Analyzing and Interpreting SY 2021 School and District Scores

Considerations for Educators
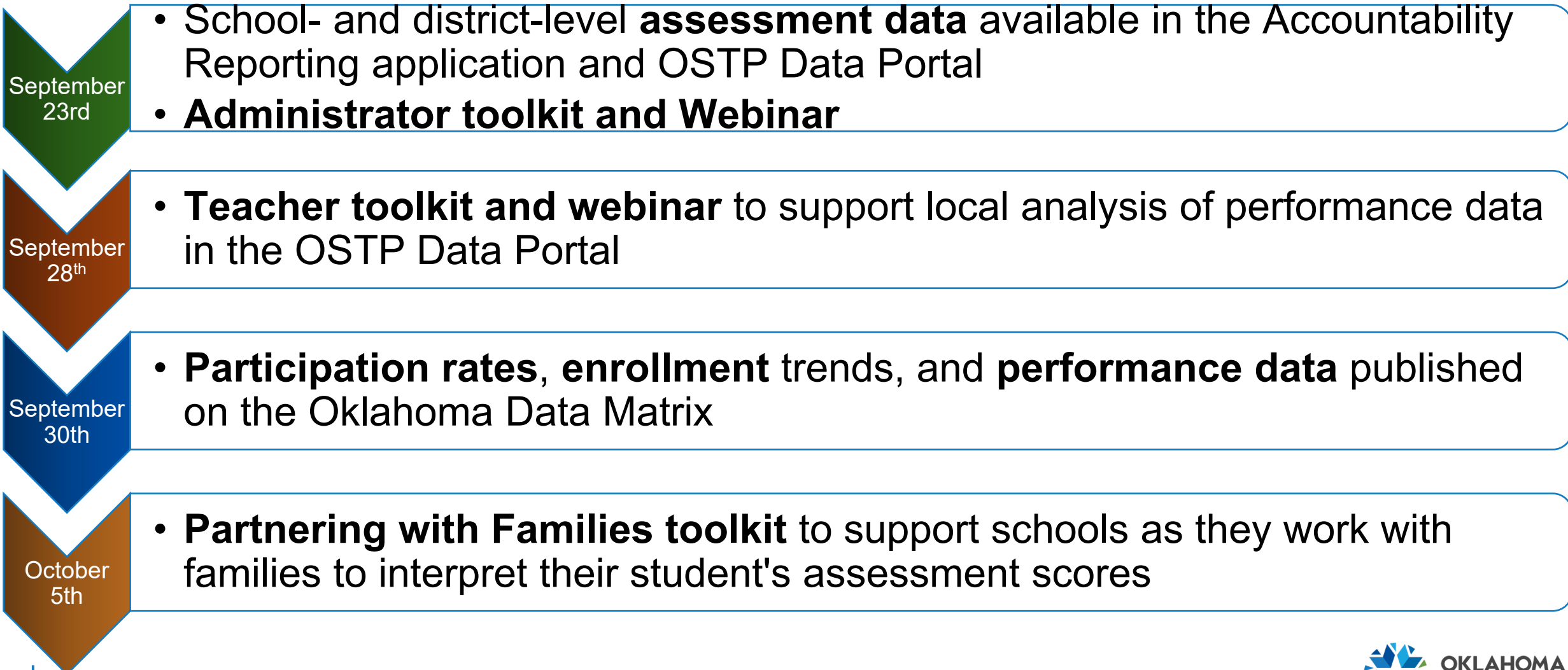
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Outcomes

- **Understand** the purpose of state assessments in a typical year and during a pandemic

- **Identify** interpretation considerations that should precede analysis of state assessment scores from the spring 2021 administration

- **Examine** state assessment scores using data tools and resources in the OSTP Data Portal

- **Utilize** other OSDE resources to assist with addressing unfinsihed learning

- **Connect** OSDE tools and resources to support next steps

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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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Levels of assessment data

Accountability Reporting

Data displayed in the Accountability Reporting application provides **performance, progress, and participation rates** by student group and grade level. Accountability Reporting also displays **student-level data** including OSTP and OAAP **assessment, attendance, enrollment, and coursework**.

Access to the Accountability Reporting application is granted at the district level
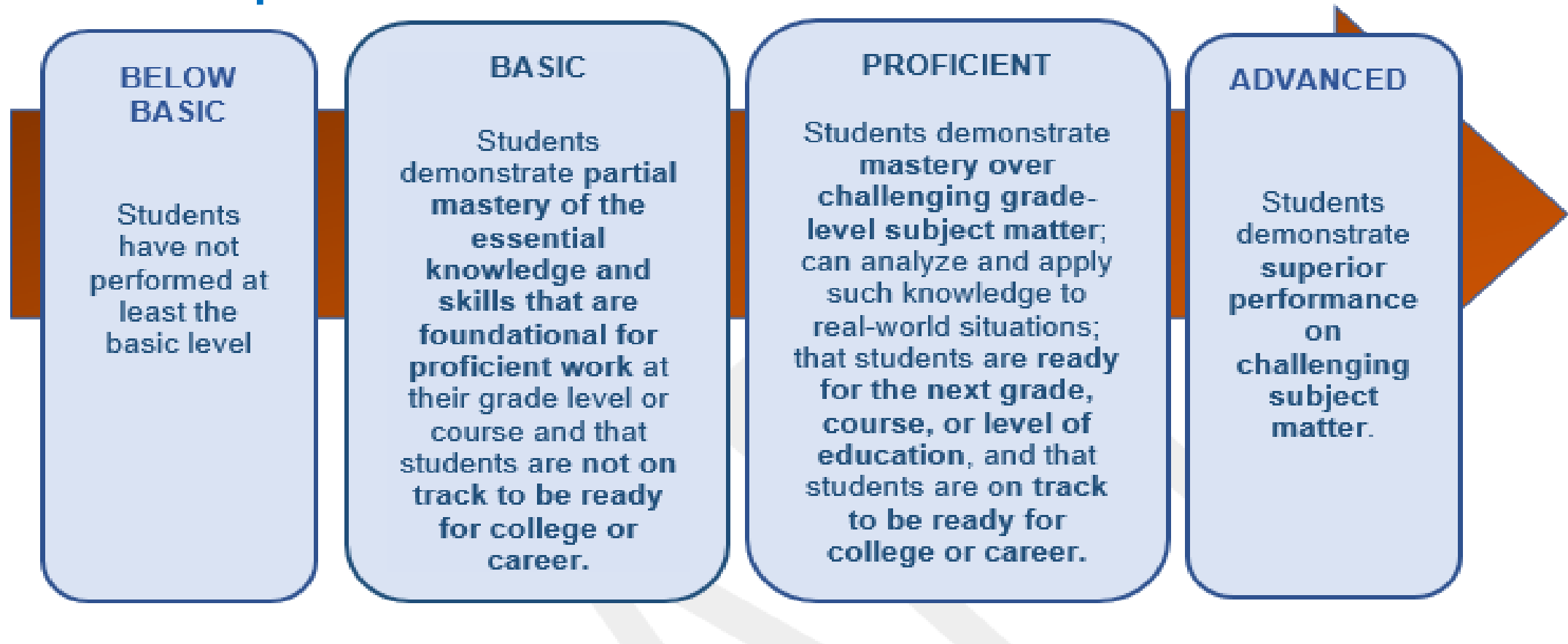
OSTP Data Portal

Data displayed in the OSTP Data Portal provides **aggregate reports for OSTP** scores by school, grade, student group, year, and **student-level performance data** through rosters.

Access to the portal is granted at the district level

Interpreting State Test Scores- Educator's Toolkit

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Purpose of State Summative Assessments

Interpreting State Test Scores- Educator's Toolkit

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State summative assessments

End-of-year state summative assessments determine **levels of proficiency on grade-level expectations** for all students.
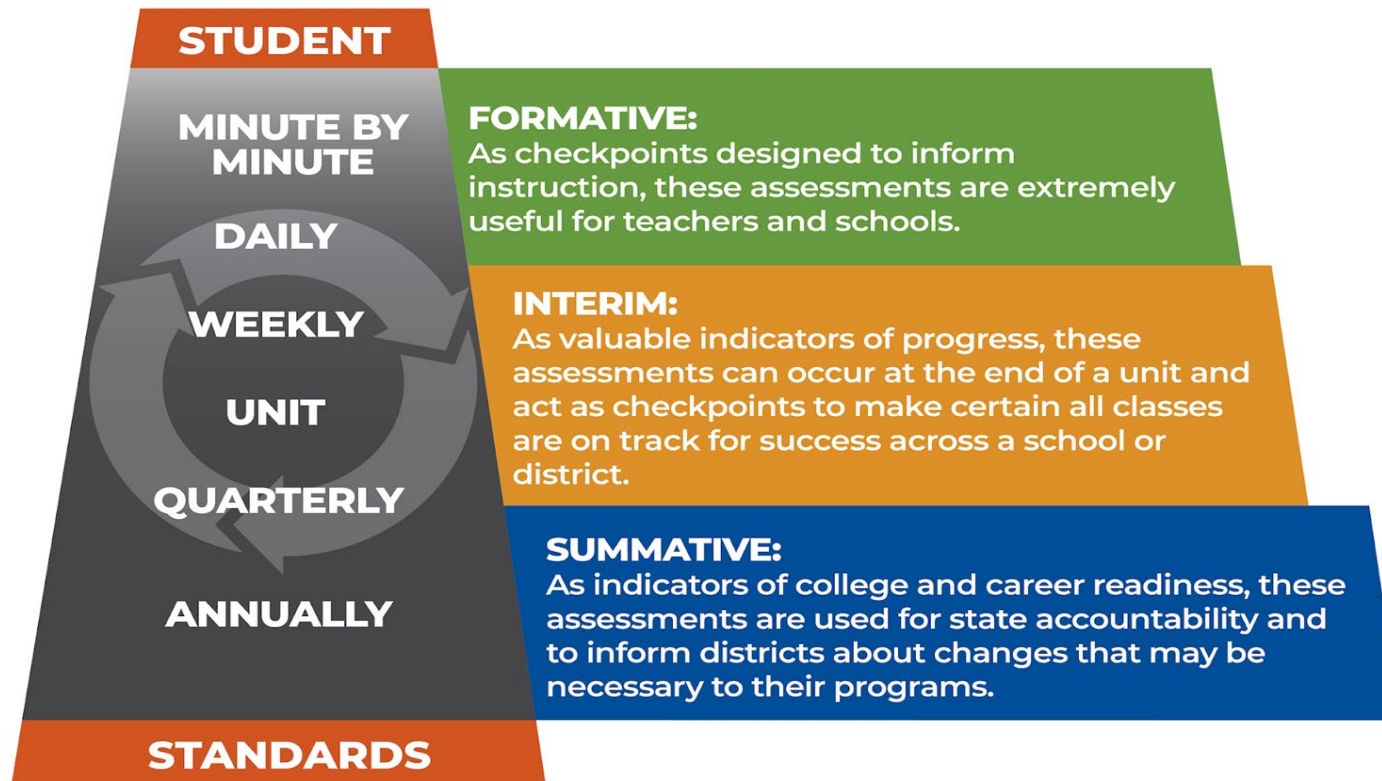
BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Students have not performed at least the basic level	Students demonstrate partial **mastery of the essential knowledge and skills that are foundational for proficient work** at their grade level or course and that students are not on track to be ready for college or career.	Students demonstrate **mastery over challenging grade-level subject matter;** can analyze and apply such knowledge to real-world situations; that students are ready for the next grade, course, or level of education, and that students are on track to be ready for college or career.	Students demonstrate superior performance on challenging subject matter.

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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-grade-level expectations*; and,

❑ when connected to local data, help school leaders identify areas of need, inequities to access, and improvements to celebrate.

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State summative assessments in a system

State, district, and classroom assessments can work together in a coherent system of assessment. Doing so provides educators with timely information on students' progress and overall achievement each year.

STUDENT

MINUTE BY MINUTE
DAILY
WEEKLY
UNIT
QUARTERLY
ANNUALLY

FORMATIVE:
As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.

INTERIM:
As valuable indicators of progress, these assessments can occur at the end of a unit and act as checkpoints to make certain all classes are on track for success across a school or district.

SUMMATIVE:
As indicators of college and career readiness, these assessments are used for state accountability and to inform districts about changes that may be necessary to their programs.

STANDARDS

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State summative assessments in a typical year

In a typical year, summative assessments help us understand **system-level decisions** like

❑ how district or school curriculum might be working, and/or

❑ where additional professional development may be helpful.

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We did not have a typical year

Students and educators have faced serious disruptions in both the 2019-2020 and 2020-2021 school years.

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State summative assessments with disruptions due to COVID-19

For SY 2021, summative assessment data serve as an **important marker** that helps us understand where a student is relative to **end-of-grade level expectations** outlined in the Oklahoma Academic Standards(OAS).

To interpret SY 2021 performance, it is **imperative** that district and school personnel understand:

- **Who tested and who did not test this past year?**

- **How students performed?**

- **How learning conditions *and* interruptions** might have affected state summative assessment performance?

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Considerations before interpretations

We urge **caution** when examining summary reports because of the possibility of **uneven participation rates** and/or because of **changes to learning conditions** that may have been disrupted by the pandemic.

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Considerations for Examining Your Data

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Student population

Who was enrolled this past year that might be different from previous years?

Race/Ethnicity

846382 Students

- American Indian
- Asian/Pacific Islander
- Black
- Hispanic
- Two or More Races
- White

- Economically Disadvantaged
- English Learner
- Students with Disabilities
- Gender
- Homeless
- Foster Care
- Migrant
- Military

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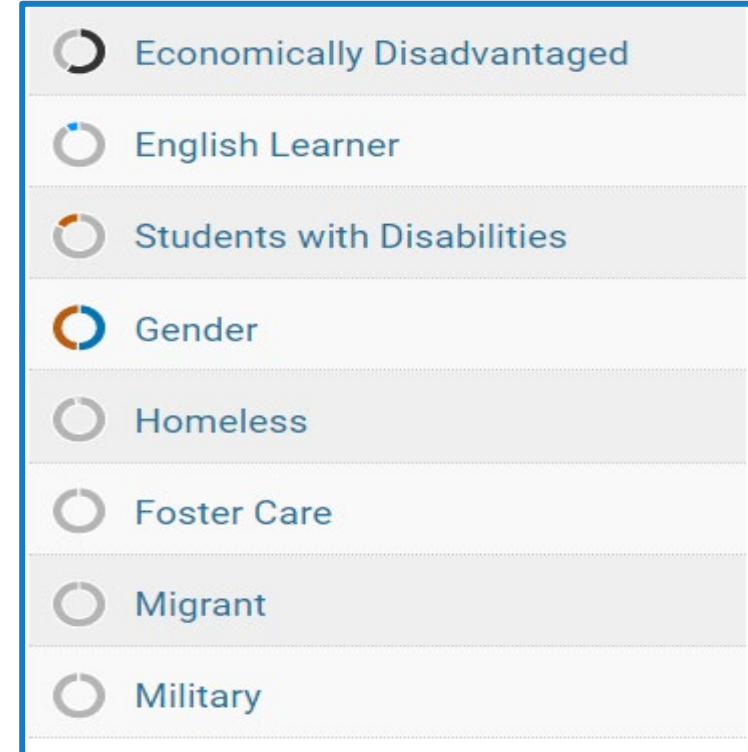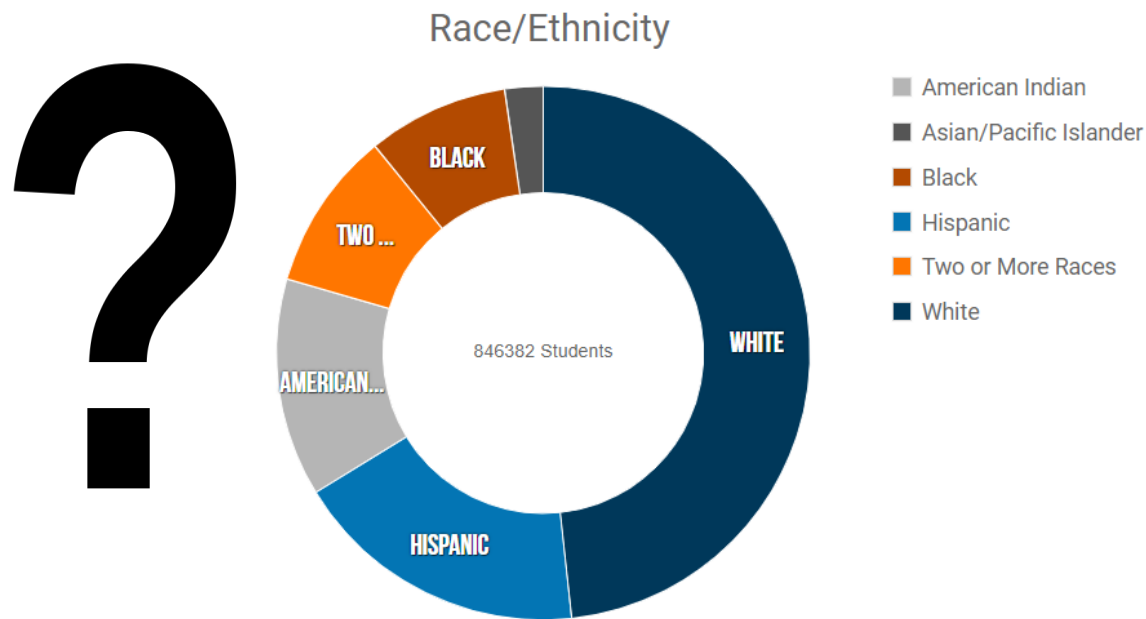
Assessment participation

Based on those who were enrolled, who tested in my district? In my school? Who did not test?

Interpreting State Test Scores- Educator's Toolkit

Assessment participation

| Interpreting State Test Scores- Educator's Toolkit

Statutory and Policy Context

Interpreting State Test Scores- Educator's Toolkit

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"(E) ANNUAL MEASUREMENT OF ACHIEVEMENT.—(i) Annually measure the achievement of not less than 95 percent of <u>all students</u>, and 95 percent of all students <u>in each subgroup of students</u>, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).

In typical years, schools adhere to this participation expectation

- Exceeding 95% participation ensures *sampling* of the school's *population* is truly representative

<u>AKA</u>: **When met, students who are included in assessment reporting are an accurate reflection of the school's overall population**

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Waived by US Department of Education on May 17, 2021, following our request:

Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.

Throughout spring 2021, OSDE messaged the importance of participation

- "We believe in the importance of the information that state assessments provide to help identify **areas of need**, **inequities to access** and **improvements to celebrate**."

- ... while also messaging federally required assessment **reporting** (i.e., participation, proficiency) in addition to **waived** report cards

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Interpretation Considerations for SY 2021 Scores

Accountability Reporting Application

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In a normal year...

45% Proficient
1000 students enrolled

45% Proficient
1000 students enrolled

45% Proficient
1000 students enrolled
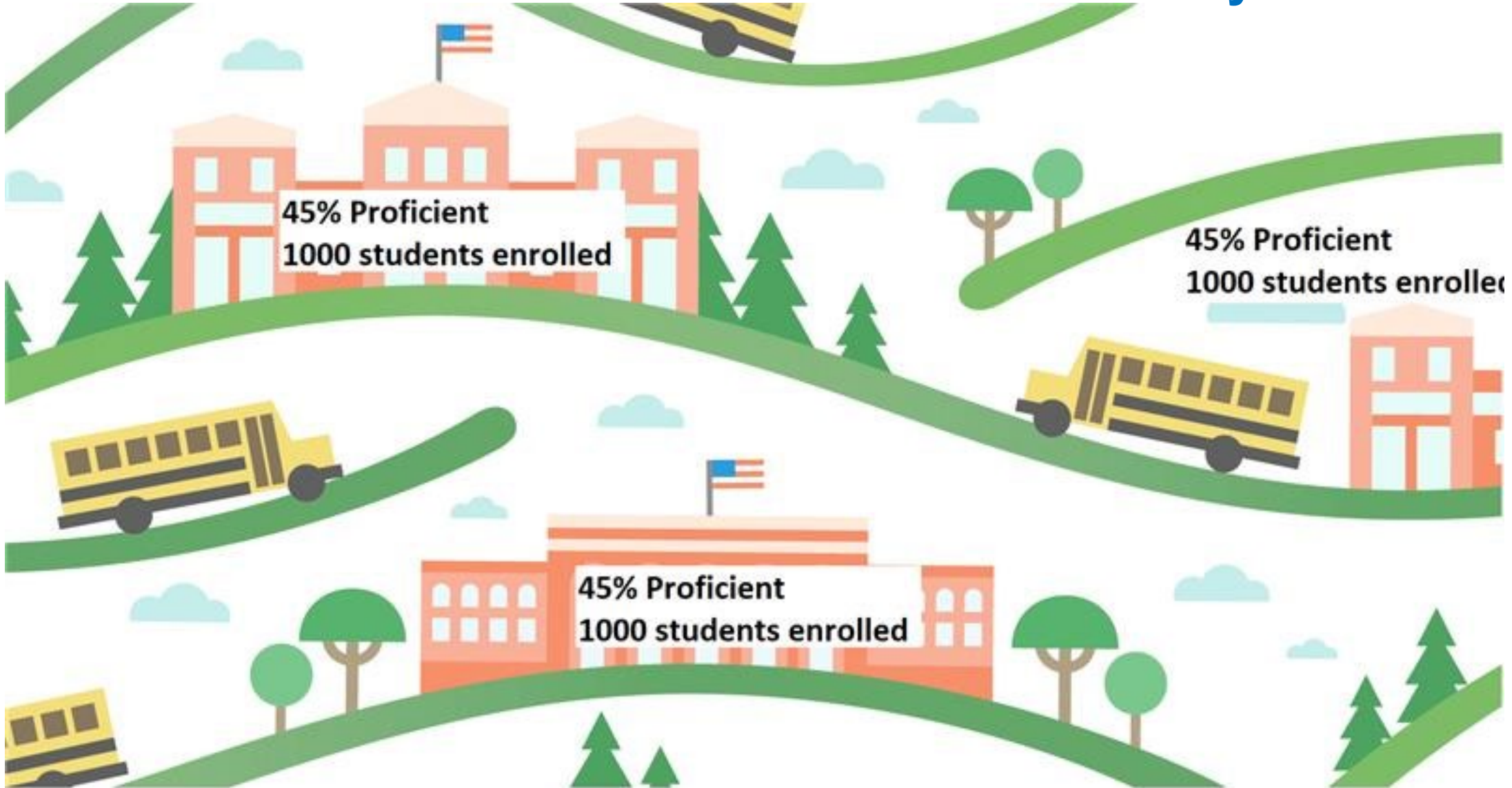
Lower Participation Requires Context

We urge caution when examining summary reports because of the possibility of uneven participation rates or because of changes to learning conditions that may have been disrupted by the pandemic.

Participation Rate	Potential Interpretations
95% or greater	Presumes student representativeness and no data missingness concerns.
80 - 94.9%	Requires advanced research; interpretation *possible* but not for all student groups.
Below 80%	Concerns! Highly unlikely that assessment scores can be comparable to any prior reporting.

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School Profile Change over Time

2019 school profile:

- 146 total students
- 56% American Indian, 40% White
- 81% Economically Disadvantaged
- 22% Students with Disabilities

2021 school profile:

- 88 total students
- 60% American Indian, 33% White
- 81% Economically Disadvantaged
- 25% Students with Disabilities

100% ELA participation rate, overall

- Grade 5: 100% (28% Prof/Adv)
- Grade 6: 100% (11% Prof/Adv)
- Grade 7: 100% (35% Prof/Adv)
- Grade 8: 100% (11% Prof/Adv)

91% ELA participation rate, overall

- Grade 6: 93% (15% Prof/Adv)
- Grade 7: 100% (19% Prof/Adv)
- Grade 8: 85% (17% Prof/Adv)

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Performance

Enrollment

Did your enrollment demographics mirror your students that tested? (By grade level? By student group?)

Are your enrollment demographics for your 2021 school year comparable to prior years? (By grade level? By student group?)

Participation

Did you have 95% or greater participation on state tests? (By grade level? By student group?)

Are your 2021 school year participation rates comparable to prior years? (By grade level? By student group?)

Opportunities to Learn

Did all students have the same type of access to grade-level learning during the 2021 school year?

Did student's learning experiences change within the 2021 school year?

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Considerations before interpretations

What other information about local **conditions of learning** should we consider (e.g., opportunity to learn, mode of learning, access to grade-level content, attendance, course grades, etc.)?

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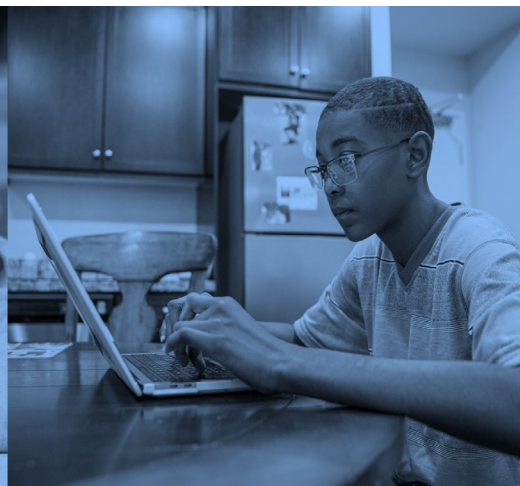
Common Question

Can I compare schools, either within a district or across the state?

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45% Proficient
1000 students enrolled

45% Proficient
1000 students enrolled

45% Proficient
1000 students enrolled

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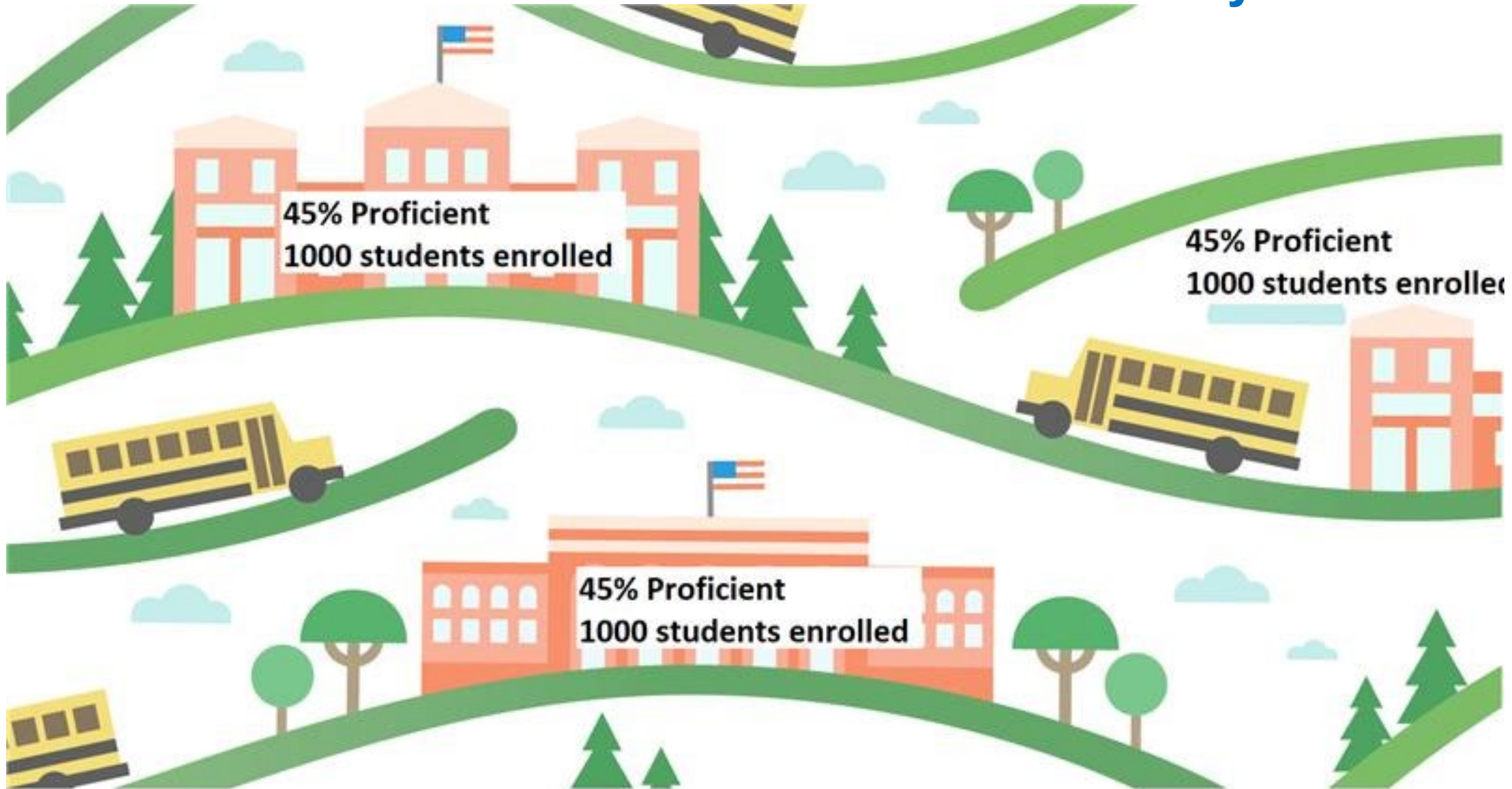
Should I compare the performance of two schools?

Elementary School A	Elementary School B

• 95% participation rate, overall
 	
• Traditional learning for SY 2021 with only occasional learning disruptions due to the pandemic
 	
  • Students who quarantined may or may not have had access to reliable internet, had difficulties receiving tutoring or other supports, etc.
	• 96% participation rate, overall
	
	• Families decided students' learning pathways at the beginning of the fall semester; most students learned virtually until March 2021
	
	  • Students' educational dosage was inconsistent within the school, and students likely had disruptions to services

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Comparisons of schools and districts <u>cannot</u> be done as they have in the past!

In typical years, high participation rates allow us to assume that all students had **comparable instructional experiences** and **access to** grade-level content.

- ❑ **The non-uniformity of SY 2021 means these assumptions cannot be met at the school, district, or state levels.**
  - ❑ Does the school's enrollment look different than it has in previous years?
  - ❑ Did 95% of students at the school, *and* for each subgroup, participate in the assessments?
  - ❑ Were instructional conditions similar for all students within and across schools?

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Connecting Data to Address Unfinished Learning

OSTP Data Portal

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Understand participation

- Raising key questions
- Suggesting next steps
- Framing deeper data interrogation

Administrator Toolkit

Accountability Reporting

- Participation
- Performance
  - Scale score & PL
- Enrollment

- More granular information on student mastery of grade-level expectations.

OSTP Data Portal

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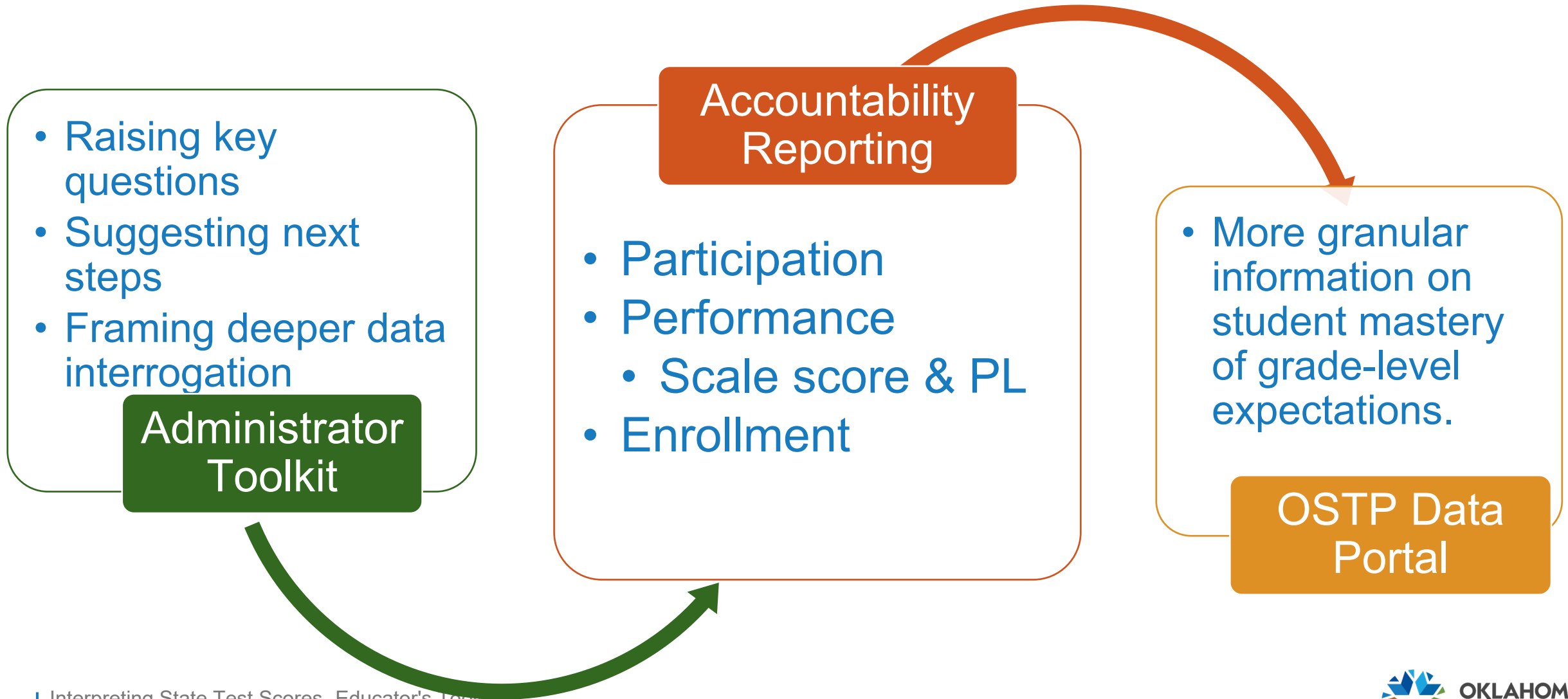
Supporting on-grade-level instruction

To accelerate students' progress, system leaders and educators need to identify exactly what unfinished learning needs to be addressed, when, and how. 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

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Locating data in the OSTP Data Portal

Welcome!

Log In

Login with your Username and Password. Click reporting and then choose the report and school or district for which you wish to review data

Access to the OSTP Data Portal is granted at the district level

Reporting

View summary and individual student results by test and content standards.

Back to Oklahoma Portal

Program:	OSTP
Report:	Group Summary: Performance Levels
Admin:	✔ 2021 2019 2018 2017
Grade:	● Grade 03 Grade 04 Grade 05 Grade 06 Grade 07 Grade 08
Release:	● Final

Last Na
Please enter

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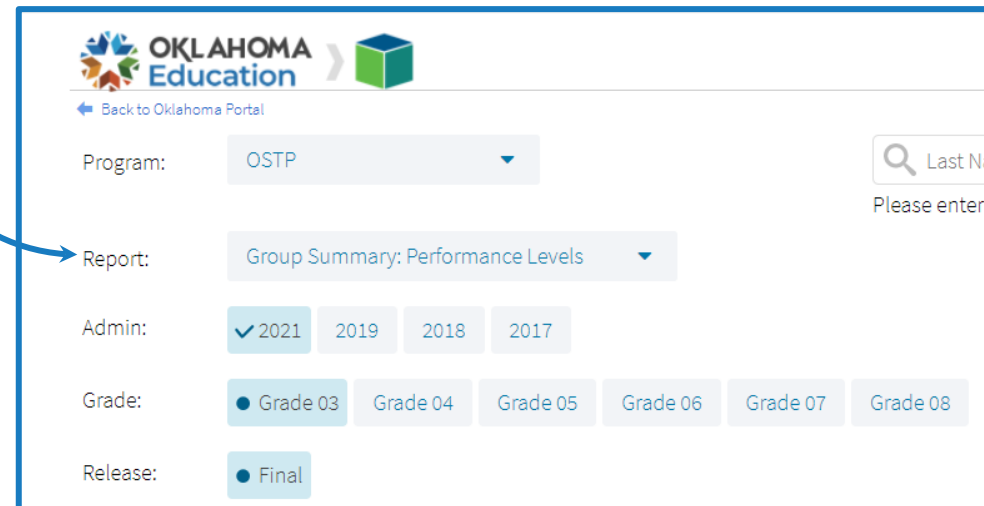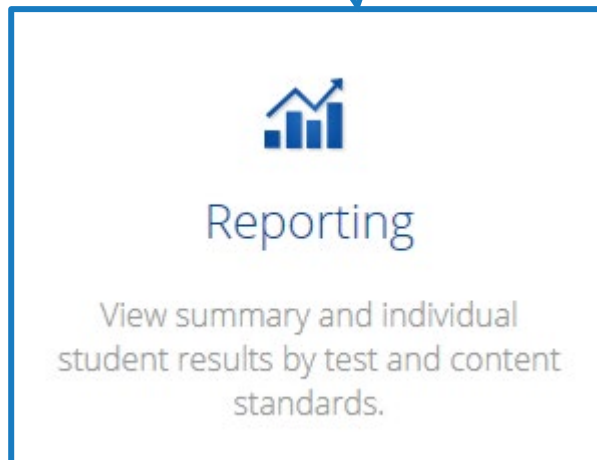
OSTP Data Portal Reports

Report	Data Available
Group Summary: Performance Levels	• **Single grade**: performance level data including OPI, percent scoring at each performance level and reporting category. • Data can be disaggregated by student group for comparison purposes- **Reminder: connect participation rates to consider who tested and who did not test.**
Group Summary PL: All Grades	• **Multiple grades**: performance level data including OPI, percent scoring at each performance level and reporting category by subject. • Data can be disaggregated by student group for comparison purposes: **Reminder: connect participation rates to consider who tested and who did not test.**
Group Summary PL: All Selections	• **Single Grade**: performance level data for **all student groups** including OPI, percent scoring at each performance level and reporting category by subject: **Reminder: connect participation rates to consider who tested and who did not test.**
Summary Counts	• Provides summary counts for online, not other placelement, total tested, and total did not attempt
Longitudinal Roster	• Provides student level performance across grades for students enrolled at a site multiple years (For example, grade 3 in 2018, grade 4 in 2019 and grade 6 in 2021)

Interpreting State Test Scores- Educator's Toolkit

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OSTP data portal helps you answer key questions

❏ Who were we able to test? Who were we not able to test?

❏ How did students that tested perform (Performance level, Oklahoma performance index [OPI] scale score, and reporting category performance)?

❏ How does local assessment data compare?

❏ How can we connect local assessment data to identify what areas of unfinished learning might need to be addressed?

See the "Key Questions for Teachers" Toolkit (on the Office of Assessments website) for additional information.

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Who tested? Who did not test?

1. To identify <u>who did not test</u>: Click 2021 under **Administration-**

2. Next Choose- **Drill to Roster** and then choose **Roster Report**

					% in Each Performance Level			
Subject	Administration	Total N	Valid N	Mean OPI	Below Basic %	Basic %	Proficient %	Advanced %
ELA	2021	168	167	274	53	30	16	1

Disaggregate By >
Drill To Roster >

Roster Report
Individual Student Report

3. When the Roster Report opens, click on **OPI** and choose **Sort Ascending**, Students that did not test, will show as **DNA**

OPI
Sort > Sort Ascending
Sort Descending
313

OPI ↑	RSA Status	Critical Reading/Writing	Vocabulary	Language
DNA	DNA	DNA	DNA	DNA

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Supporting students that did not test

- ❑ Local assessment data
- ❑ Attendance
- ❑ Enrollment
- ❑ Student survey

Interpreting State Test Scores- Educator's Toolkit

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OSTP performance data

Performance Levels
- Relates **level of readiness** for the next grade, course or level by connecting student test scores to the **OAS** as described in the **Performance Level Descriptors (PLDs).**
- Four Levels- **Below Basic, Basic, Proficient or Advanced**

Performance Index Scale Score (OPI)
- Provides a **more specific measure** of readiness to be on track by relating where a score is relative to a **performance level.**
- **Comparable** scale across all tests from **200-399** wherein **300** is always **Proficient**

Reporting Category
- Relates **confidence level** to which students are **likely to demonstrate the Proficient level** knowledge, skills and abilities (**KSAs**) with respect to the content represented in the **STANDARD** and performance on related questions on the state test.
- Three Levels- **Below Standard, At/Near and Above Standard**
- Students scoring **At/Near or Above** are likey to demonstarte the Proficent level KSAs

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Performance Levels communicate readiness along a continuum

Below Basic

Students have not performed at least at the basic level

Basic

Students demonstrate **partial mastery of the essential knowledge and skills that are foundational for proficient work** at their grade level or course and that students are **not on track to be ready for college or career.**

Proficient

Students demonstrate **mastery over challenging grade-level subject matter**, can analyze and apply such knowledge to real-world situations, that students are **ready for the next grade, course, or level of education**, and that students are **on track to be ready for college or career.**

Advanced

Students demonstrate **superior performance on challenging subject matter**.

Source- Senate Bill 1197

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Oklahoma Performance Index scale scores

- 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.

Mean OPI Score- 285

| 200 | 265 | 300 | 320 | 399 |
| Below Basic | Basic | Proficient | Advanced |

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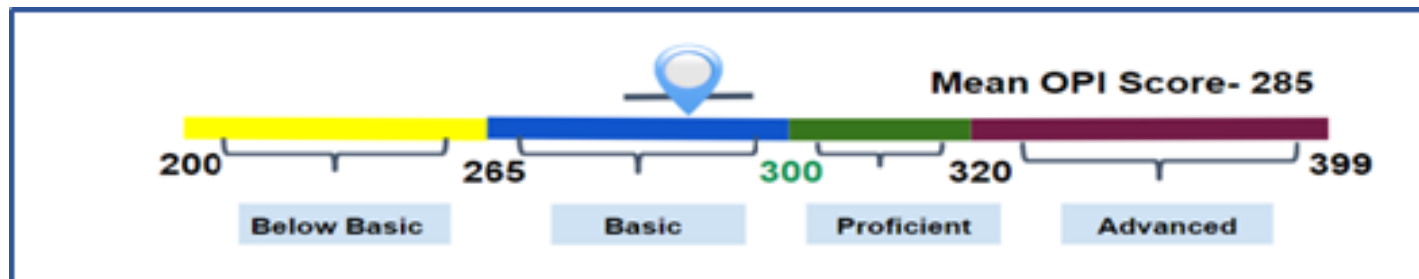
OPIs pinpoint performance within a level

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

Mean OPI scale scores pinpoint overall performance within a performance level.

Grade 11 OPI scale scores for ELA and Math are displayed in the Accountability Reporting application in the Assessment Performance Report.

Grade 3-8 OSTP Performance Level Lookup Table
Grade 11: ACT/SAT OPI Conversion

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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 bring to the surface where groups of students may be struggling.

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.

Below Standard
This student is **UNLIKELY** to possess the KSAs necessary to be Proficient with respect to the content represented in the standard.

At/Near Standard
This student is **LIKELY** to possess the KSAs necessary to be Proficient with respect to the content represented in the standard.

Above Standard
We are **CONFIDENT** that this student possesses the KSAs necessary to be Proficient with respect to the content represented in the standard.

READY FOR SUCCESS

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Accessing OSTP report category data points

Click on the **Options** icon;

Choose Stats;

Click **Reset**;

Click **% in Each reporting Category Level**;

Click **Select All** for the subject you wish to explore; and

Click **Update**.

Organization   Stats   Filter   Disaggregate

Scores

Select All / Reset

| Total N | Valid N | % in Each Performance Level |

✓ % in Each Reporting Category Performance Level   % At or Above Proficient

% Below Proficient   RSA Status

ELA Reporting Categories   Select All / Reset

Reading/Writing Process   Critical Reading/Writing   Vocabulary   Language

Research   Writing Composite Score

Mathematics Reporting Categories   Select All / Reset

✓ Number & Operations   ✓ Algebraic Reasoning   ✓ Geometry & Measurement

✓ Data & Probability

Science Reporting Categories   Select All / Reset

Physical Science   Life Science   Earth & Space Science

Groups Per Page   20   Cancel   **Update**

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Grade 6: Group Summary PL

Options Save Download Print | Table Chart Transpose

Subject	Administration	Total N	Valid N	Mean OPI	Below Basic %	Basic %	Proficient %	Advanced %	Below Standard %	At/Near Standard %	Above Standard %
					% in Each Performance Level				% in Each Reporting Category Performance Level		
ELA	2021	126	124	274	42	43	11	4			
Reading/Writing Process	2021		124						62	26	12
Critical Reading/Writing	2021		124						75	19	6
Vocabulary	2021		124						65	25	10
Language	2021		124						44	40	16
Research	2021		124						48	35	18
Mathematics	2021	126	124	268	48	36	11	4			
Number & Operations	2021		124						74	13	13
Algebraic Reasoning	2021		124						72	17	11
Geometry & Measurement	2021		124						65	21	15
Data & Probability	2021		124						64	23	13

Mean OPI: Average scale score for all students that tested. Scores range from 299-399

% in Each Reporting Category: confidence level of a student's likelihood of meeting grade-level expectations

Connecting the progressions

Fifth Grade (5)	Sixth Grade (6)	Seventh Grade (7)
5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.	**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.**	**7.N.1 Read, write, represent, and compare rational numbers, expressed as integers, fractions, and decimals.**
5.N.1.1 Estimate solutions to division problems in order to assess the reasonableness of results.	**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.	**7.N.1.1** Know that every rational number can be written as the ratio of two integers or as a terminating or repeating decimal.
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.		**7.N.1.2** Compare and order rational numbers expressed in various forms using the symbols <, >, and =.
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.	**6.N.1.2** Compare and order positive rational numbers, represented in various forms, or integers using the symbols <, >, and =.	**7.N.1.3** Recognize and generate equivalent representations of rational numbers, including equivalent fractions.
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.	**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.	
	6.N.1.5 Factor whole numbers and express prime and composite numbers as a product of prime factors with exponents.	

What additional evidence do our local assessments provide?

What does evidence of learning look like?

What are areas that we may need to scaffold?

Math Progressions: Appendix B

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Connecting the 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.

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

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?

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Connecting the **Frameworks**

5th Grade Introduction

last edited by 👤 Christine Koerner 1 year, 4 months ago   🕐 Page history

An Introduction to 5th Grade
As students continue their math experience into fifth grade, their learning experience will focus on these central strands: Numbers & Operations, Algebraic Reasoning and Algebra, Geometry and Measurement, and Data & Probability. These strands will be addressed using real-world activities/lessons that warrant hands-on opportunities, while also promoting problem-solving, reasoning, modeling, questioning, and generalizing. This year will build upon students' fourth-grade experience and is a springboard to middle school math courses.

Introduction to the OKMath Framework
5th Grade Introduction

	Grade-Level Mathematics Actions and Processes	Descriptions of the Mathematics Actions and Processes provide a sense of what students are doing as they develop into mathematically literate students.
	Suggested Learning Progression (v2)	This year-long progression provides a sample vision for the learner experience that engages in meaningful, connected mathematics.
	Objective Analysis	Analysis for each grade-level objective is provided in a manner to support deep understanding for the teacher.
	Engagement Strategies	Educators can engage their students in math activities using these strategies.

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Connecting the Frameworks: Objective Analysis

5-N-1-1

last edited by 👤 Tashe Harris 3 years, 7 months ago   ⏵ Page history

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

In a Nutshell
Students will use estimation to divide a problem. They will need to be familiar with different estimation strategies (i.e. rounding, compatible numbers, front end, and compensation). These division problems will be used in real-world situations.

Student Actions	Teacher Actions
• **Develop Strategies for Problem Solving** as students reason and discuss which strategies are more efficient in certain situations. Ex. Compatible numbers, rounding, and compensation. • **Develop Mathematical Reasoning** by explaining which estimated quotients were chosen and why. • **Develop Accurate and Appropriate Procedural Fluency** by performing mental calculations, e.g. use compatible numbers when performing quotient estimates. • **Develop the Ability to Communicate Mathematically** by sharing solutions, asking questions, and sharing insights/understandings of meaning of division.	• **Facilitate meaningful mathematical discourse** by asking students to compare and contrast student solution strategies. Ex. Compatible numbers, rounding, or compensation • **Use and connect mathematical representations** by highlighting inverse relationships between operations to check solutions. • **Pose purposeful questions** that urge students to evaluate the reasonableness of their results. • **Establish mathematics goals** that focus learning on different strategies to estimate quotients.
Key Understandings	**Misconceptions**
• Estimate whole numbers. • Use knowledge of basic facts to help estimate division, ie. compatible numbers. • Assess if the result is reasonable. • Break whole numbers down into equal parts without remainders.	• Have overspecialized knowledge of multiplication or division facts and restricted it to "fact tests" or one particular problem format. • Think that division is commutative, for example $5 \div 3 = 3 \div 5$. • Think rounding is the only way to estimate • Estimate the answer instead of the problem.

Interpreting State Test Scores- Educator's Toolkit

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Supporting Tools and Resources

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Looking forward

Who tested? Who did not test?

How did students perform?

How did students' learning experiences differ?

Looking Forward

Intentional, targeted, and evidence-based next steps to help students thrive and grow

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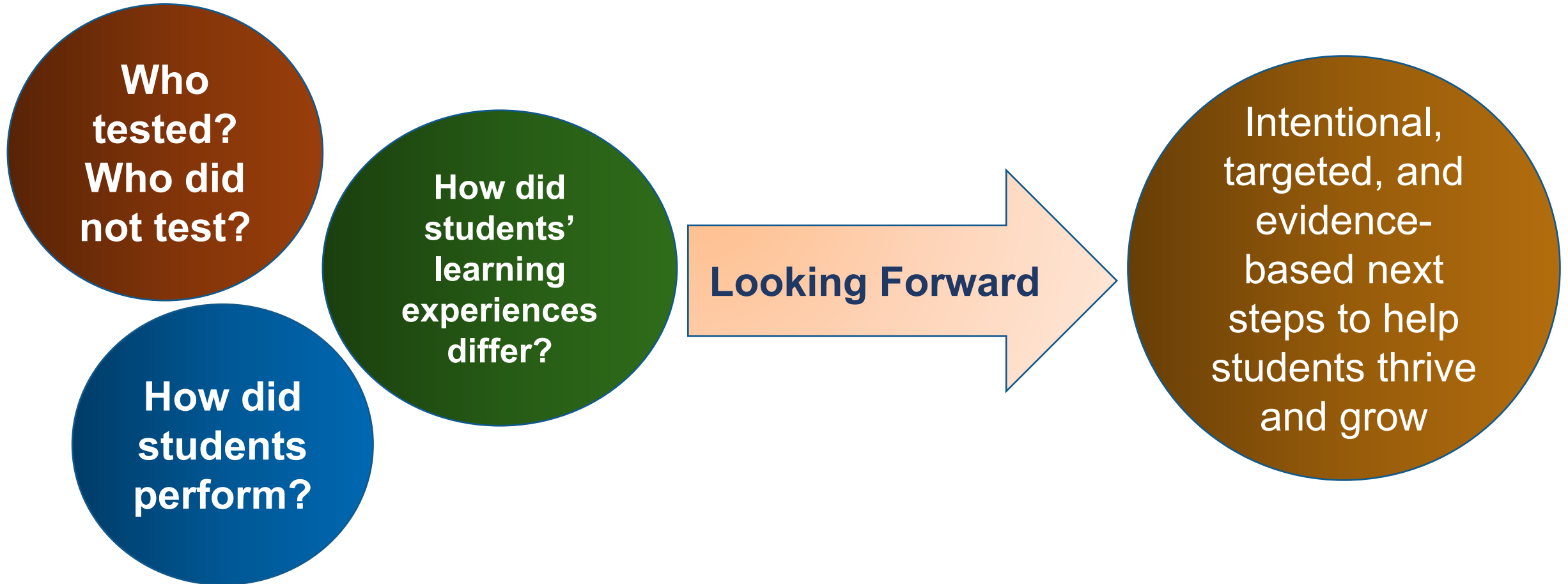
Toolkits on assessment guidance page

- **Overview Guide**
- **Administrators Toolkit**
- **Teachers Toolkit**
- **Families Toolkit**
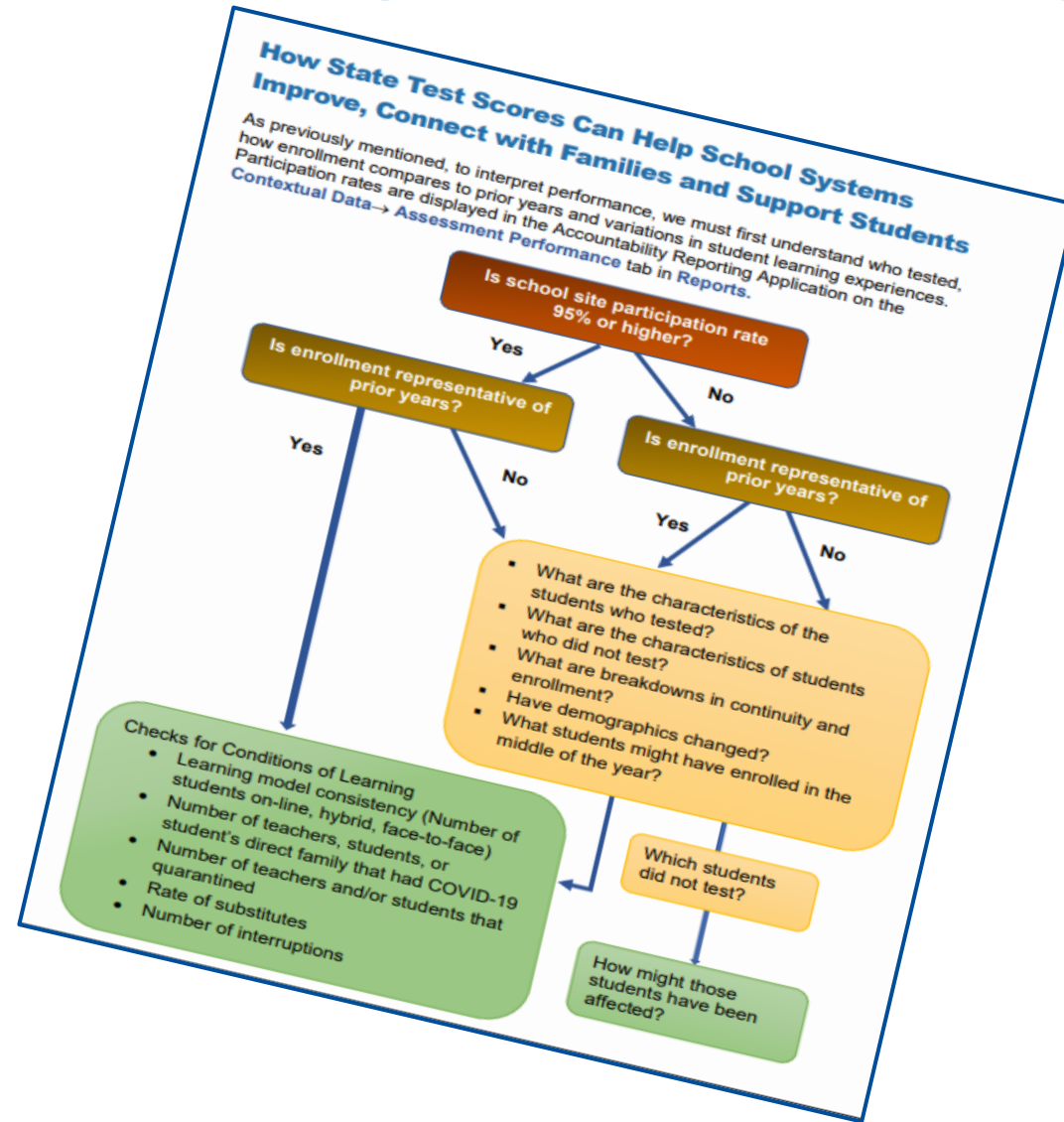
Ready Together Oklahoma

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

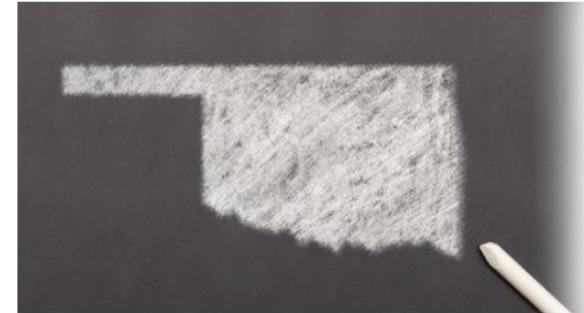Interpreting State Test Scores- Educator's Toolkit

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.

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Questions?

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