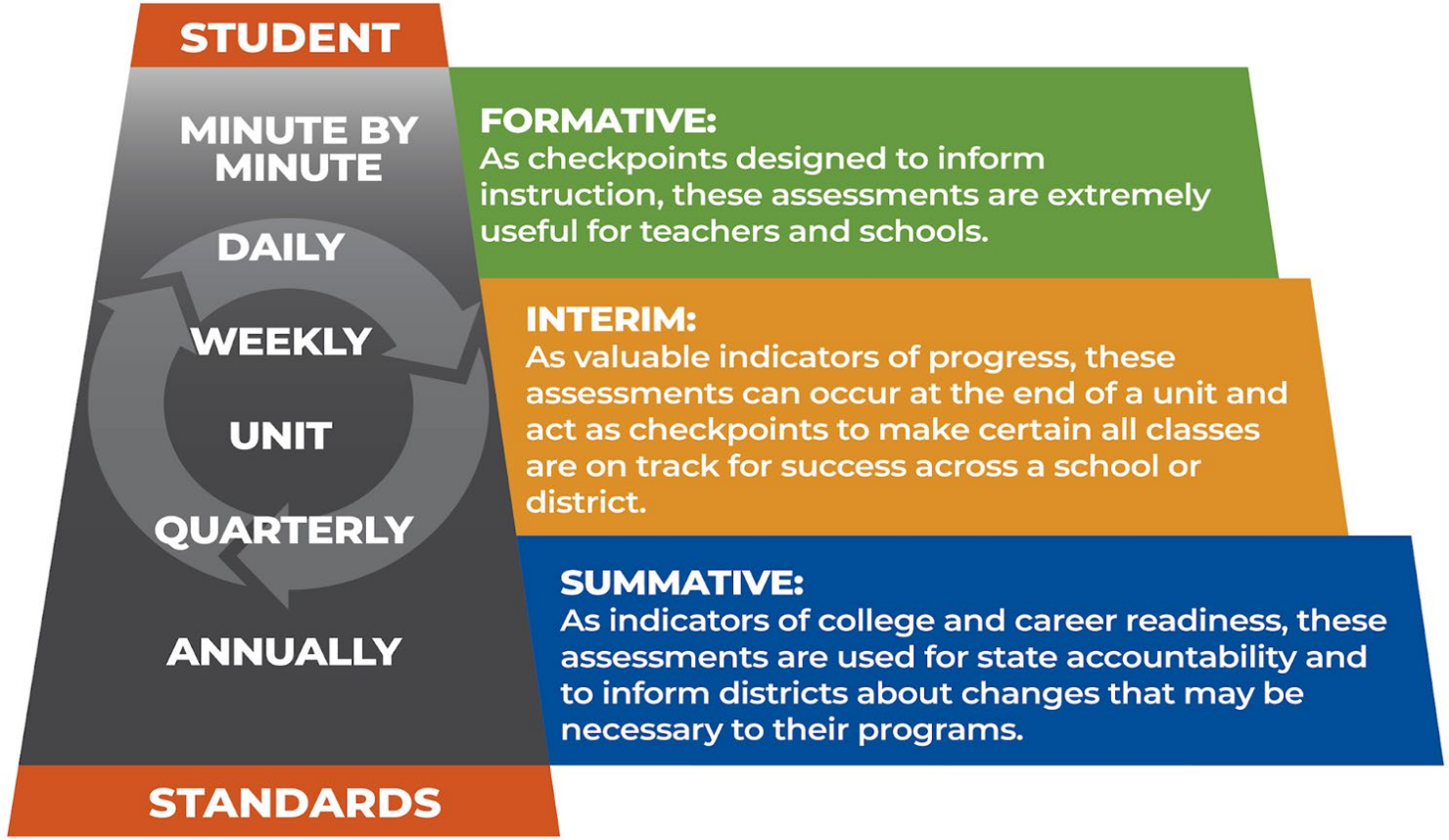
Summative Assessment in a Typical Year

Grade-Level Expectations



How far am I from end-of-year expectations?

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Summative Assessment This Year

- Is still a sound comparison to grade-level expectations
- Tells us the what about student performance
- Does not tell us the “why” about student performance
- Helps us understand system-level supports that are necessary to help teachers and students

How much further am I from end-of-year expectations?

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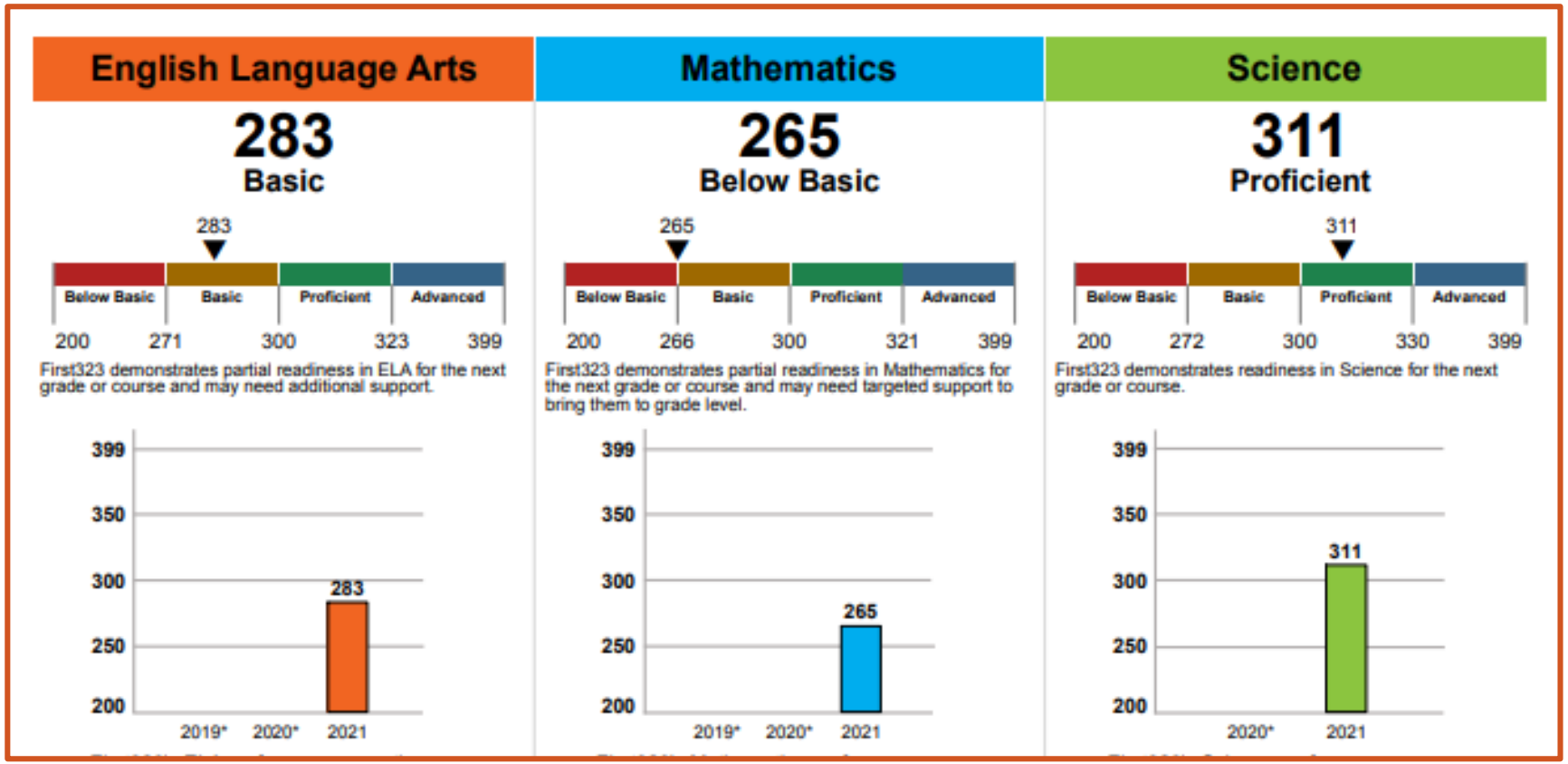
Addressing unfinished learning

To accelerate students' progress, system leaders and educators need to **identify areas of unfinished learning**, then specify when and how this learning can be accelerated. Schools and systems will need to focus their time and energy by knowing where they stand against the following goals and then managing towards them:

- ❑ All students and families have the resources they need to meaningfully engage in school whether in-person or not
- ❑ All students feel like they belong in their school experience
- ❑ All students and families are treated as authentic partners
- ❑ All students have access to grade-appropriate assignments focused on priority content
- ❑ All students have access to strong instruction that addresses any gaps in prior learning they have within the context of grade-appropriate assignments focused on priority content

Source: Learning Acceleration Guide

Student reports: where a student was at the end of SY 2020-2021



English Language Arts

283
Basic

283

Below Basic	Basic	Proficient	Advanced
200	271	300	323	399

First323 demonstrates partial readiness in ELA for the next grade or course and may need additional support.

Mathematics

265
Below Basic

265

Below Basic	Basic	Proficient	Advanced
200	266	300	321	399

First323 demonstrates partial readiness in Mathematics for the next grade or course and may need targeted support to bring them to grade level.

Science

311
Proficient

311

Below Basic	Basic	Proficient	Advanced
200	272	300	330	399

First323 demonstrates readiness in Science for the next grade or course.

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How can we utilize OSTP data to address unfinished learning?

What OSTP Scores Relate

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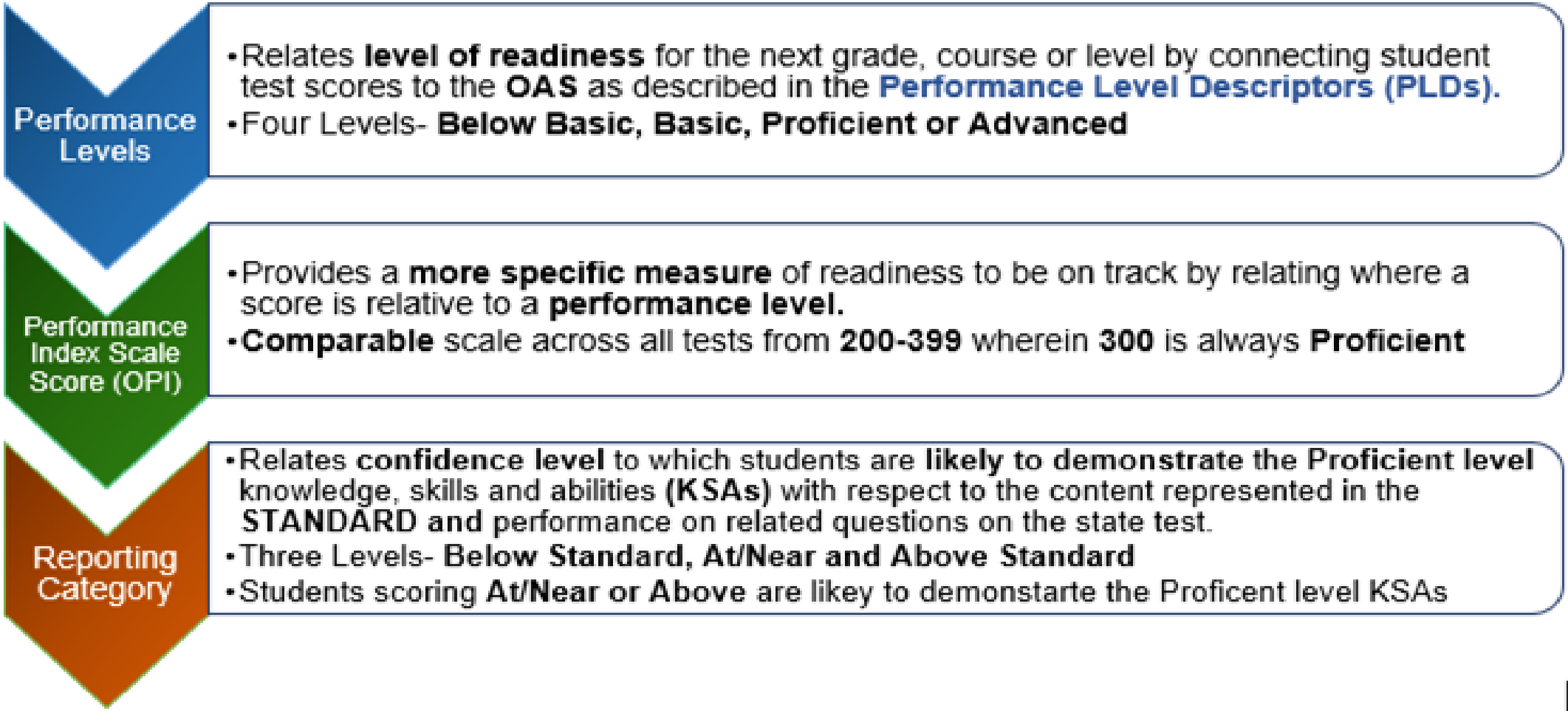
Role of state summative assessments

In any year, a single test score does not provide a complete measure of student achievement. Summative assessments

- provide stakeholders with snapshots of student readiness in mathematics, English language arts, and science;
- help to illustrate how well students did when compared to *end-of-year expectations*; and
- when connected to local data, help school leaders identify areas of need, inequities to access, and improvements to celebrate.

OSTP performance data



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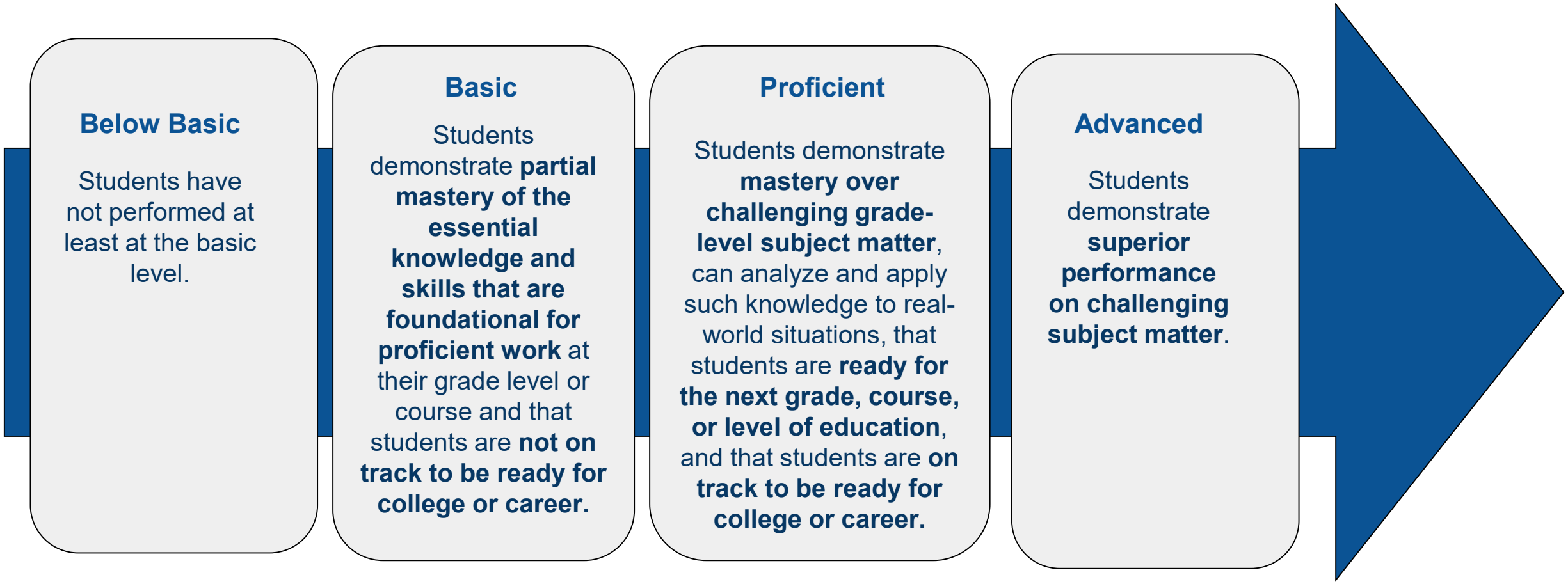
Performance Levels communicate readiness along a continuum



Source- [Senate Bill 1197]

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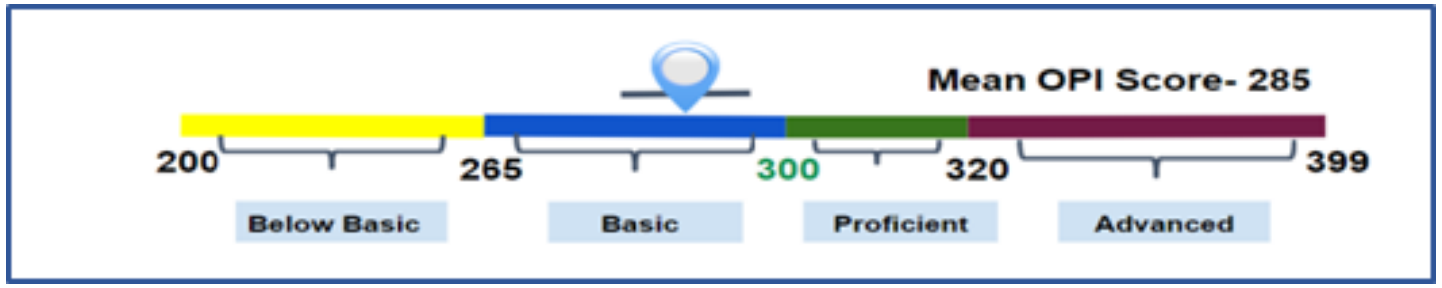
Oklahoma Performance Index (OPI) scale scores range from 200-399

- Oklahoma Performance Index (OPI) Scale Scores supplement performance-level data by pinpointing where a score is relative to the performance level.
- Performance Index scale scores are obtained by converting raw scores onto a common scale and accounting for differences in difficulty across different assessment form to allow for consistency in score interpretation.
- Because of this, **Performance Index Scale Scores** allow for numerical comparisons between groups of test takers taking the same test.



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OPI scale scores pinpoint performance within a level

Grade 5 ELA	Spring	200 – 270	Below Basic
		271 – 299	Basic
		300 – 322	Proficient
		323 – 399	Advanced
Grade 5 Math	Spring	200 – 265	Below Basic
		266 – 299	Basic
		300 – 320	Proficient
		321 – 399	Advanced
Grade 5 Science	Spring	200 – 271	Below Basic
		272 – 299	Basic
		300 – 329	Proficient
		330 – 399	Advanced

Grade 3-8 OSTP Performance Level Lookup Table

Grade 11: ACT/SAT OPI Conversion

A student's OPI is one measure that provides a snapshot of how well a student was meeting end-of-year expectations.

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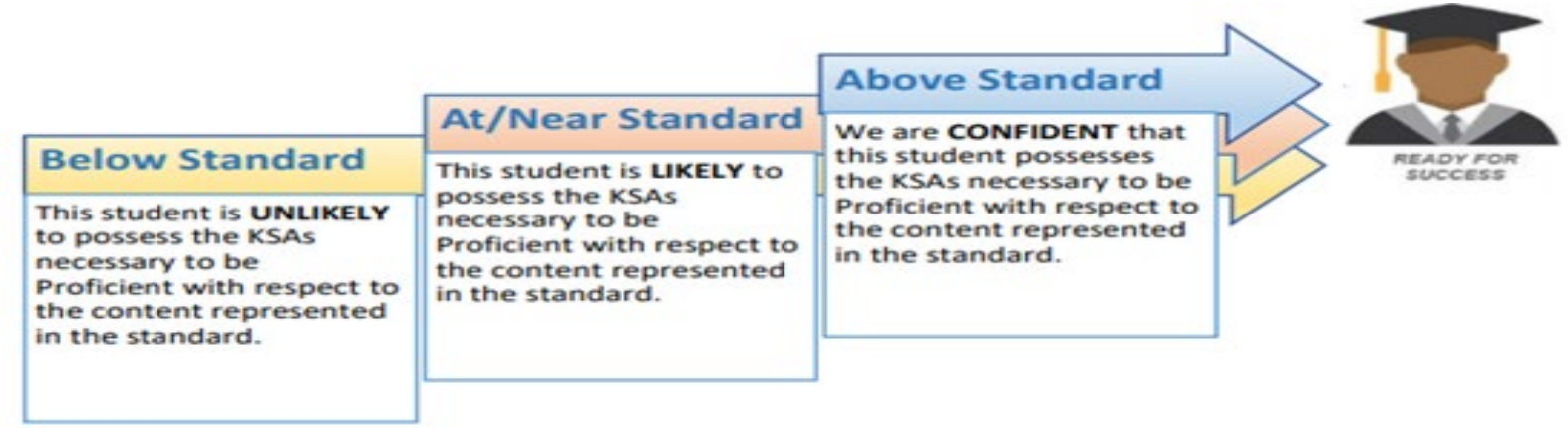
Reporting category data: What unfinished learning may need to be addressed?

Reporting Category Performance data provide an additional piece of evidence that when connected with local assessment data can identify where students are meeting end-of-year expectations and where they may have gaps.

Reporting category performance is reported with an indicator that communicates a confidence level of a student's likelihood of being able to demonstrate the proficient level ***Knowledge, Skills, and Abilities (KSAs***) found in the Performance Level Descriptor (PLD) and assessed through at least six questions



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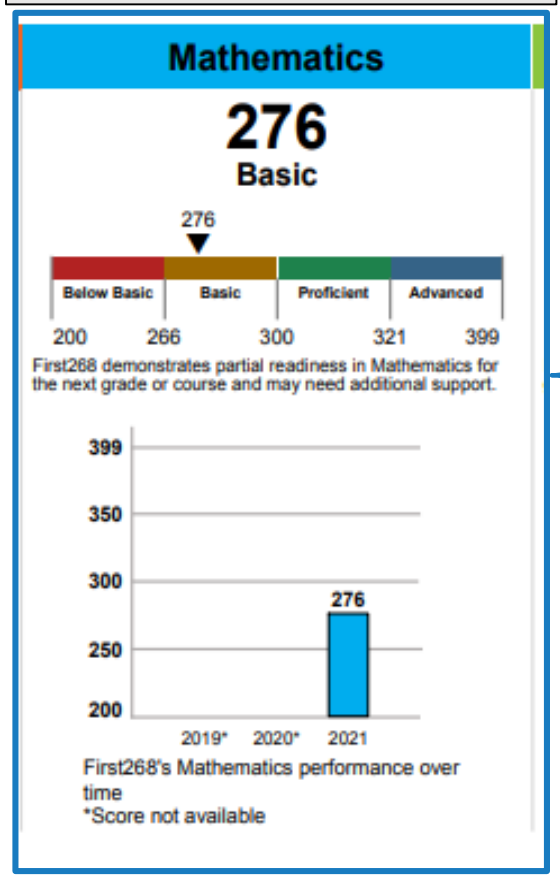
Reporting categories by subject

English Language Arts	Mathematics	Science
• Reading/Writing Process • Critical Reading and Writing • Language • Vocabulary • Research	• Number and Operations • Algebraic Reasoning • Geometry and Measurement • Data and Probability	• Life Science • Physical Science • Earth and Space Science

Reporting categories can signal gaps

Performance Level, OPI



Reporting Category Performance

Points Earned / Points Possible	Ways to Support First268
11 / 23	**Number & Operations ▶ Below Standard** ■ Ask your student to create math problems using whole numbers focusing on multiplication and division or adding and subtracting fractions with different denominators. (For example, Lee walks ½ a mile to school; Oscar walks 1/10 of a mile to school. How much farther does Lee walk than Oscar?)
3 / 9	**Algebraic Reasoning ▶ Below Standard** ■ Using graph paper, have your student create a graph and practice plotting coordinates using ordered pairs such as (4, 6) and (3, 5). ■ Have your student solve real-world math word problems with missing numbers such as 3x + 2= 17 (x = 5).
8 / 12	**Geometry & Measurement ▶ At/Near Standard** ■ Challenge your student to find, draw, compare, and describe three-dimensional shapes they notice (for example, number of edges, number of faces, number of vertices, number and type of angles, etc.). ■ Encourage your student to measure and compare the volume of different three-dimensional figures (such as the volume of their favorite cereal box vs. a tissue box).
3 / 6	**Data & Probability ▶ Below Standard** ■ Have your student collect data on the different types of the same object in your house, such as the number of different types of shoes in their environment (for example, tennis shoes, dress shoes, house shoes, etc.). Using that data have your student find the mean, median and mode.

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

How does this student's local assessment data compare?

What other information about this student's learning experiences can we connect (i.e., attendance, enrollment, mode of learning)?

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What does the Individual Student Report (ISR) relate?

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Designing the report: What families wanted

Timely
- Parent portal (May) preliminary report
- Printed report (final report)

Focus
- Start with and weave in the Why
- Support student growth
- Invite users at different levels

Student Centered
- Holistic: at-a glance information
- Actionable information to support student growth

Interaction
- Conversation starter
- Connecting resources

Clarity
- Simple language
- Clear, consistent visuals
- Concise and connected data story

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Considerations for the Family/Student Report from the Focus Group

Holistic view of student

- Provide families with a single report that displays all relevant testing information

Structure follows engagement

- Front highlights the most important information
- Inside gives more detail about student performance
- Back provides information about using the report and additional resources

Individual student report components

Front Page Components

- Information about the report
- Holistic information about the student
- Overall performance
- Testing history

Inside Components

- Overall performance claim (PLD- bulleted)
- Performance by Category- quantitative and actionable qualitative information
- Comparison data
- Lexile and Quantile Scores

Back Page Components

- Meeting with student's teacher
- OSDE Resources
- Glossary
- Contact Information

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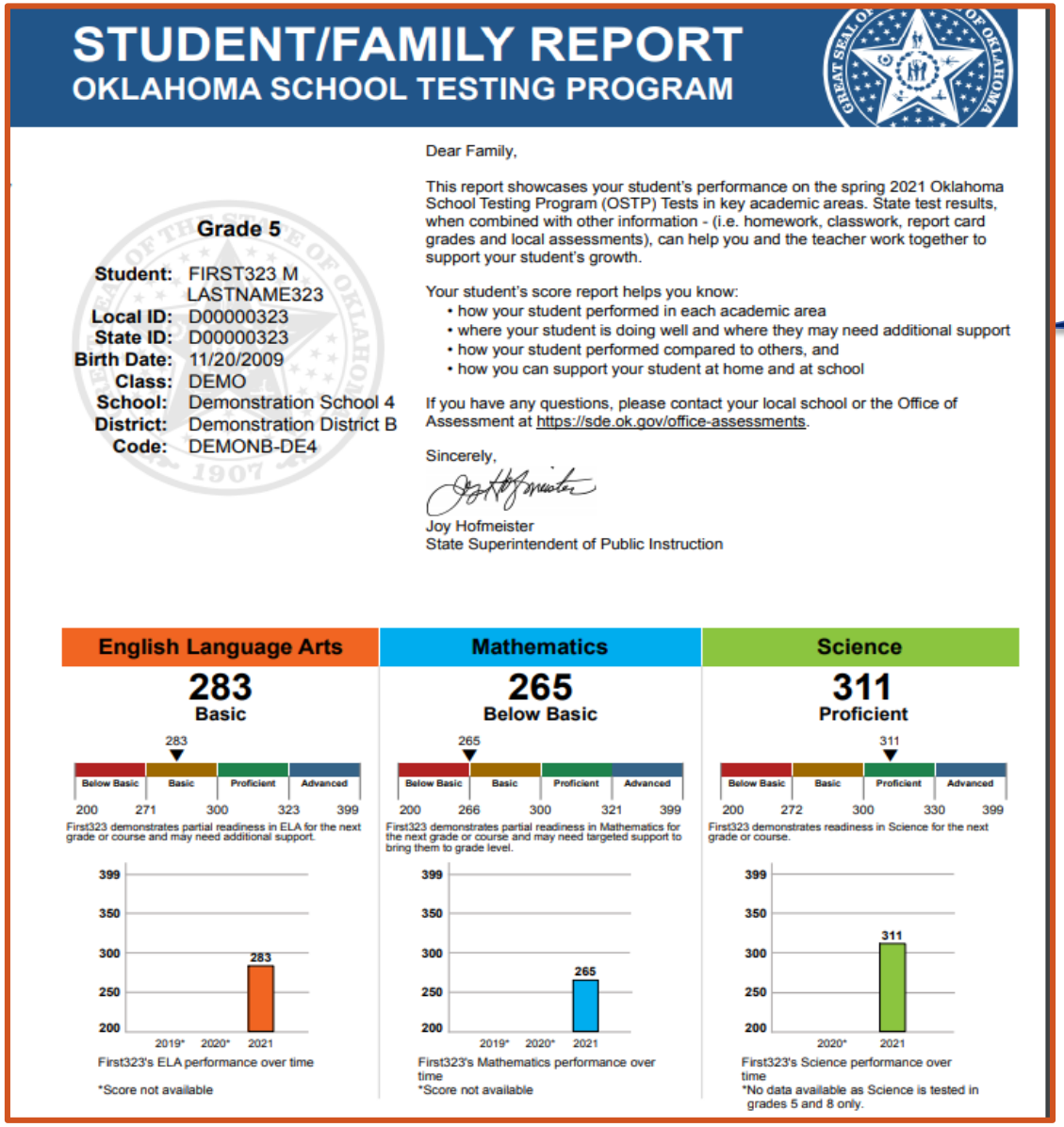
Front Page



STUDENT/FAMILY REPORT
OKLAHOMA SCHOOL TESTING PROGRAM

Grade 5

Student: FIRST323 M LASTNAME323
Local ID: D00000323
State ID: D00000323
Birth Date: 11/20/2009
Class: DEMO
School: Demonstration School 4
District: Demonstration District B
Code: DEMONB-DE4

Dear Family,

This report showcases your student's performance on the spring 2021 Oklahoma School Testing Program (OSTP) Tests in key academic areas. State test results, when combined with other information - (i.e. homework, classwork, report card grades and local assessments), can help you and the teacher work together to support your student's growth.

Your student's score report helps you know:
- how your student performed in each academic area
- where your student is doing well and where they may need additional support
- how your student performed compared to others, and
- how you can support your student at home and at school

If you have any questions, please contact your local school or the Office of Assessment at https://sde.ok.gov/office-assessments.

Sincerely,

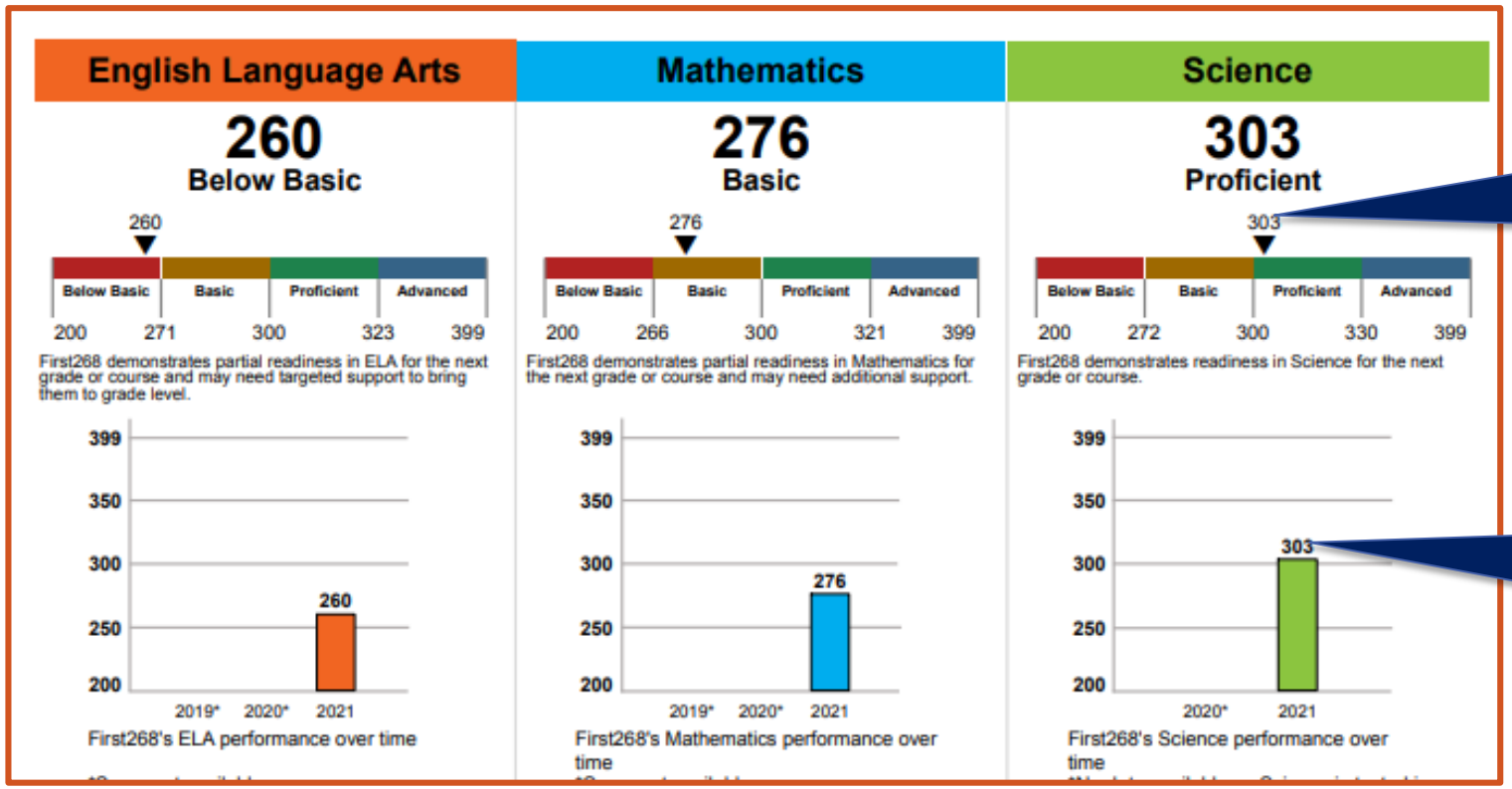
Joy Hofmeister
State Superintendent of Public Instruction

English Language Arts	Mathematics	Science
283 Basic	**265** Below Basic	**311** Proficient
First323 demonstrates partial readiness in ELA for the next grade or course and may need additional support.	First323 demonstrates partial readiness in Mathematics for the next grade or course and may need targeted support to bring them to grade level.	First323 demonstrates readiness in Science for the next grade or course.
First323's ELA performance over time	First323's Mathematics performance over time	First323's Science performance over time
*Score not available	*Score not available	*No data available as Science is tested in grades 5 and 8 only.

Information about the report

Holistic view of student performance

Where is the student scoring?



Where a student's score falls within a performance level

Where a student's score falls within the range of scores

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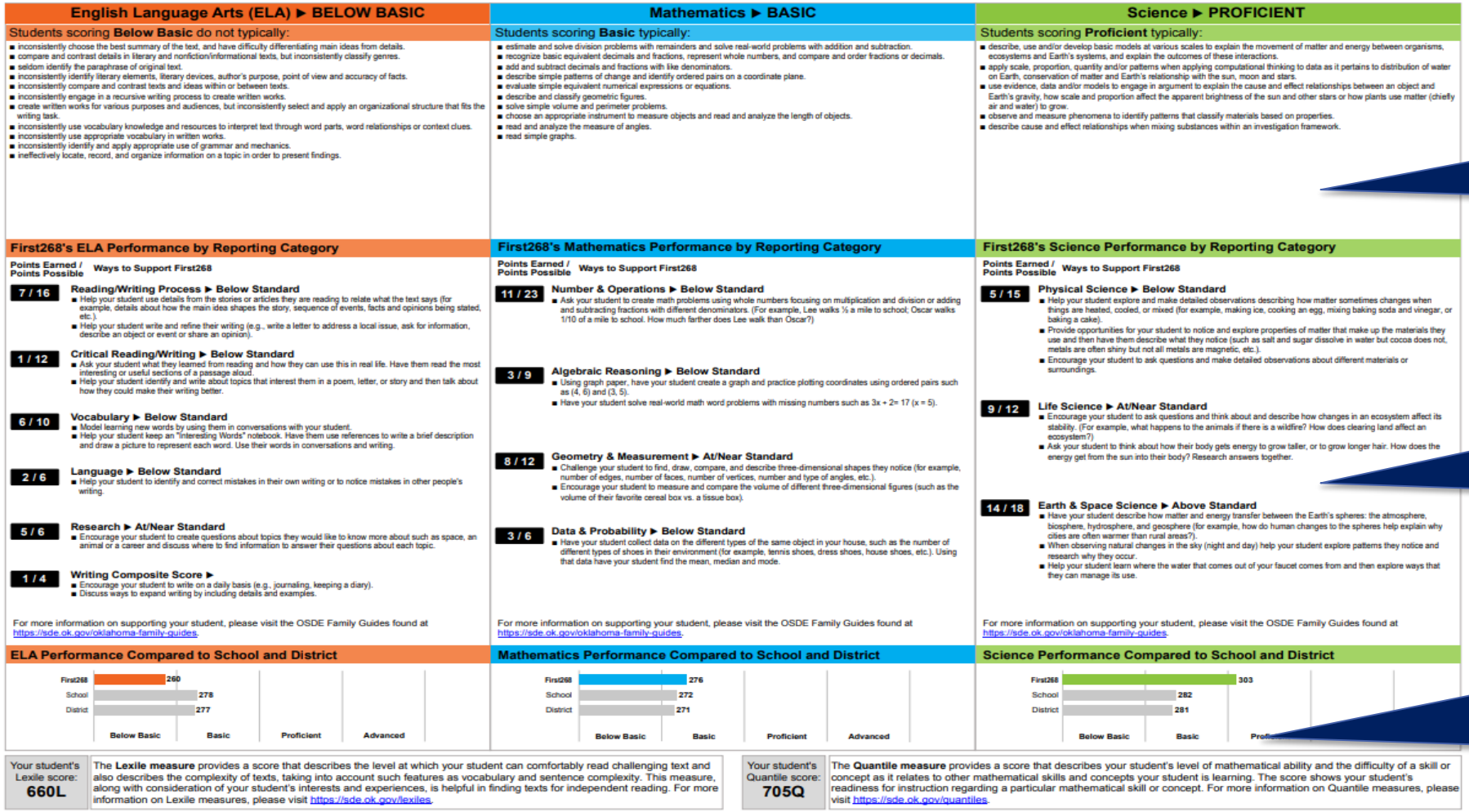
Inside pages



English Language Arts (ELA) ▶ BELOW BASIC

Students scoring **Below Basic** do not typically:

- inconsistently choose the best summary of the text, and have difficulty differentiating main ideas from details.
- compare and contrast details in literary and nonfiction/informational texts, but inconsistently classify genres.
- seldom identify the paraphrase of original text.
- inconsistently identify literary elements, literary devices, author's purpose, point of view and accuracy of facts.
- inconsistently compare and contrast texts and ideas within or between texts.
- inconsistently engage in a recursive writing process to create written works.
- create written works for various purposes and audiences, but inconsistently select and apply an organizational structure that fits the writing task.
- inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships or context clues.
- inconsistently use appropriate vocabulary in written works.
- inconsistently identify and apply appropriate use of grammar and mechanics.
- ineffectively locate, record, and organize information on a topic in order to present findings.

Mathematics ▶ BASIC

Students scoring **Basic** typically:

- estimate and solve division problems with remainders and solve real-world problems with addition and subtraction.
- recognize basic equivalent decimals and fractions, represent whole numbers, and compare and order fractions or decimals.
- add and subtract decimals and fractions with like denominators.
- describe simple patterns of change and identify ordered pairs on a coordinate plane.
- evaluate simple equivalent numerical expressions or equations.
- describe and classify geometric figures.
- solve simple volume and perimeter problems.
- choose an appropriate instrument to measure objects and read and analyze the length of objects.
- read and analyze the measure of angles.
- read simple graphs.

Science ▶ PROFICIENT

Students scoring **Proficient** typically:

- describe, use and/or develop basic models at various scales to explain the movement of matter and energy between organisms, ecosystems and Earth's systems, and explain the outcomes of these interactions.
- apply scale, proportion, quantity and/or patterns when applying computational thinking to data as it pertains to distribution of water on Earth, conservation of matter and Earth's relationship with the sun, moon and stars.
- use evidence, data and/or models to engage in argument to explain the cause and effect relationships between an object and Earth's gravity, how scale and proportion affect the apparent brightness of the sun and other stars or how plants use matter (chiefly air and water) to grow.
- observe and measure phenomena to identify patterns that classify materials based on properties.
- describe cause and effect relationships when mixing substances within an investigation framework.

First268's ELA Performance by Reporting Category

Points Earned / Points Possible	Ways to Support First268
7 / 16	**Reading/Writing Process ▶ Below Standard** ■ Help your student use details from the stories or articles they are reading to relate what the text says (for example, details about how the main idea shapes the story, sequence of events, facts and opinions being stated, etc.). ■ Help your student write and refine their writing (e.g., write a letter to address a local issue, ask for information, describe an object or event or share an opinion).
1 / 12	**Critical Reading/Writing ▶ Below Standard** ■ Ask your student what they learned from reading and how they can use this in real life. Have them read the most interesting or useful sections of a passage aloud. ■ Help your student identify and write about topics that interest them in a poem, letter, or story and then talk about how they could make their writing better.
6 / 10	**Vocabulary ▶ Below Standard** ■ Model learning new words by using them in conversations with your student. ■ Help your student keep an "Interesting Words" notebook. Have them use references to write a brief description and draw a picture to represent each word. Use their words in conversations and writing.
2 / 6	**Language ▶ Below Standard** ■ Help your student to identify and correct mistakes in their own writing or to notice mistakes in other people's writing.
5 / 6	**Research ▶ At/Near Standard** ■ Encourage your student to create questions about topics they would like to know more about such as space, an animal or a career and discuss where to find information to answer their questions about each topic.
1 / 4	**Writing Composite Score ▶** ■ Encourage your student to write on a daily basis (e.g., journaling, keeping a diary). ■ Discuss ways to expand writing by including details and examples.

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

First268's Mathematics Performance by Reporting Category

Points Earned / Points Possible	Ways to Support First268
11 / 23	**Number & Operations ▶ Below Standard** ■ Ask your student to create math problems using whole numbers focusing on multiplication and division or adding and subtracting fractions with different denominators. (For example, Lee walks ½ a mile to school; Oscar walks 1/10 of a mile to school. How much farther does Lee walk than Oscar?)
3 / 9	**Algebraic Reasoning ▶ Below Standard** ■ Using graph paper, have your student create a graph and practice plotting coordinates using ordered pairs such as (4, 6) and (3, 5). ■ Have your student solve real-world math word problems with missing numbers such as 3x + 2= 17 (x = 5).
8 / 12	**Geometry & Measurement ▶ At/Near Standard** ■ Challenge your student to find, draw, compare, and describe three-dimensional shapes they notice (for example, number of edges, number of faces, number of vertices, number and type of angles, etc.). ■ Encourage your student to measure and compare the volume of different three-dimensional figures (such as the volume of their favorite cereal box vs. a tissue box).
3 / 6	**Data & Probability ▶ Below Standard** ■ Have your student collect data on the different types of the same object in your house, such as the number of different types of shoes in their environment (for example, tennis shoes, dress shoes, house shoes, etc.). Using that data have your student find the mean, median and mode.

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

First268's Science Performance by Reporting Category

Points Earned / Points Possible	Ways to Support First268
5 / 15	**Physical Science ▶ Below Standard** ■ Help your student explore and make detailed observations describing how matter sometimes changes when things are heated, cooled, or mixed (for example, making ice, cooking an egg, mixing baking soda and vinegar, or baking a cake). ■ Provide opportunities for your student to notice and explore properties of matter that make up the materials they use and then have them describe what they notice (such as salt and sugar dissolve in water but cocoa does not, metals are often shiny but not all metals are magnetic, etc.). ■ Encourage your student to ask questions and make detailed observations about different materials or surroundings.
9 / 12	**Life Science ▶ At/Near Standard** ■ Encourage your student to ask questions and think about and describe how changes in an ecosystem affect its stability. (For example, what happens to the animals if there is a wildfire? How does clearing land affect an ecosystem?) ■ Ask your student to think about how their body gets energy to grow taller, or to grow longer hair. How does the energy get from the sun into their body? Research answers together.
14 / 18	**Earth & Space Science ▶ Above Standard** ■ Have your student describe how matter and energy transfer between the Earth's spheres: the atmosphere, biosphere, hydrosphere, and geosphere (for example, how do human changes to the spheres help explain why cities are often warmer than rural areas?). ■ When observing natural changes in the sky (night and day) help your student explore patterns they notice and research why they occur. ■ Help your student learn where the water that comes out of your faucet comes from and then explore ways that they can manage its use.

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

ELA Performance Compared to School and District

Mathematics Performance Compared to School and District

Science Performance Compared to School and District

Your student's Lexile score: 660L	The **Lexile measure** provides a score that describes the level at which your student can comfortably read challenging text and also describes the complexity of texts, taking into account such features as vocabulary and sentence complexity. This measure, along with consideration of your student's interests and experiences, is helpful in finding texts for independent reading. For more information on Lexile measures, please visit https://sde.ok.gov/lexiles.

Your student's Quantile score: 705Q	The **Quantile measure** provides a score that describes your student's level of mathematical ability and the difficulty of a skill or concept as it relates to other mathematical skills and concepts your student is learning. The score shows your student's readiness for instruction regarding a particular mathematical skill or concept. For more information on Quantile measures, please visit https://sde.ok.gov/quantiles.

What the student can do

How the student can be supported

How the student's scores compare

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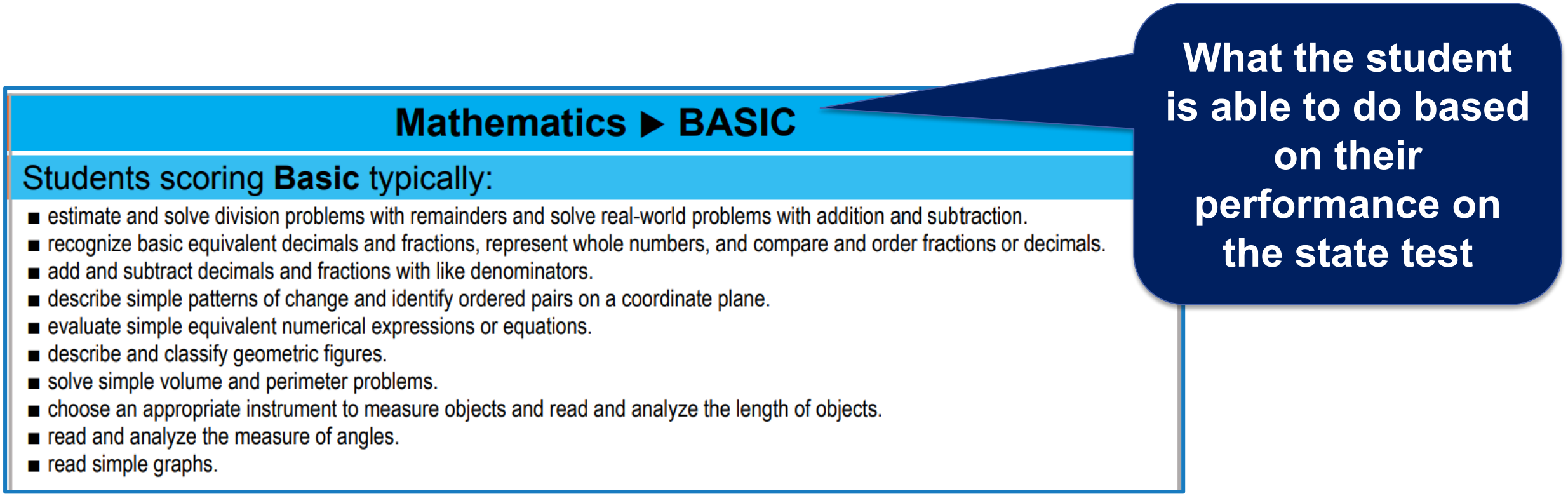
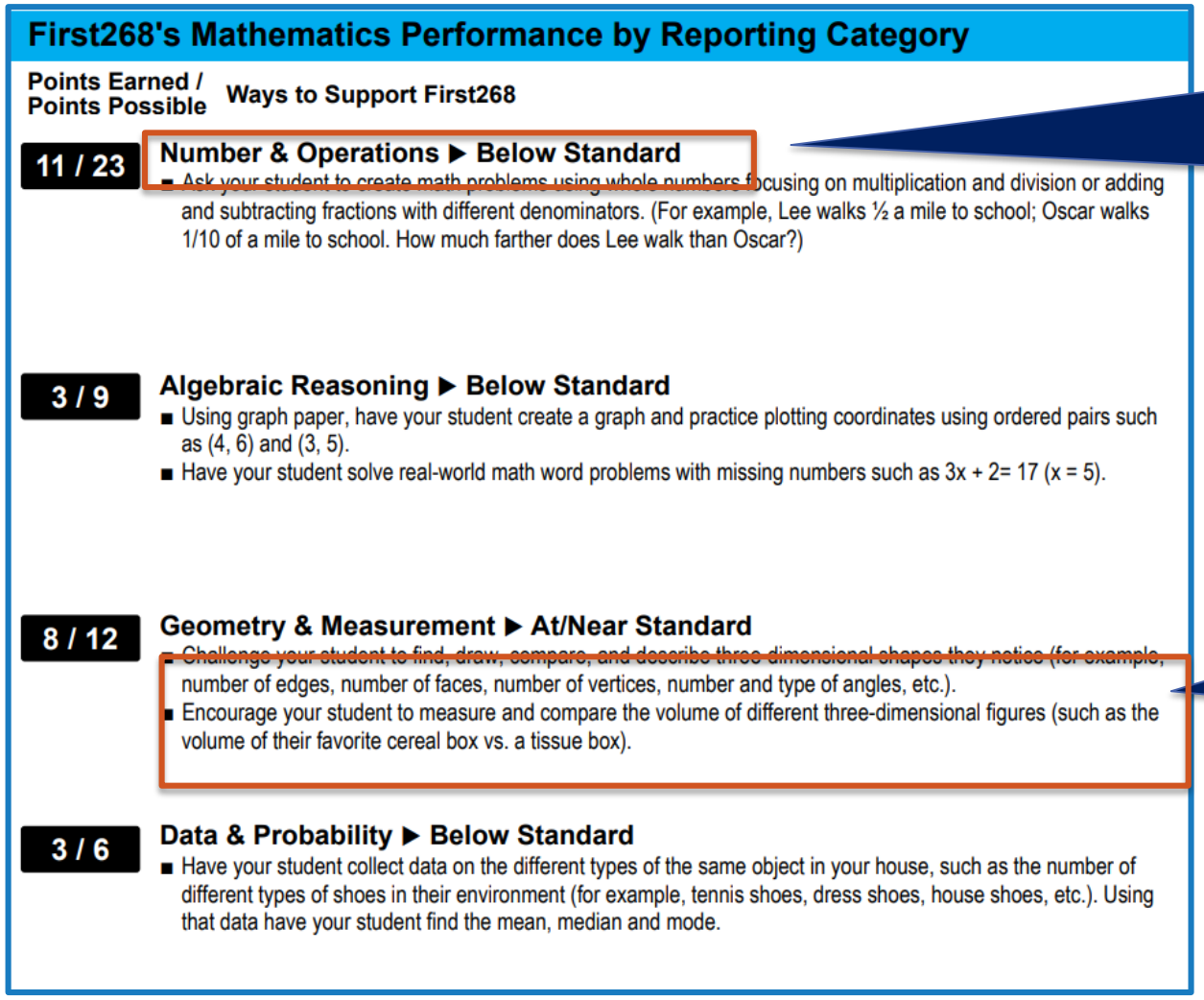
Performance Level Descriptors (PLDs) describe Knowledge, Skills, and Abilities



Source: Performance Level Descriptors for ELA, Math, and Science

Reporting category performance and supports.



First268's Mathematics Performance by Reporting Category

Points Earned / Points Possible	Ways to Support First268
11 / 23	**Number & Operations ▶ Below Standard** ■ Ask your student to create math problems using whole numbers focusing on multiplication and division or adding and subtracting fractions with different denominators. (For example, Lee walks ½ a mile to school; Oscar walks 1/10 of a mile to school. How much farther does Lee walk than Oscar?)
3 / 9	**Algebraic Reasoning ▶ Below Standard** ■ Using graph paper, have your student create a graph and practice plotting coordinates using ordered pairs such as (4, 6) and (3, 5). ■ Have your student solve real-world math word problems with missing numbers such as 3x + 2= 17 (x = 5).
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3 / 6	**Data & Probability ▶ Below Standard** ■ Have your student collect data on the different types of the same object in your house, such as the number of different types of shoes in their environment (for example, tennis shoes, dress shoes, house shoes, etc.). Using that data have your student find the mean, median and mode.

Where the student is meeting end-of year expectations and where they may have gaps

Ways to support the student

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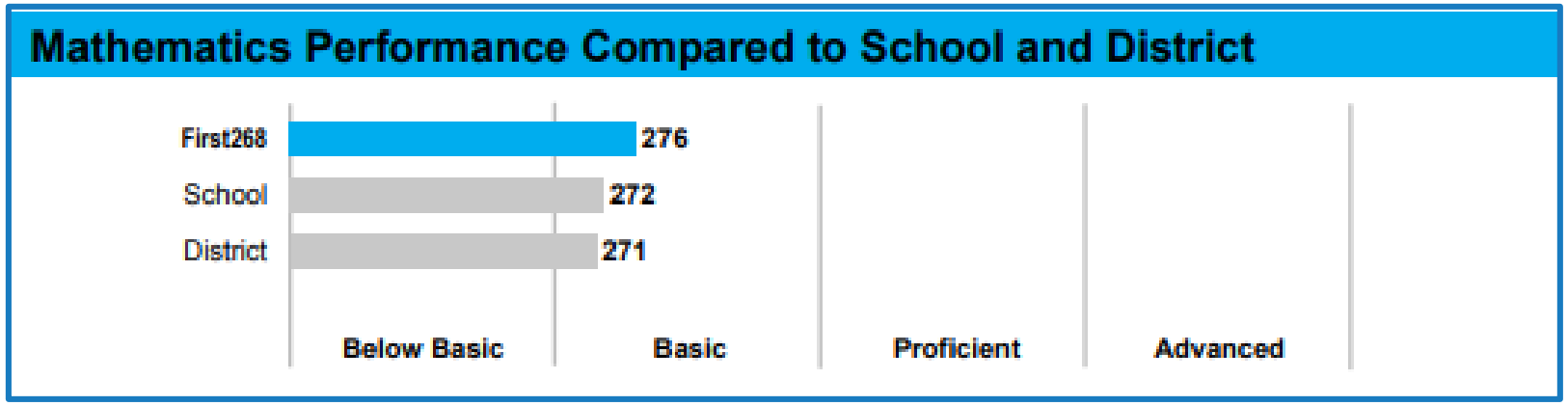
Comparing scores



We urge **caution** when comparing scores because of the possibility of **uneven participation rates** at the school and district level and/or because of **changes to learning conditions and experiences** between students at the school and district level.

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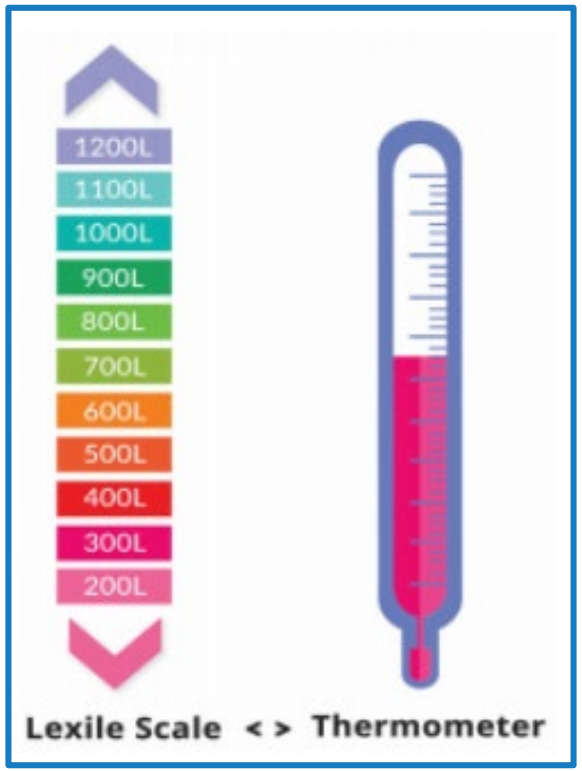
Lexile score

Your student's Lexile score:
660L



The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile.

- Higher Lexile measures represent a higher level of reading ability.
- A Lexile reader measure can range from below 200L for early readers to above 1600L for advanced readers

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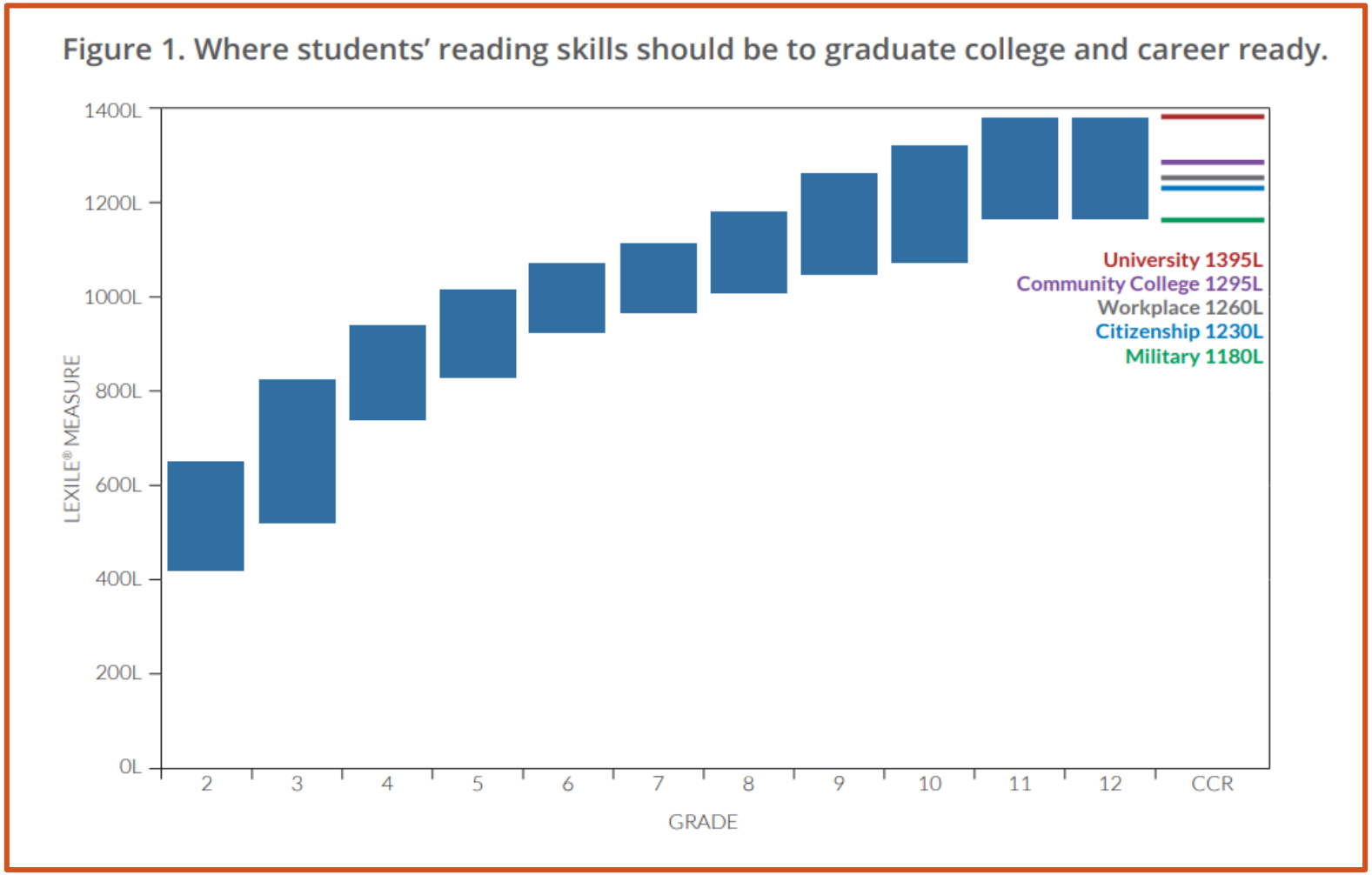
Lexile scores by grade level



The blue bar at each grade level represents the Lexile range needed to graduate career and college ready.

Source: Charting New Growth Pathways

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Quantile Score

Your student's Quantile score:
705Q

- Quantile measures provide a way to monitor a student's progress towards career and college readiness

- Quantile measures are expressed as numeric measures followed by a "Q" and ranges from Emerging Mathematician (below 0Q) to above 1600Q.

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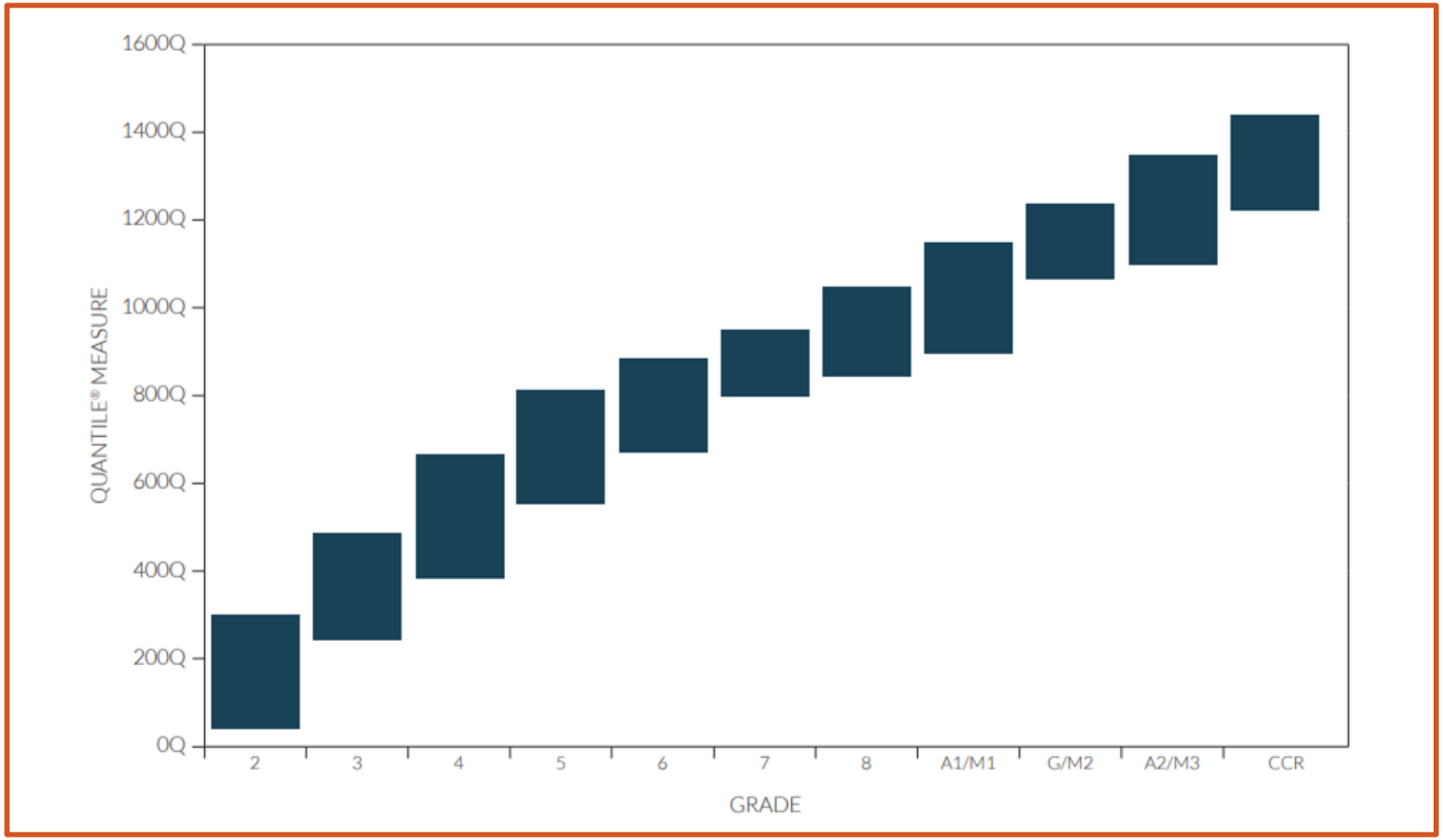
Quantile scores by grade-level



The blue bar at each grade level represents the Quantile range needed to graduate career and college ready.

Source: Charting New Growth Pathways

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Back page

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

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

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

OKLAHOMA STATE DEPARTMENT OF EDUCATION (OSDE) RESOURCES

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

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

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

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

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

GLOSSARY OF TERMS

OPI Score: The Oklahoma Performance Index (OPI) score allows for a numerical comparison between students. For example, we can compare scale scores for students who took the 5th grade mathematics test this year with those who will take this test next year. Scale scores are not comparable across different subjects.

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

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

ADDITIONAL RESOURCES AND INFORMATION

Office of Assessment
Phone: (405) 521-3341

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

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

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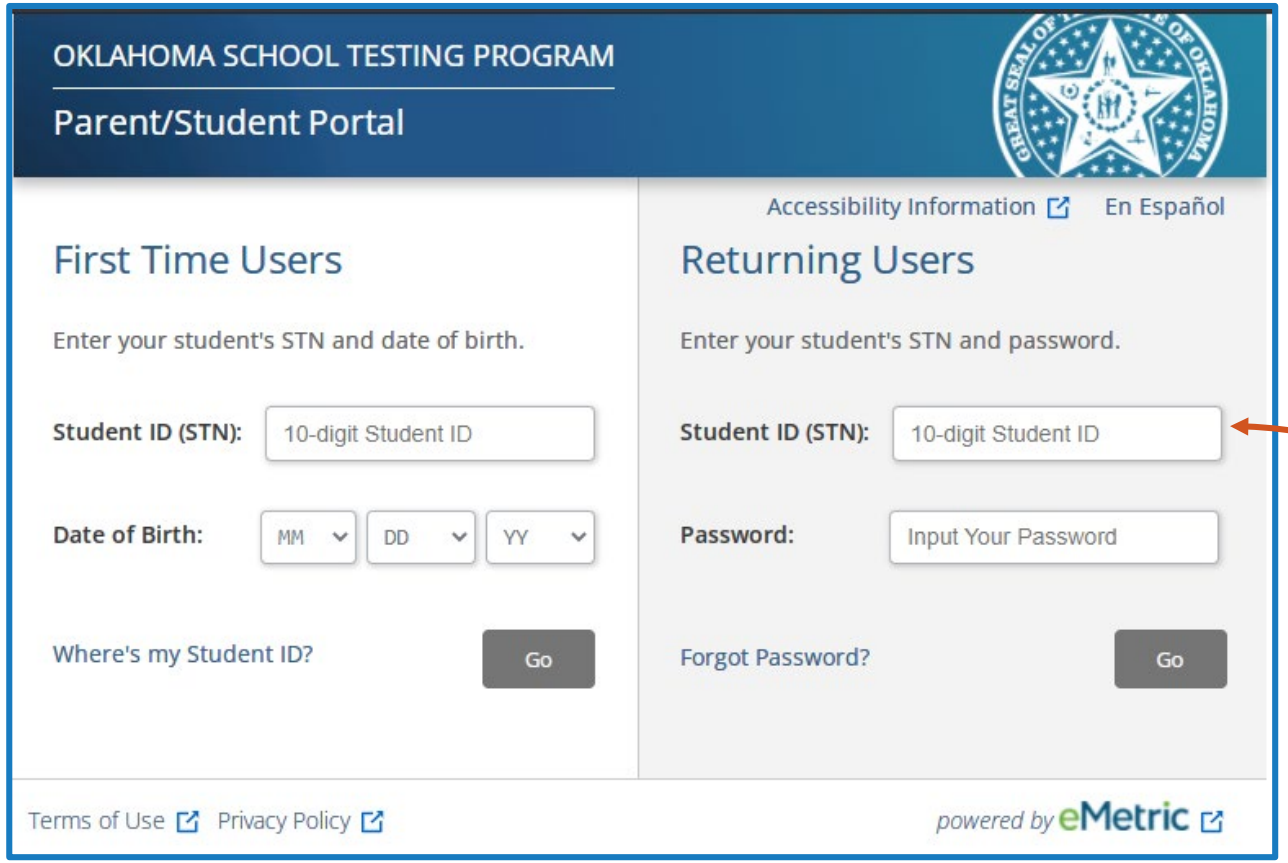
How this report can be used to support the student

Other resources that are available

What performance data is available in the OSTP Parent Portal?

Parent/Student Portal mirrors ISR



The sample logins listed below are to be used by educators only and are not to be shared with parents. **Please do not update the email or change the password.**

Grade	Student ID (STN)	Password
Grade 3	1010108764	Oklahoma2021!
Grade 4	1011218121	Oklahoma2021!
Grade 5	1010125341	Oklahoma2021!
Grade 6	2010224421	Oklahoma2021!
Grade 7	2020610135	Oklahoma2021!
Grade 8	2011129121	Oklahoma2021!
Grade 11	3020712446	Oklahoma2021!

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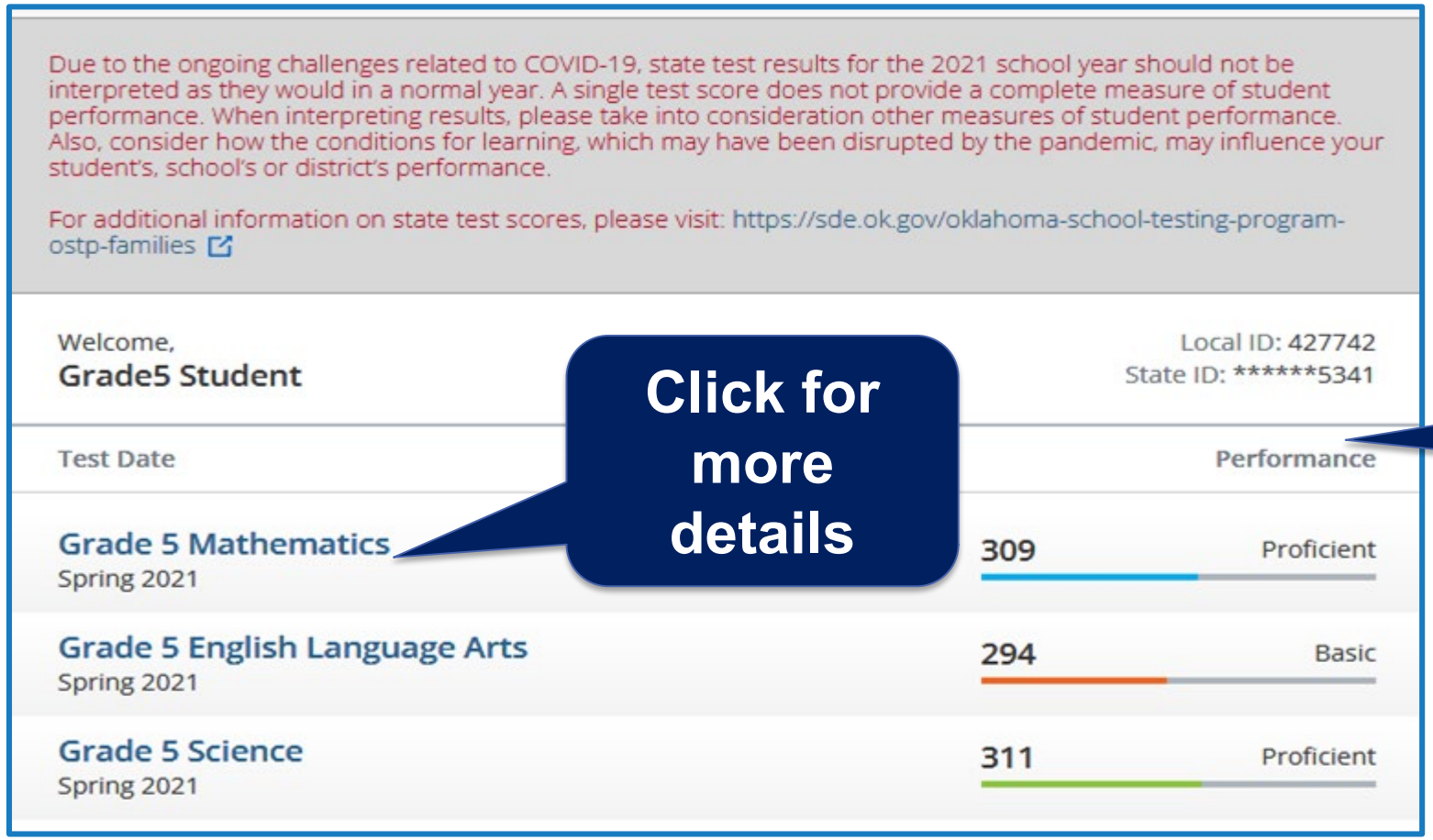
Overview page



Click for more details

Holistic view of student performance

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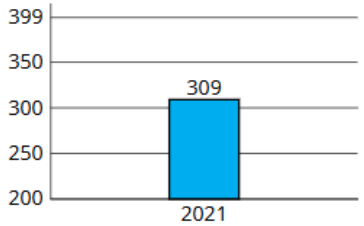
More details

Performance



Performance by Category

Information in this table helps you know how Grade5 is performing in each category.

Points Earned/Possible	Ways to Support
17/23 At/Near Standard	**Numbers and Operations** • Have your student create math word problems using whole numbers with a focus on multi-digit division or adding and subtracting fractions with different denominators or decimals. (For example, Alpha printing company needs to ship 4,556 programs to the Oklaho… basketball team. The printing company can fit 17 programs into a box. How… printing company need to use?)
7/9 At/Near Standard	**Algebraic Reasoning and Algebra** • Have your student create word problems that involve whole numbers, variables, and inequalities (for example, if x + 6 < 12, what values could x be?).
10/12 Above Standard	**Geometry and Measurement** • Challenge your student to find, draw, compare, and describe three-dimensional shapes they notice (for example, number of edges, number of faces, number of vertices, number and type of angles, etc.). • Encourage your student to measure and compare the volume of different three-dimensional figures (such as the volume of their favorite cereal box vs. a tissue box).
5/6 At/Near Standard	**Data and Probability** • Have your student collect data (such as their grades) and have them determine the mean, mode, median, and range of data. • Ask your student to find and explain a line or double bar graph in a newspaper or magazine.

Where a student's score falls within the range of scores

Where the student is meeting end-of year expectations and where they may they have gaps.

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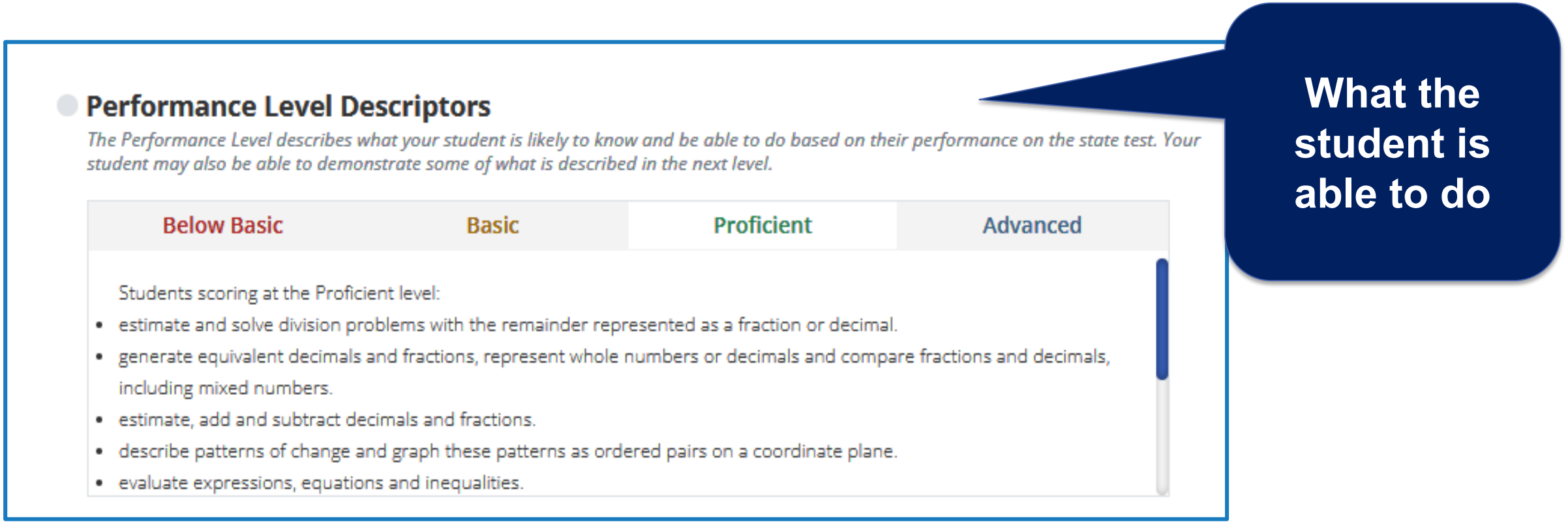
Performance Level Descriptors



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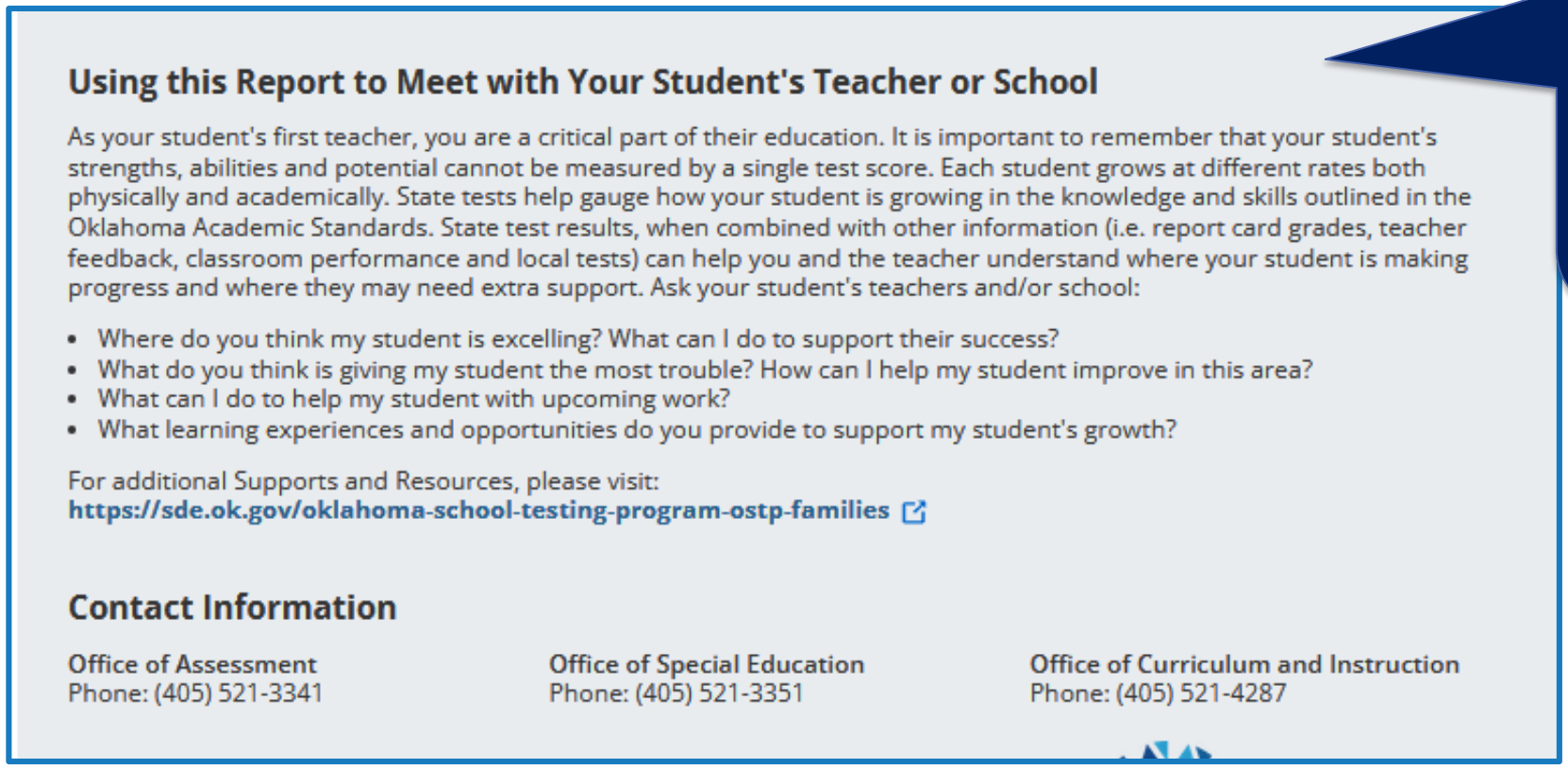
Using the report to move forward



Using this Report to Meet with Your Student's Teacher or School

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

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- What do you think is giving my student the most trouble? How can I help my student improve in this area?
- What can I do to help my student with upcoming work?
- What learning experiences and opportunities do you provide to support my student's growth?

For additional Supports and Resources, please visit:
https://sde.ok.gov/oklahoma-school-testing-program-ostp-families

Contact Information

Office of Assessment
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How this report can be used to support the student

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How can we use the ISR to partner with families and support unfinished learning?

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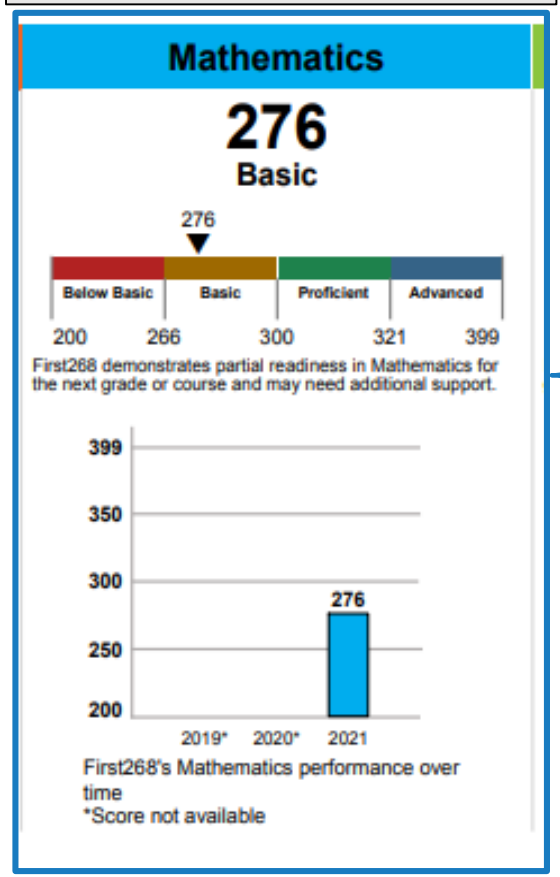
Student reports help us know where students were at the end of SY 2021

Performance Level, OPI



Reporting Category Performance

Points Earned / Points Possible	Ways to Support First268
11 / 23	**Number & Operations ▶ Below Standard** ■ Ask your student to create math problems using whole numbers focusing on multiplication and division or adding and subtracting fractions with different denominators. (For example, Lee walks ½ a mile to school; Oscar walks 1/10 of a mile to school. How much farther does Lee walk than Oscar?)
3 / 9	**Algebraic Reasoning ▶ Below Standard** ■ Using graph paper, have your student create a graph and practice plotting coordinates using ordered pairs such as (4, 6) and (3, 5). ■ Have your student solve real-world math word problems with missing numbers such as 3x + 2= 17 (x = 5).
8 / 12	**Geometry & Measurement ▶ At/Near Standard** ■ Challenge your student to find, draw, compare, and describe three-dimensional shapes they notice (for example, number of edges, number of faces, number of vertices, number and type of angles, etc.). ■ Encourage your student to measure and compare the volume of different three-dimensional figures (such as the volume of their favorite cereal box vs. a tissue box).
3 / 6	**Data & Probability ▶ Below Standard** ■ Have your student collect data on the different types of the same object in your house, such as the number of different types of shoes in their environment (for example, tennis shoes, dress shoes, house shoes, etc.). Using that data have your student find the mean, median and mode.

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

Performance Level: readiness for the next grade, course, or level.

OPI Scale Score: pinpoints readiness within a level.

Reporting Category: where student is meeting end-of-year expectations and where they may have gaps.

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Vertical progressions help us identify where scaffolds may be needed to address unfinished learning

Numbers and Operations

Fourth Grade (4)

4.N.1 Solve real-world and mathematical problems using multiplication and division.

4.N.1.1 Demonstrate fluency with multiplication and division facts with factors up to 12.

4.N.1.2 Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000.

4.N.1.3 Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.

4.N.1.4 Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.

Fifth Grade (5)

5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.

5.N.1.1 Estimate solutions to division problems in order to assess the reasonableness of results.

5.N.1.2 Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

5.N.1.3 Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.

5.N.1.4 Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

Sixth Grade (6)

6.N.1 Read, write, and represent integers and rational numbers expressed as fractions, decimals, percents, and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations.

6.N.1.1 Represent integers with counters and on a number line and rational numbers on a number line, recognizing the concepts of opposites, direction, and magnitude; use integers and rational numbers in real-world and mathematical situations, explaining the meaning of 0 in each situation.

6.N.1.2 Compare and order positive rational numbers, represented in various forms, or integers using the symbols <, >, and =.

6.N.1.3 Explain that a percent represents parts "out of 100" and ratios "to 100."

6.N.1.4 Determine equivalencies among fractions, decimals, and percents. Select among these representations to solve problems.

Source: Math Vertical Progressions-Appendix B

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ELA progressions

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.	**4.3.R.1** Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.	**5.3.R.1** Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.	**6.3.R.1** Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.	**7.3.R.1** Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes	**8.3.R.1** Students will analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.
3-4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.		**5.3.R.2** Students will determine whether a a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.	**6-7.3.R.2** Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.		**8.3.R.2** Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.

What additional evidence do our local assessments provide?

What does evidence of learning look like?

What areas of unfinished learning might we need to address?

ELA Progressions: PK-5, Grades 3-8, Grades 6-12

OKLAHOMA Education

Connecting Lexile and Quantile scores to career paths

Lexile and Quantile Occupation Sample		
OCCUPATION	LEXILE MEASURE*	QUANTILE MEASURE**
Firefighter	1260L	1020Q
Automotive Service Technician & Mechanic	1405L	1100Q
Physician Assistant	1460L	1050Q
Electrician	1270L	980Q
Computer & Information System Manager	1390L	1075Q
Cashier	1130L	780Q
Mechanical Drafter	1260L	1340Q
Childcare Worker	1130L	650Q
Chef/Head Cook	1130L	820Q
Construction Manager	1350L	1025Q
Web Administrator	1175L	1270Q

Our Partner States

If you are an **educator in a partner state**, use your school/district or state-issued email to receive complimentary access to Premium membership.

https://hub.lexile.com/quantile-career-database

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QUANTILE
CAREER DATABASE

HOW ARE ENTRY-LEVEL CAREER DEMANDS MAPPED TO THE QUANTILE SCALE?

The Quantile Career Database is the result of years of research examining the mathematics complexity of a variety of mathematics materials in various domains of the post-secondary experience. Quantile measures are the only metric available to compare and describe mathematics demands of careers.

WHERE DOES THE NATIONAL AND REGIONAL CAREER DATA COME FROM?

National career data is provided by O*NET, the nation's primary source of occupational information and is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

Regional career data is provided by Burning Glass Technologies, the leader in job matching and labor market analytics solutions for the education and workforce sectors.

Computer Systems Analysts

JOB SUMMARY

Analyze science, engineering, business, and other data processing problems to implement and improve computer systems. Analyze user requirements, procedures, and problems to automate or improve existing systems and review computer system capabilities, workflow, and scheduling limitations. May analyze or recommend commercially available software.

This occupation has been rated as BRIGHT OUTLOOK

EDUCATION LEVEL REQUIRED

Bachelor's Degree (16 years)

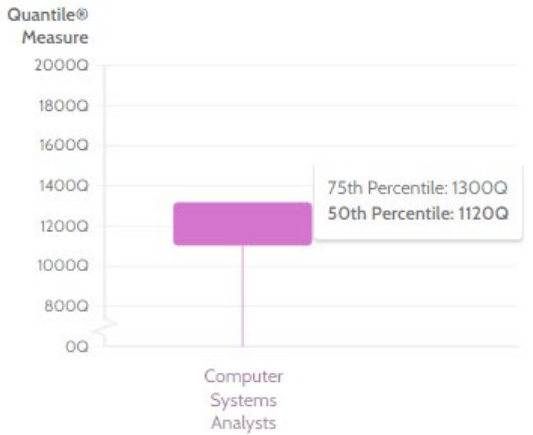
ESSENTIAL EDUCATION

Computers and Electronics, Customer and Personal Service, Mathematics, Administration and Management

Highest Math Course Required: Calculus

QUANTILE MEASURE RANGE

The Quantile measure range spans the 50th to 75th percentiles of the mathematics complexity of entry-level materials for a career.



Create Account :https://hub.lexile.com/quantile-career-database

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Sharing the reports with families | Michelle Lewis

Schedule time to share the student report with families

Share the report and the student's individual goal for this year (moving to the next performance band).

Once the family knows where their child scored, and what the goal is,

- highlight sub category interventions that will be focused on to help the student meet that goal, and
- connect strategies that will be implemented to support first best instruction for all students.

Thelma Parks Elementary
Est. 1997

OKLAHOMA Education

Sharing the report with families | Michelle Seybolt

- Meet with teachers to go over what it all means and what needs to be communicated to parents
  - This information shares how this student performed on this day in relation to our standards.
  - It is not a measurement of how smart a child is or a full picture of what the child knows. It is a snapshot that must be taken into consideration when looking at the child as a whole.
  - This data, specifically, the information on the inside tells us what children are typically able to do who score at the same levels. **Students may be able to do more or less.**
  - Our response to this data is to use it when planning for accelerated learning because it does show us **where a student may have a learning opportunity** that we will address in school.
- Have teachers **share this data with families during conferences**. It is important for parents to understand what this data is and what it means.
- Send a letter to parents discussing what this data is and what it means after conferences.

What resources are available to support the work?

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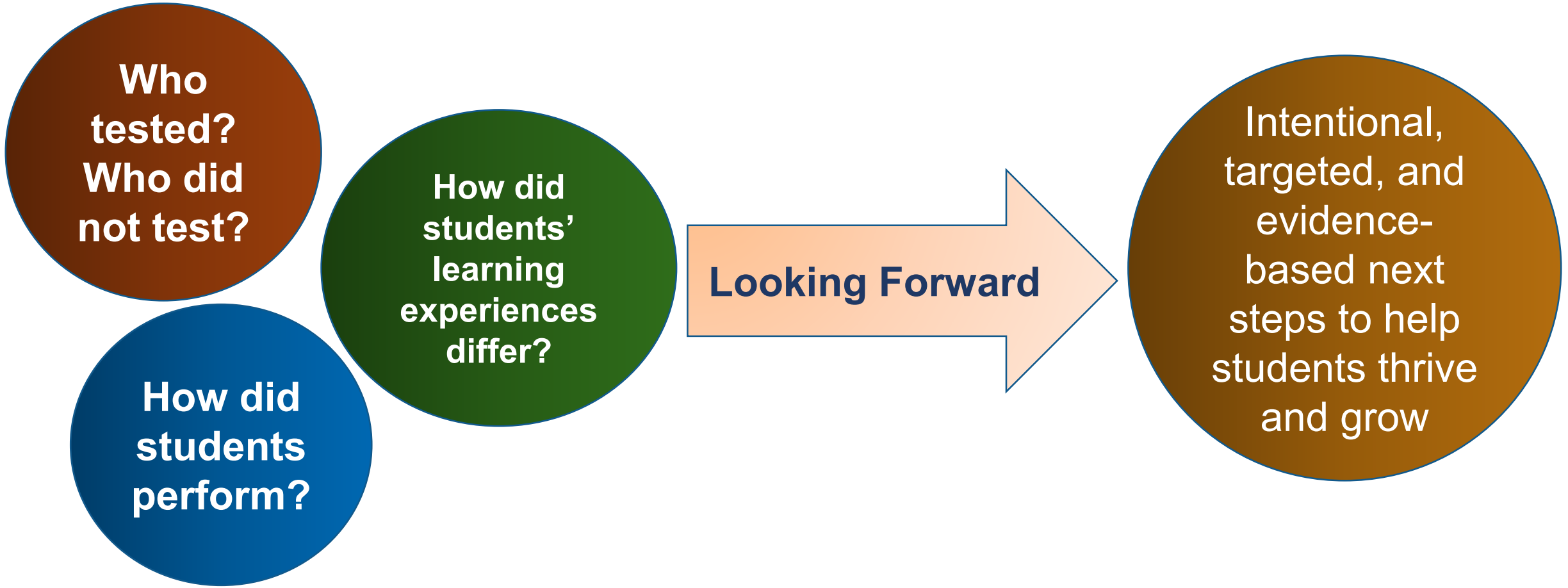
Looking forward



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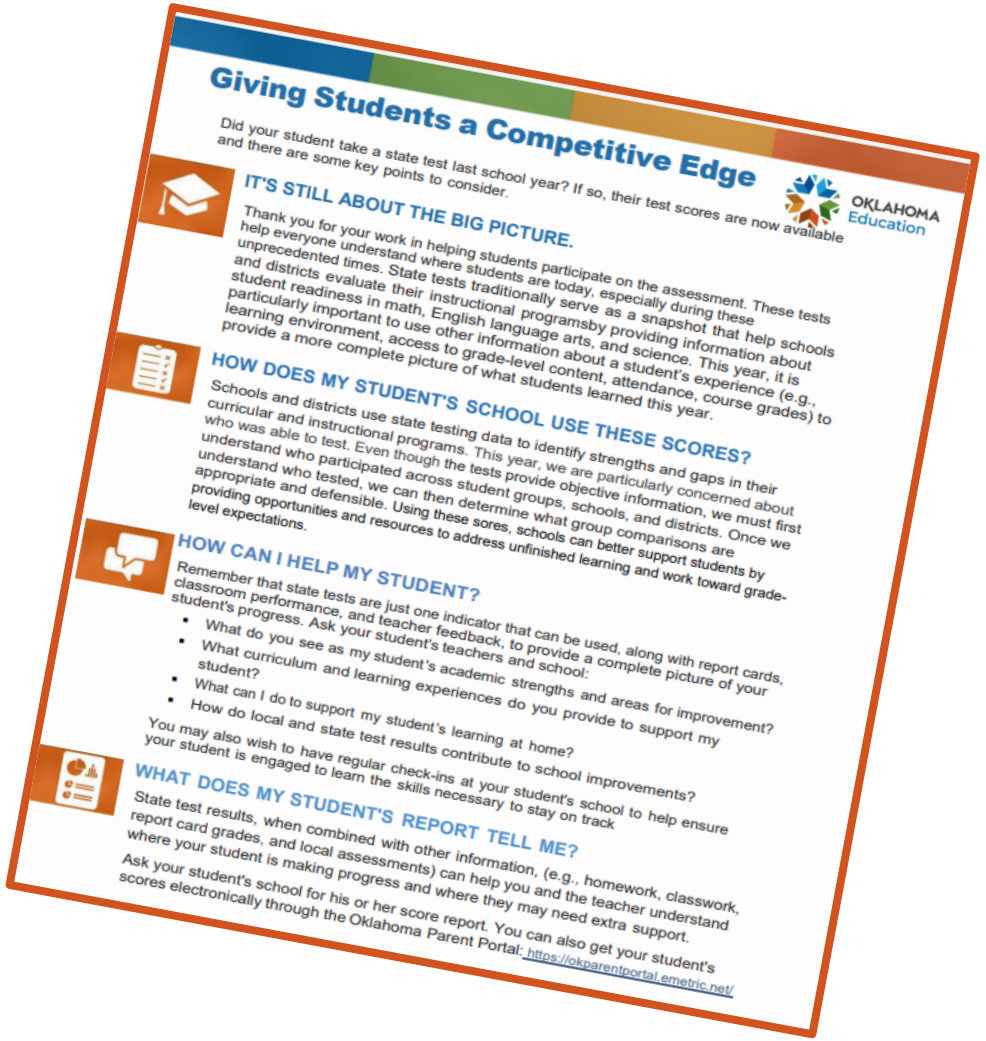
Toolkits on assessment guidance page

- Overview Guide
- Administrators Toolkit
- Teachers Toolkit
- Families Toolkit



Giving Students a Competitive Edge

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Did your student take a state test last school year? If so, their test scores are now available and there are some key points to consider.

IT'S STILL ABOUT THE BIG PICTURE.

Thank you for your work in helping students participate on the assessment. These tests help everyone understand where students are today, especially during these unprecedented times. State tests traditionally serve as a snapshot that help schools and districts evaluate their instructional programsby providing information about student readiness in math, English language arts, and science. This year, it is particularly important to use other information about a student's experience (e.g., learning environment, access to grade-level content, attendance, course grades) to provide a more complete picture of what students learned this year.

HOW DOES MY STUDENT'S SCHOOL USE THESE SCORES?

Schools and districts use state testing data to identify strengths and gaps in their curricular and instructional programs. This year, we are particularly concerned about who was able to test. Even though the tests provide objective information, we must first understand who participated across student groups, schools, and districts. Once we understand who tested, we can then determine what group comparisons are appropriate and defensible. Using these sores, schools can better support students by providing opportunities and resources to address unfinished learning and work toward grade-level expectations.

HOW CAN I HELP MY STUDENT?

Remember that state tests are just one indicator that can be used, along with report cards, classroom performance, and teacher feedback, to provide a complete picture of your student's progress. Ask your student's teachers and school:

- What do you see as my student's academic strengths and areas for improvement?
- What curriculum and learning experiences do you provide to support my student?
- What can I do to support my student's learning at home?
- How do local and state test results contribute to school improvements?

You may also wish to have regular check-ins at your student's school to help ensure your student is engaged to learn the skills necessary to stay on track

WHAT DOES MY STUDENT'S REPORT TELL ME?

State test results, when combined with other information, (e.g., homework, classwork, report card grades, and local assessments) can help you and the teacher understand where your student is making progress and where they may need extra support.

Ask your student's school for his or her score report. You can also get your student's scores electronically through the Oklahoma Parent Portal: https://okparentportal.emetric.net/

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Family Guides

The OSDE Family Guides are resources aligned with the Oklahoma Academic Standards and developed specifically for Oklahoma families to complement classroom learning. They illustrate what is expected of students at each grade level in different content areas along with activities families can do at home to further support children's learning experiences.

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OSTP for Families

To support families, the OSDE offers the following resources and information:

Parent Portal Toolkit provides information about state tests, how to interpret scores and how to to use the scores to support your student.

OSDE Family Guides provides links to grade-level guides that illustrate what is expected of students at each grade level in different content areas along with activities families can do at home to further support your student's learning

OSDE Family Engagement is home to tools and resources that support partnerships between families and schools.

OSTP Parent, Student, Teacher Guides (PSTGs) provide information about what your student is learning and how you can support them at home; as well as, giving you examples of the types of questions used on the state test.

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 I CCRA Science and US History - Available Winter 2022

Spanish PSTGS:

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 I Grade 11 Science and US History - Available Winter 2022

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Ready Together Oklahoma

An Action Plan for Supporting Students Through the Pandemic and Beyond

- Statewide Initiatives
- Guidance Documents
- Resources
- Webinars

Learn more at readytogether.sde.ok.gov

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Ready Together Oklahoma: Guidance Documents

- What's the Issue
- Things to Consider
- Attending to Equity
- Recommended Action Steps

For feedback email us at readytogether@sde.ok.gov

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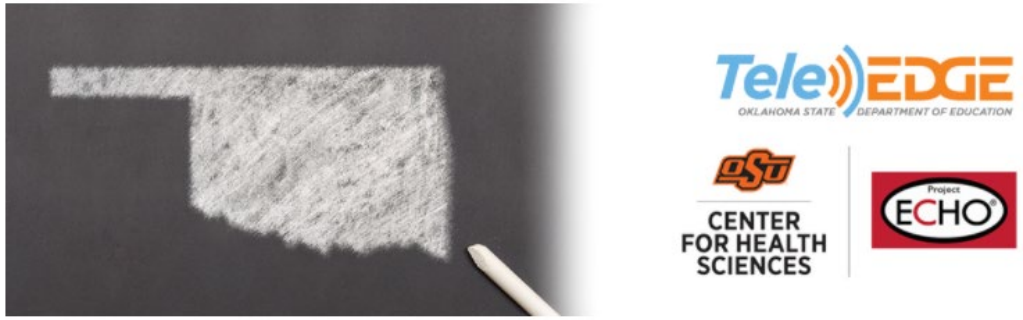
TeleEDGE recovery series

TeleEDGE Recovery Series – allow participants a real-time option to learn and share with fellow educators around topics such as

- supporting student and educator mental health,
- assessing unfinished learning,
- targeted tutoring, and
- supporting special populations.

Sessions are recorded and presentation material can be accessed after each session.



REGISTER NOW

OKLAHOMA Education

Questions?

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