

# OKLAHOMA SCHOOL TESTING PROGRAM

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PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS  
& MATHEMATICS**

2024–2025 **GRADE 4**



OKLAHOMA  
Education

**Oklahoma School Testing Program  
Administration Dates  
2024–2025 School Year  
English Language Arts and Mathematics  
Online Testing Window  
April 15–May 14, 2025  
Paper Testing\* Window  
April 15–May 1, 2025**

\*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 and middle school students. Districts may select the dates that best fit their academic calendars within the approved testing window that is located at <https://sde.ok.gov/office-assessments>. 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 <https://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 and a digital version of the OSTP Parent, Student, and Teacher Guides, please visit <https://sde.ok.gov/oklahoma-school-testing-program-ostp-families>. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. The guides will help you and your student understand what to expect on the state assessments.

To learn more about the subject standards, please visit <https://sde.ok.gov/oklahoma-academic-standards>. 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](mailto:assessments@sde.ok.gov).

Sincerely,

Oklahoma State Department of Education, Office of Assessments

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# THE OKLAHOMA SCHOOL TESTING PROGRAM

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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 4 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 consider before your student takes a 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 4 ENGLISH LANGUAGE ARTS (ELA)

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## What is my student learning?

Children in fourth grade will read a variety of more challenging texts of different types (grade-appropriate books and magazines, for example). Fourth-grade students are able to answer questions using information from a book and their own experiences. Their writing will continue to include more details and words. They will read and write using contractions (can't, aren't, don't, etc.) and abbreviations (Dr. and Feb., etc.), words that sound or are spelled alike (there and their, for example), and words that follow the same spelling patterns, such as receive and deceive. This information is a snapshot of learning in English language arts (ELA) for Grade 4.

## How can I help my student at home?

- Compare facts and opinions while watching news stories. Discuss how to confirm that facts are true.
- Ask questions about what your child is reading. Include questions that may not have a direct answer in the writing, such as, “Why do you think the character made that decision?”
- Encourage your child to use dictionaries and online resources to understand the meaning and pronunciation of words.
- Provide pens, crayons, pencils and other writing materials, and make sure your child has plenty of opportunities to write about topics of interest.
- Help your child identify a topic of interest and determine how to find information about it.
- Encourage your student to keep an “Interesting Words” notebook. Have your student use resources to write a brief description or draw a picture to represent each word. Help them use their words in conversations and writing.
- When reading, ask your child how the story would change if the (setting, conflict, character, etc.) were different.
- Have your child summarize a movie in ten words or less.

## 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 pleasure, and be a good role model by reading things you enjoy.

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

### Before Reading

- Skim through the book and chapter titles. What do you think the book will be about?
- How is this book like another one you have read or a movie you have seen?
- What type of book did you choose (fiction, biography, graphic novel, etc.)? Why?

### During Reading

- What do you think will happen in the next chapter?
- Who is the main character? Who are the supporting characters?
- What words can I help you understand?

### After Reading

- Could this story take place in today’s world? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you were one of the characters in the book, how would you have ended the story? Why?

## English Language Arts Practice Questions

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The OSTP Grade 4 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 a computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21<sup>st</sup> 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 Practice Test. 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 4 ELA Standards and/or Assessment, visit the Test and Item Specifications at <https://sde.ok.gov/assessment-material>.



# 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.

Read this passage. Then answer the questions that follow.

## Why Do We Dream?

- 1 You are flying through the clouds. Down below, the earth looks like a patchwork quilt. Suddenly, an eagle flies up beside you. The beautiful bird reaches out and shakes your arm. "Wake up, sleepyhead," says your mom. "Time for school." You open your eyes. You are back in your own bedroom. Your flight in the clouds was just a dream.
- 2 Why do people dream? Scientists have been trying to answer that question for hundreds of years. They have developed many **theories** to explain our nightly adventures.

### Boost Our Health and Skills

- 3 Some scientists believe that dreaming improves our health. The dreams give us a safe way to handle the events of our day. Our mind calmly sorts through these events while we sleep.
- 4 Have you ever dreamed about something you were learning to do, like playing the trumpet? Your dreams may have helped you master the skill. One study showed that people learning new activities dreamed much more often. Scientists think that their brains were trying to quickly memorize and organize this new information. Other research has shown that dreaming about physical skills, like playing basketball, improves a person's performance.

### Solve Problems

- 5 Dreams may also help people solve problems. Deirdre Barrett of the Harvard Medical School studied this idea. She asked her students to think about a problem they had before going to sleep. What happened? Two-thirds of the students dreamed about their problems. About a third of the students dreamed of solutions for their problems.

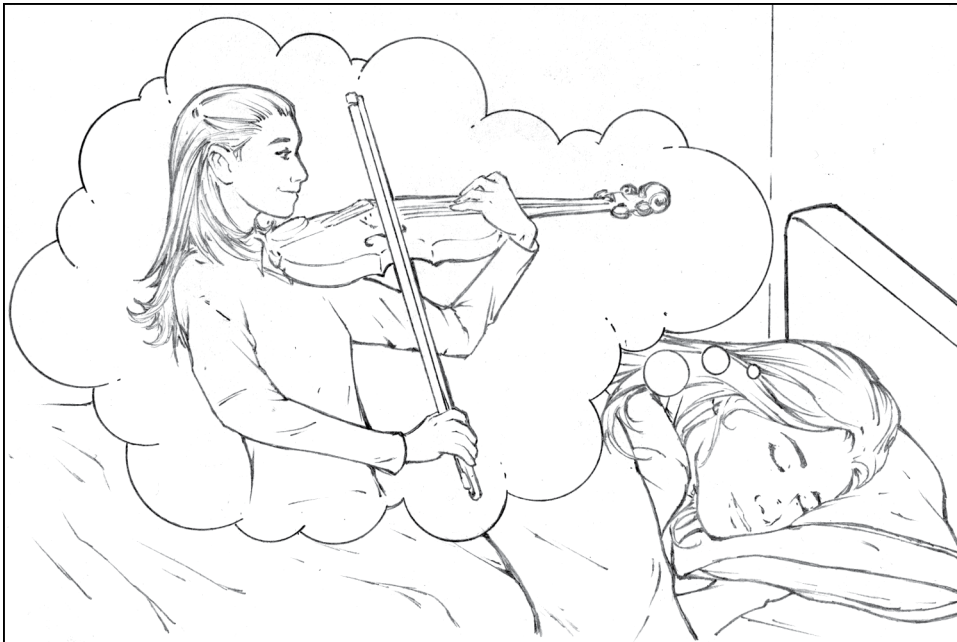


**Get Creative**

- 6 Some famous people have even used their dreams in creative ways. A scientist named Kekule dreamed of snakes spinning in circles with their tails in their mouths. Kekule's dream helped him discover the shape of a molecule. Many authors, painters, and musicians have been inspired by dreams too. Mary Shelley got the idea for her book *Frankenstein* from a dream. That must have been one scary nightmare!

**Make Your Dreams Work for You**

- 7 Would you like your dreams to work for you? You can start by keeping a dream journal. Leave a notebook next to your bed. When you wake up in the morning, write down the dreams you remember. Maybe they will help you write a bestseller or paint a masterpiece!



"Why Do We Dream?" Copyright © 2022 by Cognia, Inc.

**1**

There is 1 dropdown box in this item.

Select the word that completes the sentence.

To select the answer, click the arrow and then click the answer. To choose a different answer, click the arrow and click the new answer.

In paragraph 2, the word **theories** means

ideas .

- ideas
- plans
- pictures
- questions

**2** An antonym for remember in paragraph 7 is

- A enjoy.
- B forget.
- C create.
- D describe.

**3** Which sentence from the passage best supports the idea that sleep is important to learning?

- A Scientists have been trying to answer that question for hundreds of years.
- B The dreams give us a safe way to handle the events of our day.
- C Scientists think that their brains were trying to quickly memorize and organize this new information.
- D She asked her students to think about a problem they had before going to sleep.



**4 Which sentence from "Why Do We Dream?" contains a simile?**

- A You are flying through the clouds.
- B Down below, the earth looks like a patchwork quilt.
- C The beautiful bird reaches out and shakes your arm.
- D You are back in your own bedroom.

**5 Which statement in the article is an opinion?**

- A Scientists have been trying to answer that question for hundreds of years.
- B One study showed that people learning new activities dreamed much more often.
- C Two-thirds of the students dreamed about their problems.
- D That must have been one scary nightmare!

**6 Why are the section headings in bold print?**

- A to help the reader with new information
- B to help the reader find important information quickly
- C to help the reader understand the information better
- D to help the reader remember the most important information



Read this passage. Then answer the questions that follow.

### The American Buffalo



- 1 The state animal of Oklahoma is the American buffalo. It is most closely related to the European bison and the Canadian woods bison. A bison is another name for a buffalo. A long time ago it could weigh as much as 5,000 pounds. But, over the years, the American buffalo has slimmed down. Today, it weighs from 800–2,000 pounds and stands about six feet tall. People recognize the American buffalo by the large size of its head and the high hump on its shoulders. It is also recognized by its thick, dark brown, shaggy hair. It is a very impressive animal.
- 2 The American buffalo came to North America from Asia. The animals crossed a land bridge that once connected Asia to Alaska. Before long, millions of buffalo freely roamed the prairies of America. The large herds of the American buffalo were part of the landscape. This was quite a beautiful sight.
- 3 Buffalo were an important part of American Indian life as American Indians could not survive without them. They hunted them for food and used their hides to create shelter and clothing. American Indians made sure they used every part of the animal. They were not wasteful. But things changed when the settlers arrived.



- 4 Many of the settlers were trappers and traders. They began killing the American buffalo to sell. They would send the hides of the buffalo by train or wagon back east. These settlers did not have the same respect for the buffalo as the American Indians. These settlers killed more than what they needed. Some settlers came to shoot the animals for sport. The situation for the American buffalo only got worse as time went on. There were fewer and fewer of them. Soon there were only a few thousand of the American buffalo left. They were on their way to becoming extinct.
- 5 Today, many people are working to help the American buffalo. They want to protect them. They want to see their numbers increase. There is a protected herd of buffalo in Yellowstone National Park. This herd is carefully protected. There are private groups who also want to preserve the American buffalo. Similar efforts will help guarantee the future of the American buffalo.

"The American Buffalo." Copyright © 2022 by Cogna, Inc.



**7** Which sentence best summarizes paragraph 4 of “The American Buffalo”?

- A Settlers sold buffalo hides for money.
- B Settlers hunted the buffalo for entertainment.
- C Settlers did not know how many buffalo there were, and they almost hunted the buffalo out of existence.
- D Settlers did not value the buffalo in the same way others did, which almost caused the buffalo to die out.

**8** Which sentence from “The American Buffalo” supports the statement “These settlers did not have the same respect for the buffalo as the American Indians”?

- A Many of the settlers were trappers and traders.
- B These settlers killed more than what they needed.
- C They want to protect them.
- D This herd is carefully protected.

**9** Why did the attitudes about buffalo change?

- A People realized that buffalo were going to disappear.
- B People realized that buffalo were becoming too small.
- C People realized that others depended on buffalo for survival.
- D People realized that buffalo were not crossing the land bridge anymore.

**10**

Select **two** sentences that explain how “The American Buffalo” is different from a poem.

To select a sentence, click the sentence. To deselect the sentence, click it again. Be sure to select **two** of the sentences.

It is organized using stanzas.

It tells a story about American buffalo.

It contains characters who solve a problem.

It provides facts about the American buffalo.

It is informing the reader about the American buffalo.

**11** “The American Buffalo” is told from which point of view?

- A** first person by someone who works to help buffalo
- B** first person by someone who hunts buffalo
- C** third person by an unknown narrator
- D** third person by an unknown settler



**12** The author of "The American Buffalo" most likely wrote this passage

- A to inform the reader with details.
- B to persuade the reader with facts.
- C to entertain the reader with a story.
- D to share a personal experience with the reader.

**13** Which question would be best to use to find information about preserving the American buffalo?

- A Where can the American buffalo be found besides Yellowstone National Park?
- B When was the American buffalo selected as the state animal of Oklahoma?
- C Why were laws passed to make it unlawful to hunt the American buffalo?
- D What is the lifespan of the American buffalo?





**14** Explain which text structure the author uses in paragraphs 4 and 5 of “The American Buffalo”: cause/effect, problem/solution, description, or sequential. Provide **at least one detail** from the passage to support your answer.

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Read this passage. Then answer the questions that follow.

## Cracker Jack®

**molasses**—a thick brown syrup

- 1 Do you like a sweet treat? If so, then Cracker Jack® may be the thing for you. It is made with popcorn, molasses, and peanuts, and it is delicious. The fact that it has been around for over one hundred years proves that.

### How It Began

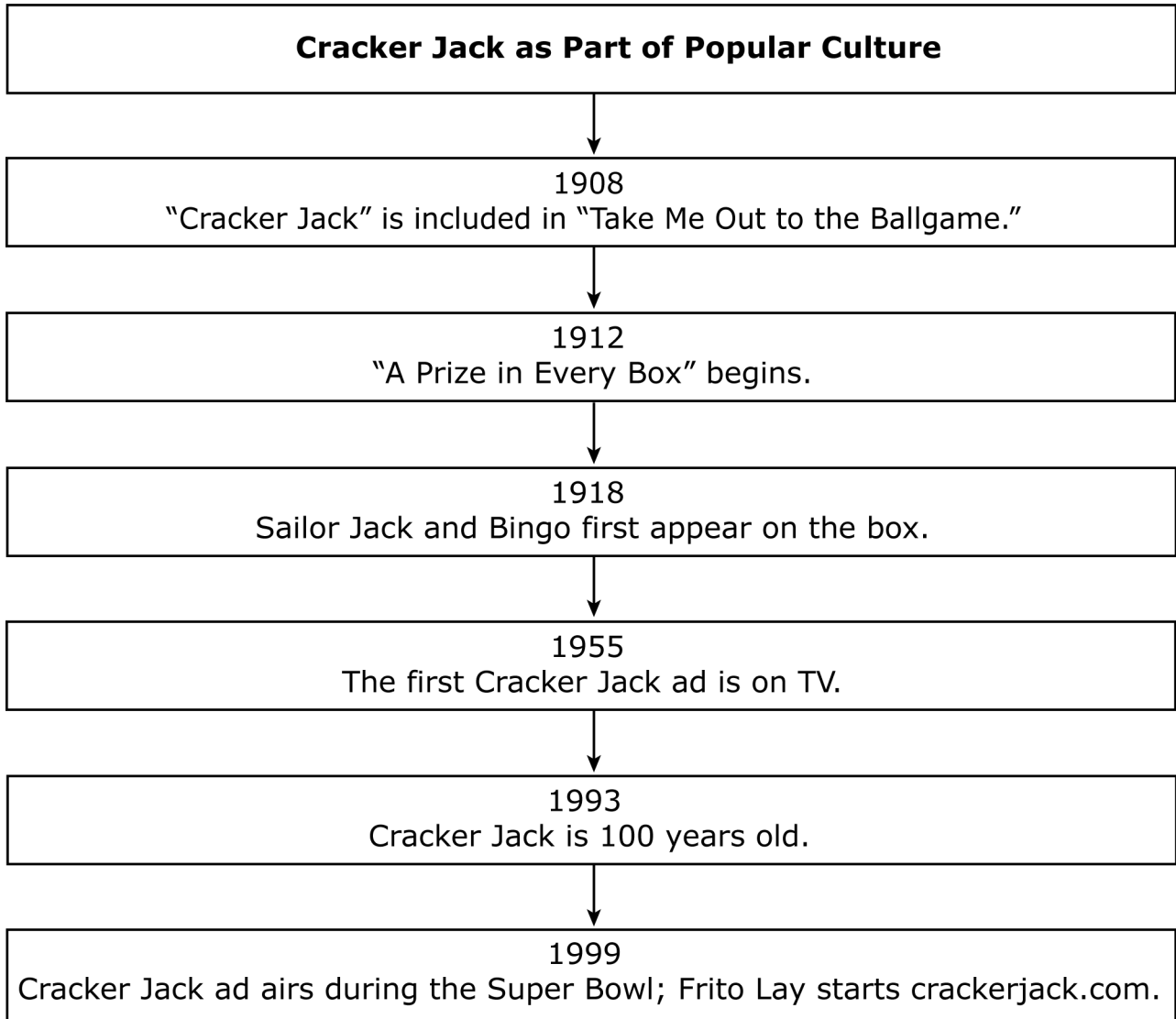
- 2 In 1872, Frederick Rueckheim left Germany and moved to Chicago. He began selling popcorn from a cart to earn money. In 1893, he and his brother Louis got an idea. They mixed popcorn, molasses, and peanuts to sell at the Chicago's World Fair. They called it Candied Popcorn and Peanuts. It was a big hit.
- 3 The brothers soon changed the name to Cracker Jack. The expression "cracker-jack" was used at that time to mean something that was very good. So this treat most likely got its new name because it tasted so good. Their slogan was "The more you eat, the more you want."
- 4 In 1908, the song "Take Me Out to the Ballgame" was written. It included the line "Buy me some peanuts and Cracker Jack." That helped make the snack a part of American culture.

### The Package

- 5 There was one problem with the new treat—the mixture would stick together in chunks. So Louis made a formula for a great molasses coating that was crispy and dry. Soon after, Cracker Jack was no longer sold from large tubs. Instead, it was packaged in a wax-sealed box that kept moisture out.
- 6 Cracker Jack made their box with red, white, and blue stripes. They also put a boy named Sailor Jack on the box, along with his dog Bingo. These characters were based on Frederick's grandson and his dog.
- 7 In 1912, the company started putting a prize in every box. Over the years, billions of prizes have been given away. Children are often just as **excited** to find their prize as they are to eat the treat. Today, prizes have to meet safety guidelines, and they must also appeal to both boys and girls. Once a prize is selected, it takes about a year for it to make it into a box.

**Recent Times**

- 8 Cracker Jack still remains part of the American snack scene today. In addition, many fans of Cracker Jack belong to the Cracker Jack Association. There is also a Cracker Jack Box website. Fans now have a chance to share information about collecting old and new Cracker Jack prizes.



"Cracker Jack." Copyright © 2022 by Cogna, Inc.



**15** Which word is a synonym for **excited** as used in paragraph 7?

- A** thrilled
- B** curious
- C** grateful
- D** contented

**16** The reader can tell that Cracker Jack

- A** has been enjoyed for many years.
- B** is mainly eaten at sporting events.
- C** has changed its coating many times.
- D** is the most common snack food today.

**17** A reader can tell the passage is nonfiction because

- A** it is about real people and events.
- B** it has more than one character.
- C** it is written in short sentences.
- D** it takes place in the past.



**18** Which sentence from the passage contains an **opinion**?

- A** It is made with popcorn, molasses, and peanuts, and it is delicious.
- B** Cracker Jack made their box with red, white, and blue stripes.
- C** These characters were based on Frederick's grandson and his dog.
- D** Once a prize is selected, it takes about a year for it to make it into a box.



**19** Read the sentence.

My favorite relatives, uncle Juan and aunt Amalia, are coming for a visit.

Which words in the sentence should be capitalized?

- A** uncle, aunt
- B** favorite, relatives
- C** are, coming
- D** a, visit

**20** Read the sentence.

Bruce and Larry ride their bikes to school every day.

Which group of words in the sentence is a prepositional phrase?

- A** Bruce and Larry
- B** ride their bikes
- C** to school
- D** every day



**21** Read the sentences.

The class picnic is next Friday. I cannot go because my brother is coming home.

How could these sentences be rewritten as a compound sentence?

- A** The class picnic is next Friday, I cannot go because my brother is coming home.
- B** The class picnic is next Friday, but I cannot go because my brother is coming home.
- C** The class picnic is next Friday I cannot go because my brother is coming home.
- D** The class picnic is next Friday so I cannot go because my brother is coming home.

**22** Read the sentence.

**The entire team, including the sisters, run during practice.**

**What change, if any, should be made to the sentence?**

- A** The entire team, including the sisters, ran during practice.
- B** The entire team, including the sisters, runned during practice.
- C** The entire team, including the sisters, running during practice.
- D** no change



## What is my student learning?

In fourth grade, math continues to build on the skills developed in third grade. One of the main areas of study in fourth grade is using arithmetic to solve problems. In this grade, students will learn more difficult multiplication and division problems and add and subtract fractions and decimals. This information is a snapshot of learning in mathematics for Grade 4.

## How can I help my student at home?

- Create multiplication games with numbered cubes, playing cards, or dominoes.
- Ask your child to multiply a speed limit that ends in zero by 10, 100, or 1,000 when you pass the sign on a roadway.
- Encourage your child to help measure ingredients while cooking or baking, then ask them to double or triple the recipe measurements.
- Ask your child to identify the place value of numbers behind the decimal point. (For example, in 3.2, the 2 is in the tenths place, while in 49.75, the 5 is in the hundredths place with a value of .05.)
- At the grocery store, ask your child to identify the values of each number in the item prices.
- Challenge your student to identify and describe the attributes of four-sided figures. For example, have them count the number of parallel lines or identify types of angles.

## 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. Play is a wonderful way to spark curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers, and explore their world.

Support your child's curiosity with questions like these:

- What is your age in months? Days?
- In the whole world, what is the tallest animal? The shortest? How would you find out?
- What will the time be in 50 minutes?

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 Fourth Grade Math Student:

- Ask your student random multiplication and division facts with numbers up to 12.
- Using money, ask your student: What fraction of a dollar is equal to \$0.25, \$0.50, \$0.75, and \$1.00?
- Pick a room in your house and ask: How can we determine the area of this room?
- Choose any number and ask your student to create a pattern with the rule "add 4." (You can also have a rule using subtraction or multiplication.)
- At the store, show your student an item that costs less than a dollar. Ask them, if I had 95 cents and I bought this item, how much money would I have left?



## Mathematics Practice Questions

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The OSTP Grade 4 Mathematics Assessment consists of selected-response (multiple-choice) 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 21<sup>st</sup> century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

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# Directions

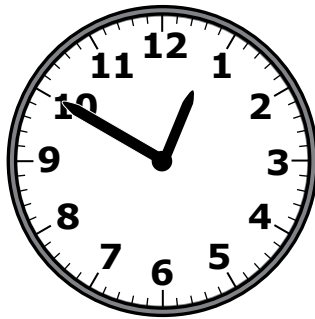
Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

- 1** For a school activity, 96 students will work in groups. Each group will have 12 students.

How many groups will there be?

- A 6 groups
- B 7 groups
- C 8 groups
- D 9 groups

- 2** Carmen started eating her snack at the time shown on the clock.



It took Carmen 15 minutes to eat her snack. At what time did Carmen finish eating her snack?

- A 1:05
- B 2:05
- C 10:20
- D 12:35



- 3** The table shows the cost of different numbers of tickets to a baseball game.

**Baseball Tickets**

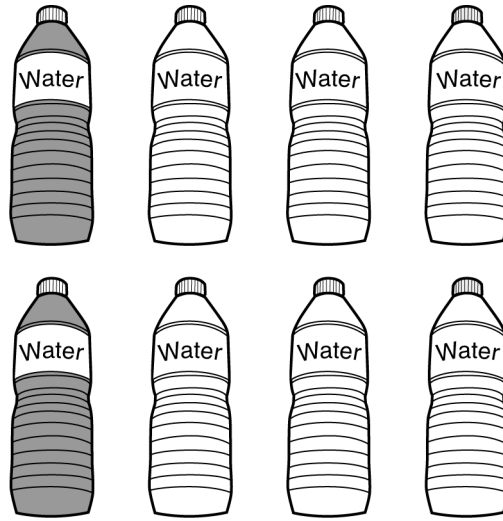
| Number of Tickets ( $t$ ) | Cost (\$) |
|---------------------------|-----------|
| 2                         | 16        |
| 3                         | 24        |
| 4                         | 32        |
| 5                         | 40        |

Which rule can be used to find the cost, in dollars, of  $t$  tickets?

- A  $t \cdot 8$
- B  $t \div 12$
- C  $t + 14$
- D  $t - 35$



**4** The picture shows 8 water bottles.



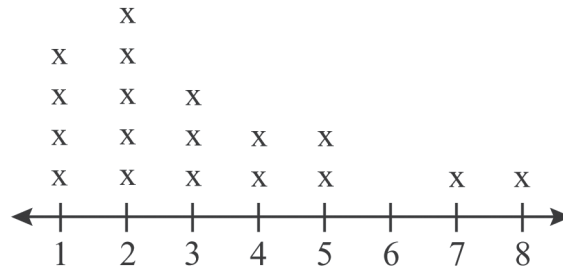
Which pair of equivalent fractions shows the part of the group of water bottles that is shaded?

- A**  $\frac{6}{8} = \frac{3}{4}$
- B**  $\frac{2}{8} = \frac{1}{3}$
- C**  $\frac{6}{8} = \frac{2}{3}$
- D**  $\frac{2}{8} = \frac{1}{4}$



5

**Distances Traveled to School  
in Kilometers**



Key: x represents 2 students

**What is the total number of students who are represented by this line plot?**

- A 34
- B 36
- C 54
- D 56

6

**Marcia is making chocolate chip cookies. She needs a total of 64 ounces of chocolate chips. She already has 16 ounces of chocolate chips. This equation can be used to find the number of ounces of chocolate chips,  $c$ , Marcia still needs.**

$$16 + c = 64$$

**How many ounces of chocolate chips does Marcia still need?**

- A 48 ounces
- B 52 ounces
- C 58 ounces
- D 80 ounces



**7** Which number is **greater** than 204,320?

- A** 201,450
- B** 205,119
- C** 204,307
- D** 200,999

**8** A student drew a four-sided polygon. Each side of the polygon was the same length and had no right angles.

Which is the **best** name for the polygon this student drew?

- A** trapezoid
- B** square
- C** rhombus
- D** rectangle



**9** Joy and Fran each have some toy horses.

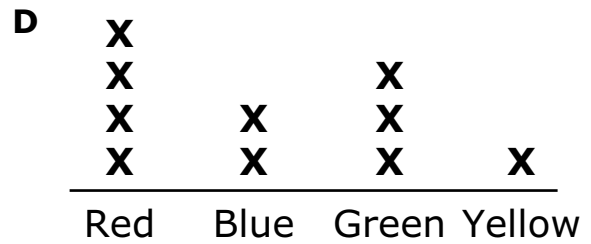
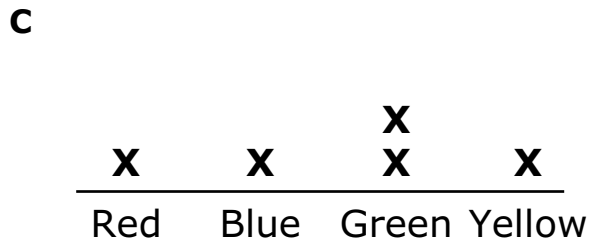
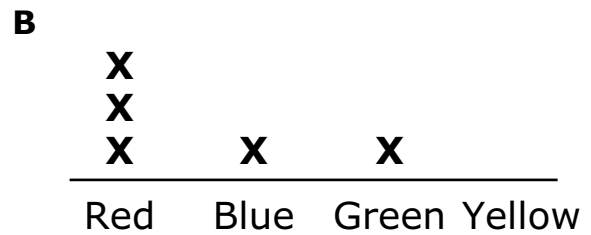
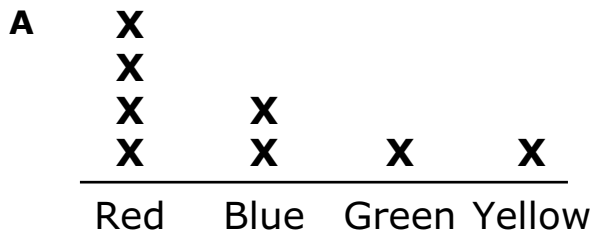
**Joy's Horses**

| Color  | Number of Horses |
|--------|------------------|
| Red    | 1                |
| Blue   | 1                |
| Green  | 2                |
| Yellow | 1                |

**Fran's Horses**

| Color  | Number of Horses |
|--------|------------------|
| Red    | 3                |
| Blue   | 1                |
| Green  | 1                |
| Yellow | 0                |

Which line plot shows how many horses of each color the girls have all together?





- 10** The table shows the number of inches of rainfall each month.

**Rainfall**

| <b>Month</b> | <b>Rainfall (inches)</b> |
|--------------|--------------------------|
| March        | 2.53                     |
| April        | 2.6                      |
| May          | 2.08                     |

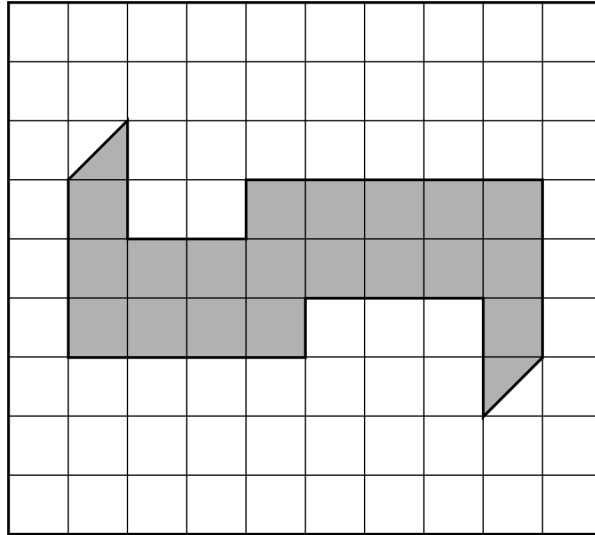
Which list shows these rainfall amounts in order from **least** to **greatest**?


- A** 2.6, 2.53, 2.08
- B** 2.08, 2.53, 2.6
- C** 2.53, 2.6, 2.08
- D** 2.08, 2.6, 2.53





- 11** The shape of a parking lot at a shopping mall is represented by the shaded part of this grid.



 = 1 square unit

**What is the area of the parking lot?**

- A** 19 square units
- B** 20 square units
- C** 21 square units
- D** 28 square units



**12** Gretta planted 24 rows of carrots. Each row had 16 carrots in it.

Which is **closest** to the total number of carrots Gretta planted?

- A 200 carrots
- B 300 carrots
- C 400 carrots
- D 600 carrots

**13**

**Match each equation on the left to the correct value for  $n$  on the right. Each equation on the left matches to one value of  $n$  on the right.** Click one box on the left and then click its match on the right. To remove a line, hold the pointer over the line until it turns red, and then click it.

$5 \times n = 40$

$n = 3$

$7 \times n = 35$

$n = 5$

$12 \times n = 36$

$n = 8$



Use the information to answer the following questions.

At the beginning of the week, Gabriela had \$12 and Henry had \$9. During the week, they both earned money recycling cans that they collected. At the end of the week, Gabriela and Henry each had \$20.

**14** Gabriela took the money she had at the end of the week to the movie theater. She bought a ticket and a drink for a total of \$14. How much money did she have left?

- A \$2
- B \$6
- C \$14
- D \$34

**15** The equation shown can be used to find out how much money Henry earned during the week recycling cans that he collected. The value of the  $\square$  is the amount Henry earned.

$$12 + 8 = 9 + \square$$

Which value can be placed in the  $\square$  to make this equation true?

- A 3
- B 11
- C 20
- D 29



# ANSWER KEYS

| English Language Arts |                              |  |
|-----------------------|------------------------------|--|
| Number                | Reporting Category           | Item Distractor Rationales   |
| 1                     | Vocabulary                   | <p><b>Correct Response:</b></p> <p>In paragraph 2, the word <b>theories</b> means <input type="text" value="ideas"/>.</p>  |
| 2                     | Vocabulary                   | <p>A. “Remember” means to recall and “enjoy” means to take pleasure in an activity or occasion.</p> <p><b>B. Correct. This is the opposite for the word “remember” which means to recall.</b></p> <p>C. “Remember” means to recall and “create” means to make something.</p> <p>D. “Remember” means to recall and “describe” means to tell about the characteristics of an object, person, or idea.</p>  |
| 3                     | Reading and Writing Process  | <p>A. This sentence is too vague to support the idea that sleep is important to learning.</p> <p>B. This sentence does not address the idea that sleep is important to learning, but addresses how dreams help us to cope with events of our day.</p> <p><b>C. Correct. This sentence supports the idea that sleep is important to learning by discussing how our brains are able to memorize and organize new information.</b></p> <p>D. This sentence does not support the idea that sleep is important to learning.</p> |
| 4                     | Language                     | <p>A. A simile is a comparison between two things that uses the words “like” or “as.” This sentence does not have a comparison.</p> <p><b>B. Correct. The way the earth looks from a cloud is being compared to a patchwork quilt. It uses the word “as” to make the comparison.</b></p> <p>C. This sentence is describing the actions of a bird; not making a comparison.</p> <p>D. A simile is a comparison between two things. This sentence is making a statement.</p>   |
| 5                     | Critical Reading and Writing | <p>A. This is a fact which can be measured.</p> <p>B. This is a fact that can be verified by the scientific study.</p> <p>C. This is a fact that can be verified by Barrett’s study.</p> <p><b>D. Correct. This is an opinion about the Frankenstein inspiration Mary Shelley had from a dream.</b></p>  |
| 6                     | Research                     | <p>A. Section headings indicate what the subsequent information will tell about.</p> <p><b>B. Correct. By looking at the topics of the section headings in bold print, the reader can locate particular information.</b></p> <p>C. Section headings might offer some clarity about the following information, but that is not their main purpose.</p> <p>D. People may use section headings to help remember information, but the primary function of section headings is to help organize information.</p>                |
| 7                     | Reading and Writing Process  | <p>A. This is just one detail presented in paragraph 4.</p> <p>B. This is just one detail presented in paragraph 4.</p> <p>C. This is not a detail presented in paragraph 4.</p> <p><b>D. Correct. This sentence summarizes the main ideas presented in paragraph 4.</b></p>   |

**English Language Arts**

| Number | Reporting Category           | Item Distractor Rationales  |
|--------|------------------------------|---|
| 8      | Critical Reading and Writing | <p>A. The fact that many settlers were trappers and traders does not directly support the idea of not having the same respect for the buffalo.</p> <p><b>B. Correct. The idea of the settlers killing more buffalo than what was needed does support the idea of not having the same respect for the buffalo.</b></p> <p>C. Wanting to protect the buffalo does not support the idea of not having the same respect for the buffalo.</p> <p>D. Carefully protecting the herd does not support the idea of not having the same respect for the buffalo.</p>  |
| 9      | Critical Reading and Writing | <p><b>A. Correct. Once people realized that the American buffalo was becoming extinct, they began efforts that would preserve and protect the buffalo.</b></p> <p>B. The weight of the buffalo has decreased from long ago, but the passage does not support the idea that that is why people changed their attitude about buffalo.</p> <p>C. Although the passage indicates that Native Americans and early settlers depended on the buffalo for survival, the passage does not suggest that people continue to depend on buffalo for survival.</p> <p>D. The land bridge no longer connects North America and Asia.</p>                           |
| 10     | Reading and Writing Process  | <p><b>Correct Responses:</b></p> <div style="border: 1px dashed gray; padding: 5px; margin-bottom: 10px;">It is organized using stanzas.</div> <div style="border: 1px dashed gray; padding: 5px; margin-bottom: 10px;">It tells a story about American buffalo.</div> <div style="border: 1px dashed gray; padding: 5px; margin-bottom: 10px;">It contains characters who solve a problem.</div> <div style="background-color: #cccccc; padding: 5px; margin-bottom: 10px;">It provides facts about the American buffalo.</div> <div style="background-color: #cccccc; padding: 5px;">It is informing the reader about the American buffalo.</div> |
| 11     | Critical Reading and Writing | <p>A. The passage is not written in the first person.</p> <p>B. The passage is not written in the first person.</p> <p><b>C. Correct. The passage is written by an unknown narrator relating information as an outsider looking in and using the pronoun “they.”</b></p> <p>D. The passage is not written in the third person by an unknown settler.</p>  |

**English Language Arts**

| <b>Number</b> | <b>Reporting Category</b>  | <b>Item Distractor Rationales</b>  |              |                    |          |   |          |  |          |  |              |                              |
|---------------|--|--|--------------|--------------------|----------|---|----------|--|----------|--|--------------|------------------------------|
| 12            | Reading and Writing Process  | <p><b>A. Correct. This passage presents historical and modern day information about the American buffalo to the reader.</b></p> <p>B. This passage presents historical and modern day facts about the American buffalo and is not trying to persuade the reader.</p> <p>C. This passage presents historical and modern day facts about the American buffalo and is not entertaining the reader with a story.</p> <p>D. This passage presents historical and modern day facts about the American buffalo and is not sharing a personal experience with the reader.</p>  |              |                    |          |   |          |  |          |  |              |                              |
| 13            | Research   | <p>A. This question would help the reader determine where American buffalo are located outside of Yellowstone rather than how to preserve them.</p> <p>B. This question would help the reader know a specific year. It would not tell about how American buffalo are being preserved.</p> <p><b>C. Correct. This question would lead to finding information about preserving the American buffalo because it would help to find out about the laws that were enacted to help preserve the American buffalo.</b></p> <p>D. This question would yield information about the average age an American buffalo might live.</p>  |              |                    |          |   |          |  |          |  |              |                              |
| 14            | Critical Reading and Writing   | <p><b>Correct Response:</b></p> <table border="1"> <thead> <tr> <th><b>Score</b></th> <th><b>Description</b></th> </tr> </thead> <tbody> <tr> <td align="center"><b>2</b></td> <td>The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 4 and 5. The details provided are based on the text and are relevant to the task.</td> </tr> <tr> <td align="center"><b>1</b></td> <td>The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 4 and 5., but some of the supporting details may lack specificity or are not supported by the text.</td> </tr> <tr> <td align="center"><b>0</b></td> <td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td> </tr> <tr> <td align="center"><b>Blank</b></td> <td>The response was left blank.</td> </tr> </tbody> </table> <p><b>Possible Response:</b></p> <ul style="list-style-type: none"> <li>• The author of “The American Buffalo” uses problem and solution to structure paragraphs 4 and 5.</li> </ul> <p><b>Possible Supporting Details:</b></p> <ul style="list-style-type: none"> <li>• The author uses words and phrases to indicate a problem.             <ul style="list-style-type: none"> <li>• “These settlers killed more than what they needed.” (paragraph 4)</li> <li>• “Soon there were only a few thousand of the American buffalo left.” (paragraph 4)</li> <li>• “They were on their way to becoming extinct.” (paragraph 4)</li> </ul> </li> <li>• The author uses words and phrases to indicate people are working towards a solution.             <ul style="list-style-type: none"> <li>• “Today, many people are working to help the American buffalo.” (paragraph 5)</li> <li>• “There is a protected herd of buffalo in Yellowstone National Park.” (paragraph 5)</li> <li>• “There are private groups who also want to preserve the American buffalo.” (paragraph 5)</li> <li>• “Similar efforts will help guarantee the future of the American buffalo.” (paragraph 5)</li> </ul> </li> </ul> <p>Other responses are acceptable if supported by relevant details from the text.</p> | <b>Score</b> | <b>Description</b> | <b>2</b> | The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 4 and 5. The details provided are based on the text and are relevant to the task. | <b>1</b> | The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 4 and 5., but some of the supporting details may lack specificity or are not supported by the text. | <b>0</b> | The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing. | <b>Blank</b> | The response was left blank. |
| <b>Score</b>  | <b>Description</b>   |  |              |                    |          |   |          |  |          |  |              |                              |
| <b>2</b>      | The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 4 and 5. The details provided are based on the text and are relevant to the task.  |  |              |                    |          |   |          |  |          |  |              |                              |
| <b>1</b>      | The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 4 and 5., but some of the supporting details may lack specificity or are not supported by the text. |  |              |                    |          |   |          |  |          |  |              |                              |
| <b>0</b>      | The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.   |  |              |                    |          |   |          |  |          |  |              |                              |
| <b>Blank</b>  | The response was left blank.   |  |              |                    |          |   |          |  |          |  |              |                              |

**English Language Arts**

| <b>Number</b> | <b>Reporting Category</b>    | <b>Item Distractor Rationales</b>   |
|---------------|------------------------------|---|
| 15            | Vocabulary                   | <p><b>A. Correct. Words that have the same or similar meanings are called “synonyms.” The words “excited” and “thrilled” both mean “extremely pleased.”</b></p> <p>B. “Curious” relates to one’s attitude towards learning something new. Being excited is not the same as being curious.</p> <p>C. “Grateful” means to be appreciative of “benefits received.” It has a different meaning than “excited.”</p> <p>D. “Contented” means to be satisfied with something. It suggests a calm manner. “Excited” suggests the opposite.</p>  |
| 16            | Critical Reading and Writing | <p><b>A. Correct. Paragraph 1 notes that Cracker Jack was first invented in 1893, and that it was “a big hit.” In 1908, the mention of Cracker Jack in the song “Take Me Out to the Ballgame” made the treat even more popular. Finally, paragraph 8 states that “Cracker Jack still remains part of the American snack scene today,” which supports the idea that it has been enjoyed for many years.</b></p> <p>B. There is nothing in the passage to suggest that Cracker Jack is mainly eaten at sporting events. Paragraph 4 states that Cracker Jack was mentioned in a song about baseball, but there are no other references to sports in the passage.</p> <p>C. Paragraphs 2 and 5 show that the molasses coating has only been changed twice.</p> <p>D. This information is not supported by the passage. Paragraph 8 indicates that it is still “part of the snack scene,” but no facts are provided to prove that it is the most common snack food.</p> |
| 17            | Reading and Writing Process  | <p><b>A. Correct. A key feature of nonfiction texts is that they share information about people and places that really exist now or have existed in the past.</b></p> <p>B. The number of characters is not a defining feature of nonfiction texts. Nonfiction and fiction texts can have multiple characters.</p> <p>C. Short sentences can be in both fiction and nonfiction texts.</p> <p>D. Fiction and nonfiction texts can take place in the past.</p>  |
| 18            | Critical Reading and Writing | <p><b>A. Correct. The first clause contains a fact—the ingredients can be verified. However, not all people will agree that the snack is delicious; it is not information that can be proven.</b></p> <p>B. This sentence is a fact. It can be proven by looking at boxes of Cracker Jack.</p> <p>C. This sentence is a fact. It can be confirmed by looking at other sources.</p> <p>D. This information can be verified by calling the company, so it is a fact.</p>  |
| 19            | Language                     | <p><b>A. Correct. The familial relationships “uncle” and “aunt” should be capitalized when used in front of their actual names.</b></p> <p>B. “Favorite” is a common adjective, and “relatives” is a common noun.</p> <p>C. “Are” and “coming” are the verbs in this sentence.</p> <p>D. “A” is an article, and “visit” is a common noun.</p>   |
| 20            | Language                     | <p>A. This is a compound noun.</p> <p>B. This is a verb phrase.</p> <p><b>C. Correct. This is a prepositional phrase using the preposition “to” followed by the noun “school.”</b></p> <p>D. This is an adverb phrase.</p>  |

English Language Arts

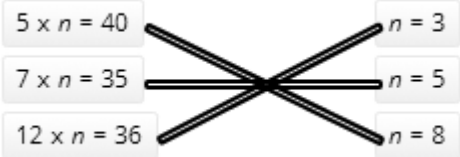
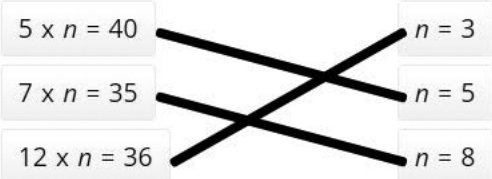
| Number | Reporting Category | Item Distractor Rationales  |
|--------|--------------------|---|
| 21     | Language           | <p>A. This choice is missing a coordinating conjunction.</p> <p><b>B. Correct. The two clauses are joined by a comma and the coordinating conjunction “but,” which shows that there is a contrasting relationship between the two clauses.</b></p> <p>C. This is a run-on sentence. Two independent clauses are written as one sentence without a comma and a coordinating conjunction.</p> <p>D. Although the two clauses are correctly joined by a comma and coordinating conjunction, the wrong conjunction is used. “So” suggests a cause-effect relationship, but that does not exist between these two clauses.</p> |
| 22     | Language           | <p><b>A. Correct. “Team,” a collective noun, is the subject and takes a singular past tense verb in this sentence.</b></p> <p>B. “Runned” is an incorrect past tense of the irregular verb “run.”</p> <p>C. The sentence requires a past tense verb; “running” is the present progressive tense.</p> <p>D. “Team,” a collective noun, is the subject and takes a singular past tense verb in this sentence.</p>   |



## Mathematics

| Number | Reporting Category            | Item Distractor Rationales   |
|--------|-------------------------------|--|
| 1      | Number & Operations           | <p>A. The student made a fact error.</p> <p>B. The student made a fact error.</p> <p><b>C. Correct. The student demonstrated an ability to fluently divide with factors up to 12.</b></p> <p>D. The student made a fact error.</p>   |
| 2      | Geometry & Measurement        | <p><b>A. Correct. The student demonstrated an ability to determine elapsed time.</b></p> <p>B. The student thought the clock showed 1:50 because the hour hand is closer to the 1 than the 12.</p> <p>C. The student thought the clock showed 10:05.</p> <p>D. The student subtracted 15 minutes from the time shown.</p>  |
| 3      | Algebraic Reasoning & Algebra | <p><b>A. Correct. The student demonstrated an ability to describe the single operation rule for a pattern presented in a table.</b></p> <p>B. Balance distractor</p> <p>C. The student saw that this rule worked for 2 tickets.</p> <p>D. The student thought this worked for 5 tickets, but the relationship is reversed.</p>   |
| 4      | Number & Operations           | <p>A. The student identified the part of the group that is not shaded.</p> <p>B. The student thought <math>\frac{2}{8}</math> was equivalent to <math>\frac{1}{3}</math>.</p> <p>C. The student identified the part of the group that is not shaded and thought <math>\frac{6}{8}</math> was equivalent to <math>\frac{2}{3}</math>.</p> <p><b>D. Correct. The student demonstrated an ability to identify a fraction shown in a model and rename that fraction as an equivalent fraction.</b></p> |
| 5      | Data & Probability            | <p>A. The student missed one x.</p> <p><b>B. Correct. The student demonstrated an ability to understand data presented on a line plot.</b></p> <p>C. The student thought x represented 3 students.</p> <p>D. The student thought x represented 3 students and then made a computation error.</p>   |
| 6      | Algebraic Reasoning & Algebra | <p><b>A. Correct. The student demonstrated an ability to solve for an unknown by solving an equation involving addition with whole numbers.</b></p> <p>B. The student made a computational error.</p> <p>C. The student made a computational error.</p> <p>D. The student computed <math>64 + 16</math>.</p>   |
| 7      | Number & Operations           | <p>A. The student compared 320 to 450 only.</p> <p><b>B. Correct. The student demonstrated an ability to compare whole numbers.</b></p> <p>C. The student confused 204,307 and 204,370.</p> <p>D. The student compared 320 to 999 only.</p>  |
| 8      | Geometry & Measurement        | <p>A. The student did not understand the attributes of a trapezoid.</p> <p>B. The student focused on the four congruent sides and ignored the part about the angles.</p> <p><b>C. Correct. The student demonstrated an understanding of the attributes of quadrilaterals.</b></p> <p>D. The student did not understand the attributes of a rectangle.</p>  |

## Mathematics

| Number | Reporting Category            | Item Distractor Rationales   |
|--------|-------------------------------|--|
| 9      | Data & Probability            | <p>A. The student saw that the line plot was correct for red, blue, and yellow.</p> <p>B. The student did not combine the girls and saw that the line plot was correct for Fran.</p> <p>C. The student did not combine the girls and saw that the line plot was correct for Joy.</p> <p><b>D. Correct. The student demonstrated an ability to represent data on a line plot marked with whole numbers.</b></p> |
| 10     | Number & Operations           | <p>A. The student ordered from greatest to least.</p> <p><b>B. Correct. The student demonstrated an ability to order decimals.</b></p> <p>C. The student used the same order as the table.</p> <p>D. The student thought 2.53 was larger than 2.6 because it had more digits.</p>  |
| 11     | Geometry & Measurement        | <p>A. The student subtracted the area of the triangles.</p> <p><b>B. Correct. The student demonstrated an ability to find the area of polygons that can be decomposed into rectangles.</b></p> <p>C. The student thought each triangle was worth 1 square unit.</p> <p>D. The student found approximate perimeter instead of area.</p>   |
| 12     | Number & Operations           | <p>A. The student incorrectly rounded 16 to 10.</p> <p>B. The student found the product and then only focused on the hundreds place being 3.</p> <p><b>C. Correct. The student demonstrated an ability to estimate the product of a 2-digit by 2-digit multiplication problem using rounding.</b></p> <p>D. The student incorrectly rounded 24 to 30.</p>  |
| 13     | Algebraic Reasoning & Algebra | <p><b>Correct:</b></p>  <p><b>Incorrect:</b></p>  <p>The student thought <math>n = 5</math> for the first equation because the first factor was 5.</p>   |
| 14     | Number & Operations           | <p>A. The student computed <math>14 - 12</math> instead of <math>20 - 12</math>.</p> <p><b>B. Correct. The student demonstrated an ability to find the amount of money left after paying.</b></p> <p>C. The student gave the total spent instead of the amount left.</p> <p>D. The student added instead of subtracted.</p>  |
| 15     | Number & Operations           | <p>A. The student confused 12 and 20.</p> <p><b>B. Correct. The student demonstrated an ability to determine the unknown addend in equivalent expressions.</b></p> <p>C. The student knew the total must be 20, but failed to subtract the 9.</p> <p>D. The student added 9 to 20 instead of subtracting.</p>  |

**Blank**

**Blank**

**Blank**

**Blank**



# ANSWER SHEET

USE NO.2 PENCIL ONLY

## ENGLISH LANGUAGE ARTS

- 1 TEI
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 TEI

- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 CR
- 15 (A) (B) (C) (D)
- 16 (A) (B) (C) (D)
- 17 (A) (B) (C) (D)
- 18 (A) (B) (C) (D)
- 19 (A) (B) (C) (D)
- 20 (A) (B) (C) (D)

- 21 (A) (B) (C) (D)
- 22 (A) (B) (C) (D)



## MATHEMATICS

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)

- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 TEI
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)





**OKLAHOMA**  
**Education**