

# OSTP English Language Arts Data Interpretation Guidebook



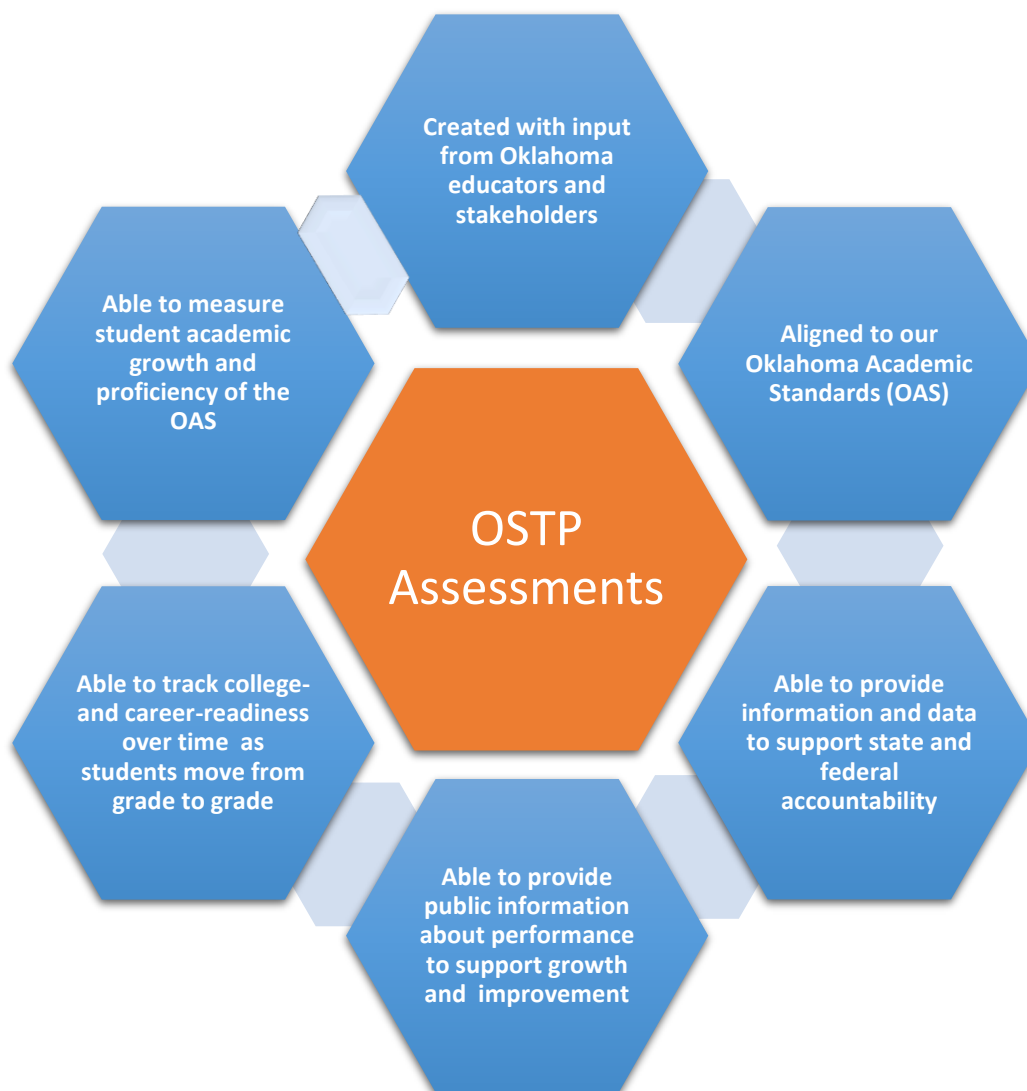
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## Table of Contents

<b>Introduction.....</b>	<b>4</b>
<b>About the Oklahoma School Testing Program (OSTP).....</b>	<b>5</b>
<b>About OSTP Data.....</b>	<b>6</b>
<b>OSTP Performance Level Data: Are we on track? .....</b>	<b>8</b>
<b>Oklahoma Performance Index (OPI) Scores: Are we progressing? .....</b>	<b>9</b>
<b>OSTP Reporting Category Indicators: Where are our strengths? .....</b>	<b>10</b>
<b>Reporting Category Analysis: English Language Arts (ELA) .....</b>	<b>11</b>
<b>Next Steps.....</b>	<b>17</b>
<b>Appendix: 2019 Grades 3-8 State Assessment Results.....</b>	<b>18</b>

## Introduction

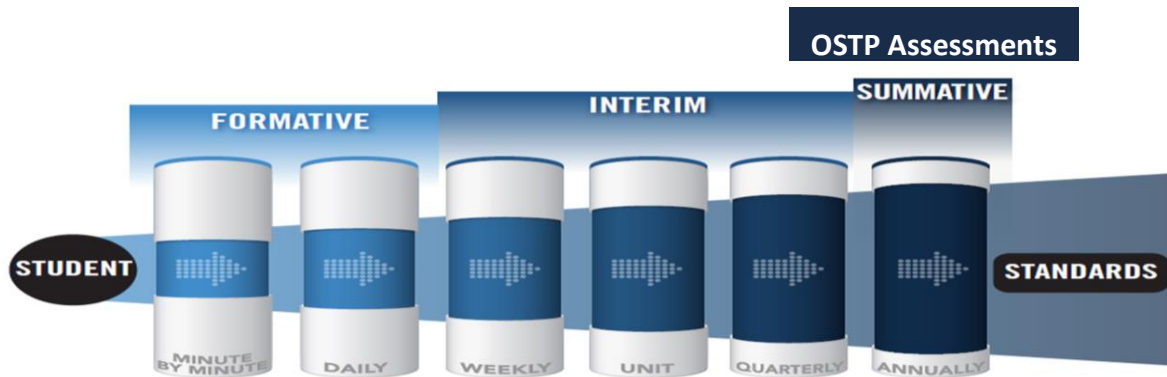
The Oklahoma State Department of Education (OSDE) believes that **all students can grow and all schools can improve**. The OSDE is committed to ensuring that the Oklahoma School Testing Program (OSTP) is both effective and meaningful to families, districts, educators, and members of the community. Assessments within the OSTP are:



It is important to note that, while the OSTP assessments do not capture everything our students are capable of or learn in school, the OSTP assessments are a reliable way to objectively measure student performance across the state. Statewide data allows educators and community leaders to see gaps in learning among student groups as compared to other students across the state. These assessments also provide evidence that can inform school and district leaders and local educators on the instructional changes needed to strengthen student outcomes in their district.

## About the Oklahoma School Testing Program (OSTP)

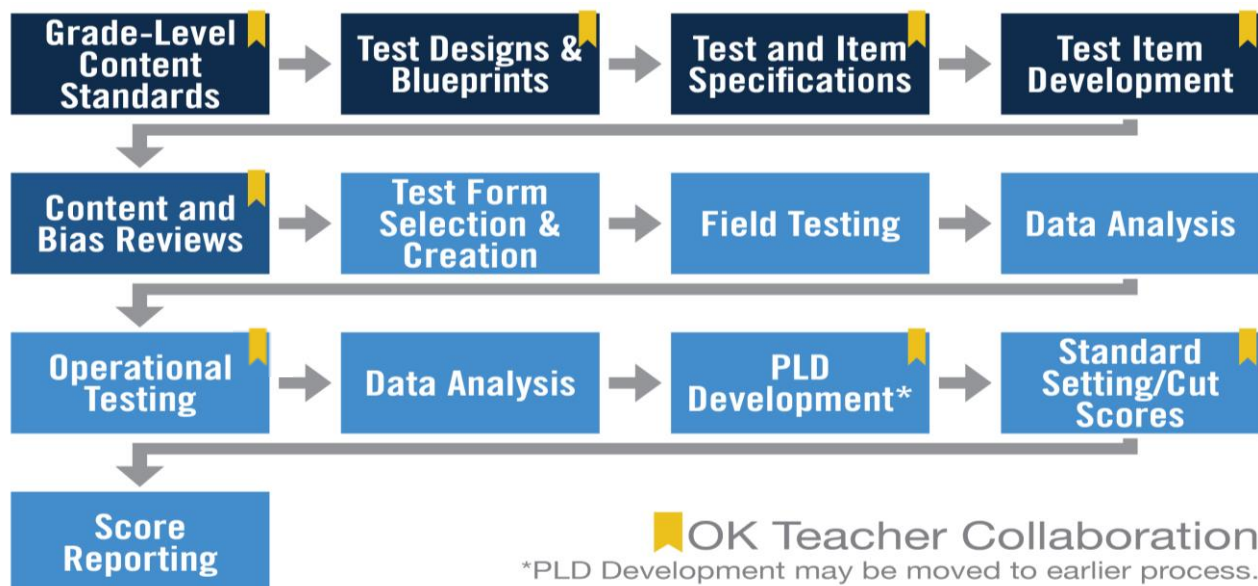
Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district and school accountability system. [Oklahoma ESSA Plan pp 47-49](#)



The OSTP consists of Oklahoma's grade-level and College- and Career-Ready Assessments (CCRA) in English Language Arts (ELA), math, science, and U.S. History. The OSTP assessments tell how students are growing in the knowledge, skills, and abilities outlined in the Oklahoma Academic Standards (OAS). OSTP results support state and federal accountability and allow the public to know how their local schools are performing compared to others around the state.

Development of the OSTP is an extensive, ongoing process that ensures our state assessments are valid and appropriate measures of student knowledge, skills, and abilities. The OSDE works with groups of Oklahoma educators and the testing vendors to develop the OSTP.

### OSTP Development Process



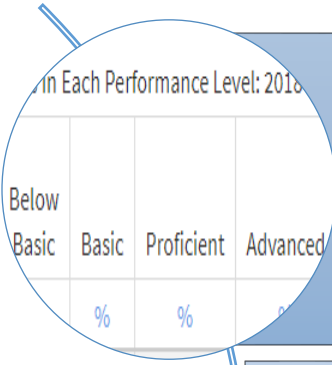
## About OSTP Data

Data from the OSTP serve as a single measure of students' knowledge, skills, and abilities of the OAS. The OSTP assessments are aligned to the standards so that teachers are able to teach the standards and do not have to "teach to the test."

The [Oklahoma Academic Standards for English Language Arts \(ELA\)](#) are built around eight overarching standards that reinforce the recursive nature of the language arts. The English language arts standards outline concepts and skills in both reading and writing and are intended to support integrated, rather than isolated, reading/writing instruction.

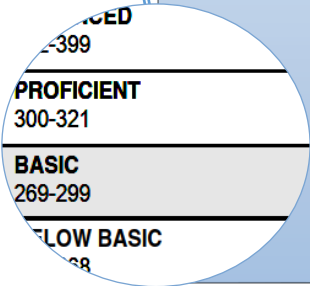
<b>Standard 1: Speaking and Listening</b> - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Students will develop and apply effective communication skills through speaking and active listening.	Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
<b>Standard 2: Reading Foundations/Reading and Writing Process</b> - Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.	
<b>When reading</b> , students will read and comprehend increasingly complex literary and informational texts.	<b>When writing</b> , students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
<b>Standard 3: Critical Reading and Critical Writing</b> - Students will apply critical thinking skills to reading and writing.	
<b>When reading</b> , students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	<b>When writing</b> , students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
<b>Standard 4: Vocabulary</b> - Students will expand their working vocabularies to effectively communicate and understand texts.	
<b>When reading</b> , students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	<b>When writing</b> , students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.
<b>Standard 5: Language</b> - Students will apply knowledge of grammar and rhetorical style to reading and writing.	
<b>When reading</b> , students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	<b>When writing</b> , students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
<b>Standard 6: Research</b> - Students will engage in inquiry to acquire, refine, and share knowledge.	
<b>When reading</b> , students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	<b>When writing</b> , students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.
<b>Standard 7: Multimodal Literacies</b> - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
<b>When reading</b> , students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	<b>When writing</b> , students will create multimodal texts to communicate knowledge and develop arguments.
<b>Standard 8: Independent Reading and Writing</b> - Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
<b>When reading</b> , students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	<b>When writing</b> , students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

Claims made by the OSTP are reported out at three different levels: **Performance Level**, **Oklahoma Performance Index Score (OPI)**, and **Reporting Category Indicator**. Data related to each claim can be used to help identify instructional and programmatic strengths and gaps.



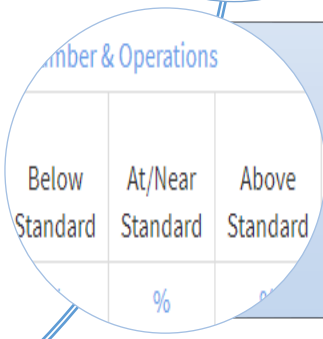
**Performance Level - Are we on track?**

- Reported as one of four levels: **Advanced, Proficient, Basic, or Below Basic**
- Relates what a typical student at each level should know and be able to do relative to the Oklahoma Academic Standards (OAS) as described in the Performance Level Descriptors (PLDs)
- Provides a broad view of whether a student, program, or group is on track with the grade-level expectations needed to be college- and career-ready



**Oklahoma Performance Index Scores (OPI) - Are we progressing?**

- Reported as a number between 200-399 where **300** is always **Proficient**
- Provides a data point that can be used to measure growth from year to year and determine where a student or program is meeting grade-level expectations



**Reporting Category Indicators - Where are our strengths?**

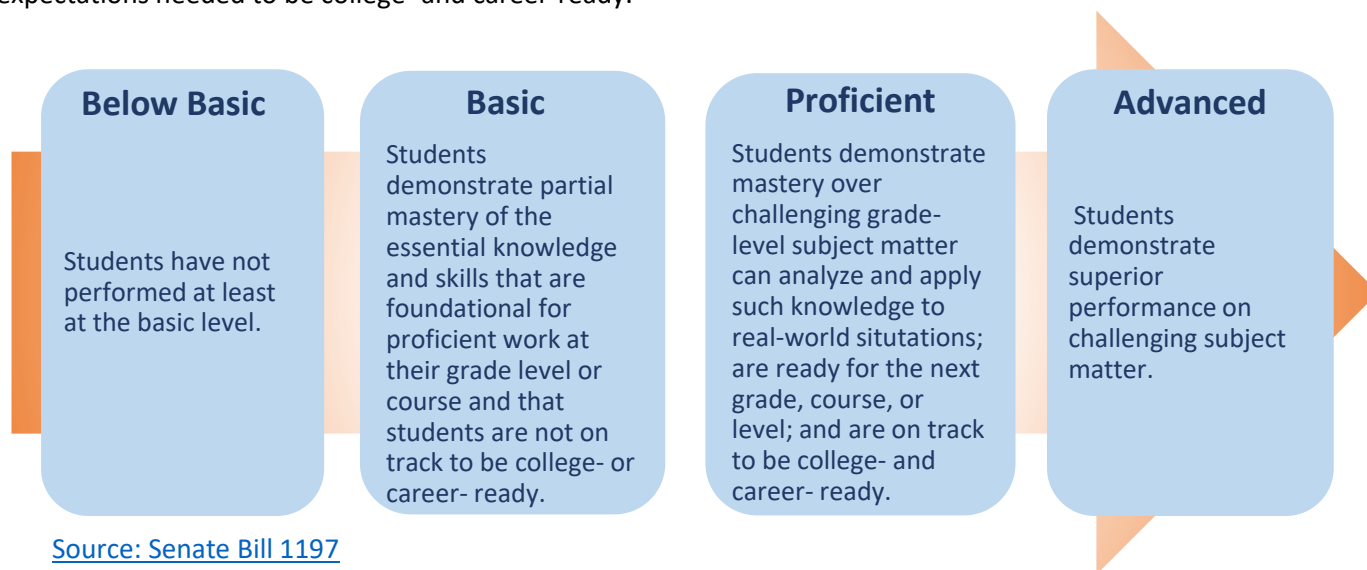
- Identified in the OSTP Test Blueprints and reported out as one of three indicators: **Above Standard, At/Near Standard, or Below Standard**
- Determined by comparing student performance on test questions associated with each reporting category against the expectations of Proficiency
- Provides a data point about student or program strengths and gaps

Educators can access OSTP reports through the [Measured Progress portal](#); however, a username and password are needed. Please contact your district test coordinator to find out about your school/district policy related to accessing data in the portal. In addition, the [test blueprints](#) are available on the OSDE website.

Parents can access individual student reports through the [Parent Portal](#). Your student's State Testing Number is required to access scores; please contact your district of enrollment for this information.

## OSTP Performance Level Data: Are we on track?

Performance levels provide a broad view of whether a student, program, or group is on track with grade-level expectations needed to be college- and career-ready.



[Source: Senate Bill 1197](#)

Performance levels were determined by Oklahoma educators to identify the knowledge, skills, and abilities (KSAs) students should demonstrate based on their command of grade-level standards. The resulting Performance Level Descriptors (PLDs) and OSTP test results were used during the standard setting process to determine the “cut scores” for each performance band. The range of scores for each performance level band varies by grade as shown in the table below. The table communicates the range of index scores in each performance band and the percentage of Oklahoma students that scored at each level.

### ELA Performance Bands and % of OK Students Scoring at Band by Grade Level (2018-19)

Grade	Below Basic	% at Band	Basic	% at Band	Proficient	% at Band	Advanced	% at Band
3 <sup>rd</sup>	200-276	31%	277-299	30%	300-328	29%	329-399	10%
4 <sup>th</sup>	200-274	36%	275-299	33%	300-330	24%	331-399	6%
5 <sup>th</sup>	200-270	25%	271-299	40%	300-322	27%	323-399	8%
6 <sup>th</sup>	200-268	22%	269-299	42%	300-329	28%	330-399	8%
7 <sup>th</sup>	200-272	35%	273-299	36%	300-322	21%	323-399	8%
8 <sup>th</sup>	200-268	26%	269-299	43%	300-321	23%	322-399	8%

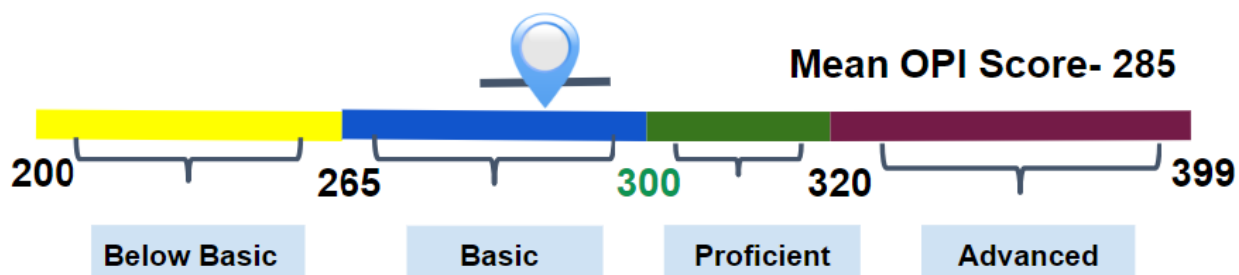
Performance Level claims inform stakeholders of how to interpret student test scores in relation to the OAS through [Performance Level Descriptors](#) (PLD). PLDs define the knowledge, skills, and abilities students should demonstrate at each grade and in each Performance Level.



## Oklahoma Performance Index (OPI) Scores: Are we progressing?

Oklahoma Performance Index (OPI) scores supplement performance-level data by pinpointing where a score is relative to the performance level.

### Sample ELA Performance Level Bands and Mean OPI



OPI scale scores allow for numerical comparison between test takers taking the same test. Because these tests are administered in consecutive years, OPI scores can also be used to track student growth in ELA and math. Score ranges differ by grade and subject area as shown in the [performance level lookup table](#).

OPI scores are obtained by converting raw scores onto a common scale and account for differences in difficulty across different assessment forms so that OPI scores are equivalent regardless of form difficulty. This allows for consistency in score interpretation.

Also referred to as an average, the mean OPI score is calculated by adding all the individual student scores and dividing by the number of total scores and communicates the average performance for a group of students.

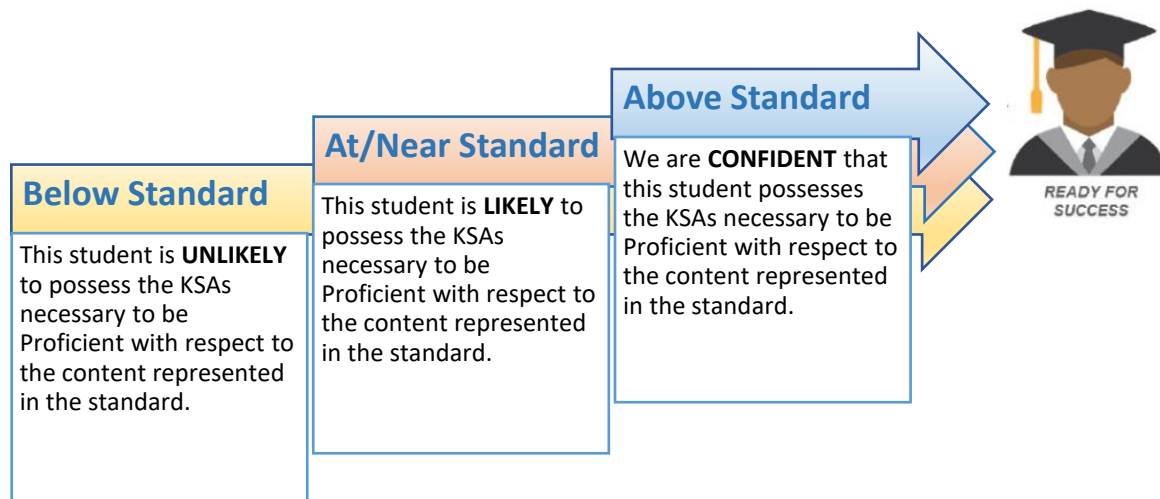
Grade	2017 Mean OPI	2018 Mean OPI	2019 Mean OPI
3	291	287	289
4	289	288	284
5	291	291	287
6	293	290	290
7	287	285	284
8	287	286	283

Mean OPI scores can be compared across years by looking at cohort data. Students in grade 3 in 2017 would have been in grade 4 in 2018 and grade 5 in 2019.

## OSTP Reporting Category Indicators: Where are our strengths?

Each ELA assessment has five reporting categories: Reading and Writing Process, Critical Reading and Writing, Vocabulary, Language, and Research. Performance is reported with an indicator that communicates a confidence level of the 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. The indicators are **Below Standard, At/Near Standard, and Above Standard**.

Reporting category indicator claims have the **smallest grain size** and can provide an additional piece of evidence to inform instructional and programmatic decisions by **bringing to the surface** what is working and what may need to change relative to the standards.



### 2018-19 ELA Reporting Categories by Grade Level and Indicator State Averages by Grade Level

Standard 2 - Reading and Writing Process	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
➤ Below Standard	46%	49%	47%	44%	48%	42%
➤ At/Near Standard	28%	33%	34%	32%	37%	39%
➤ Above Standard	26%	18%	19%	24%	15%	19%
Standard 3 - Critical Reading and Writing	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
➤ Below Standard	40%	55%	47%	33%	38%	47%
➤ At/Near Standard	31%	26%	40%	50%	50%	33%
➤ Above Standard	28%	19%	13%	17%	12%	20%
Standard 4 - Vocabulary	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
➤ Below Standard	37%	53%	45%	46%	41%	41%
➤ At/Near Standard	47%	32%	39%	36%	35%	44%
➤ Above Standard	15%	15%	16%	17%	24%	15%
Standard 5 - Language	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
➤ Below Standard	30%	37%	21%	30%	49%	45%
➤ At/Near Standard	43%	35%	68%	49%	44%	44%
➤ Above Standard	27%	28%	11%	21%	7%	10%
Standard 6 - Research	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
➤ Below Standard	47%	48%	34%	38%	34%	40%
➤ At/Near Standard	22%	41%	46%	48%	43%	43%
➤ Above Standard	30%	11%	20%	13%	23%	17%

## Reporting Category Analysis: English Language Arts (ELA)

Reporting Category indicator claims can best be interpreted by linking the [Oklahoma Academic Standards](#) measured on the assessment with proficient (or on track) level knowledge, skills, and abilities described in the [Performance Level Descriptors](#) (PLDs). PLDs define the intended interpretations of tests scores by describing what students should know and be able to do in each level of achievement. PLDs reflect the standards but should not be the emphasis of instruction. Additional guidance for educators can be found in the [Oklahoma ELA Frameworks](#).

Grade 3	
Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will read and comprehend increasingly complex literary and informational texts.</li> <li>• <b>Writing</b>—Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> <li>➤ choose the best summary of the text</li> <li>➤ identify the main idea and key details</li> <li>➤ compare and contrast details to classify genres</li> <li>➤ engage in a recursive writing process to create organized written works</li> </ul>
Critical Reading and Writing	On Track Knowledge, Skills, and Abilities
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</li> <li>• <b>Writing</b>—Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> <li>➤ identify literary elements, literary devices, and author’s purpose</li> <li>➤ distinguish fact from opinion</li> <li>➤ infer whether a text is written in first or third person point of view</li> <li>➤ create written works for specific purposes and audiences using details that support the writing task</li> </ul>
Vocabulary	On Track Knowledge, Skills, and Abilities
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>• <b>Writing</b>—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to</p> <ul style="list-style-type: none"> <li>➤ use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues</li> <li>➤ use appropriate vocabulary to write clearly and effectively</li> </ul>
Language	On Track Knowledge, Skills, and Abilities
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>• <b>Writing</b>—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> <li>➤ identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication</li> </ul>
Research	On Track Knowledge, Skills, and Abilities
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>• <b>Writing</b>—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> <li>➤ generate a question on a specific topic and locate and use information, including graphic features, to understand the text</li> <li>➤ summarize and present information in an organized way</li> </ul>

## Grade 4

Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will read and comprehend increasingly complex literary and informational texts.</li> <li>• <b>Writing</b>—Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> <li>➤ choose the best summary of the text</li> <li>➤ recognize the paraphrase of original text most of the time</li> <li>➤ identify the details that support the main idea</li> <li>➤ compare and contrast details in literary and nonfiction/informational texts to classify genres</li> <li>➤ engage in a recursive writing process to create purposeful written works</li> </ul>
Critical Reading and Writing	On Track Knowledge, Skills, and Abilities
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</li> <li>• <b>Writing</b>—Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> <li>➤ identify and describe literary elements, literary devices, author's purpose, accuracy of facts, and text structure in various texts</li> <li>➤ infer meaning from a text including author's purpose and points of view</li> <li>➤ select and apply the organizational structure that best fits the mode, purpose, and audience</li> </ul>
Vocabulary	On Track Knowledge, Skills, and Abilities
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>• <b>Writing</b>—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to</p> <ul style="list-style-type: none"> <li>➤ use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues</li> <li>➤ use appropriate vocabulary to write clearly and effectively</li> </ul>
Language	On Track Knowledge, Skills, and Abilities
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>• <b>Writing</b>—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> <li>➤ identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication</li> </ul>
Research	On Track Knowledge, Skills, and Abilities
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>• <b>Writing</b>—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> <li>➤ generate a viable research question on a specific topic and adequately locate and use information, including graphic features, to interpret the text</li> <li>➤ organize relevant and reliable information in order to present findings</li> </ul>

## Grade 5

Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>— Students will read and comprehend increasingly complex literary and informational texts.</li> <li>• <b>Writing</b>— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> <li>➤ identify objective text-based summaries that include main idea, supporting details, and a logical sequence of events</li> <li>➤ compare and contrast details in literary and nonfiction/informational texts to classify genres</li> <li>➤ recognize the paraphrase of original text most of the time</li> <li>➤ engage in a recursive writing process to create purposeful written works</li> </ul>
Critical Reading and Writing	On Track Knowledge, Skills, and Abilities
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</li> <li>• <b>Writing</b>— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> <li>➤ explain how literary elements, literary devices, author's purpose, point of view, accuracy of facts, and text structure contribute to the meaning of the text</li> <li>➤ compare and contrast texts and ideas within and between texts</li> <li>➤ select and apply the organizational structure that best fits the mode, purpose, and audience</li> </ul>
Vocabulary	On Track Knowledge, Skills, and Abilities
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>• <b>Writing</b>—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to</p> <ul style="list-style-type: none"> <li>➤ use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues</li> <li>➤ use appropriate vocabulary to write clearly and effectively</li> </ul>
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<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>• <b>Writing</b>—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> <li>➤ identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication</li> </ul>
Research	On Track Knowledge, Skills, and Abilities
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>• <b>Writing</b>—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> <li>➤ locate, record, and organize relevant and reliable information on a topic in order to present findings</li> </ul>

## Grade 6

Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>— Students will read and comprehend increasingly complex literary and informational texts.</li> <li>• <b>Writing</b>— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to use a variety of recursive reading and writing processes to</p> <ul style="list-style-type: none"> <li>➤ comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres</li> <li>➤ create an objective summary including main idea and supporting details</li> <li>➤ paraphrase main ideas with supporting details in a text</li> <li>➤ engage in a recursive writing process</li> </ul>
Critical Reading and Writing	On Track Knowledge, Skills, and Abilities
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</li> <li>• <b>Writing</b>— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> <li>➤ compare and contrast stated or implied purposes of authors' writing</li> <li>➤ evaluate literary devices, points of view, and perspectives</li> <li>➤ analyze how authors use key literary elements to contribute to the meaning of the text</li> <li>➤ categorize facts included in an argument</li> <li>➤ analyze textual evidence to support inferences and understanding within and between texts</li> <li>➤ use fully developed ideas, strong organization, and appropriate voice when writing</li> <li>➤ compose narrative, informative, and argumentative responses for varied purposes and audiences</li> <li>➤ introduce a claim and organize reasons and evidence in argumentative writing</li> </ul>
Vocabulary	On Track Knowledge, Skills, and Abilities
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>• <b>Writing</b>—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to use their working vocabularies to</p> <ul style="list-style-type: none"> <li>➤ use context clues, word parts, and reference tools to determine or clarify the meaning of words</li> <li>➤ infer the relationships among words with multiple meanings</li> <li>➤ select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose</li> <li>➤ use well-chosen words and appropriate voice when writing</li> </ul>
Language	On Track Knowledge, Skills, and Abilities
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>• <b>Writing</b>—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply knowledge of grammar and rhetorical style to reading and writing to</p> <ul style="list-style-type: none"> <li>➤ demonstrate a command of Standard English grammar, mechanics, and usage</li> <li>➤ apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing</li> <li>➤ develop fluent sentences when writing</li> </ul>
Research	On Track Knowledge, Skills, and Abilities
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>• <b>Writing</b>—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> <li>➤ record and organize information from various sources</li> <li>➤ comprehend, evaluate, and synthesize resources</li> <li>➤ recognize viable research questions to find information on a topic</li> <li>➤ summarize and integrate information following a citation style with guidance and support</li> <li>➤ summarize and present information in a report</li> </ul>



## Grade 7

Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>— Students will read and comprehend increasingly complex literary and informational texts.</li> <li>• <b>Writing</b>— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> <li>➤ read and comprehend increasingly complex literary and informational texts</li> <li>➤ create an objective summary including main idea and supporting details</li> <li>➤ paraphrase main ideas with supporting details in a text</li> <li>➤ engage in a recursive writing process</li> <li>➤ summarize and paraphrase, integrate evidence, and well-chosen words to create written works for multiple purposes</li> </ul>
Critical Reading and Writing	On Track Knowledge, Skills, and Abilities
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</li> <li>• <b>Writing</b>— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> <li>➤ compare and contrast stated or implied purposes of authors' writing</li> <li>➤ evaluate literary devices, points of view, and perspectives</li> <li>➤ analyze how authors use key literary elements to contribute to the meaning of the text</li> <li>➤ distinguish factual claims from opinions</li> <li>➤ analyze and evaluate textual evidence to support inferences and draw simple, logical conclusions between and across multiple texts</li> <li>➤ use fully developed ideas, strong organization, and appropriate voice when writing</li> <li>➤ compose narrative, informative, and argumentative responses for varied purposes and audiences</li> <li>➤ in argumentative writing, introduce a claim and organize reasons and evidence</li> </ul>
Vocabulary	On Track Knowledge, Skills, and Abilities
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>• <b>Writing</b>—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to</p> <ul style="list-style-type: none"> <li>➤ use context clues, word parts, and reference tools to determine or clarify the meaning of words</li> <li>➤ select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose</li> <li>➤ infer the relationships among words with multiple meanings</li> <li>➤ use well-chosen words and appropriate voice when writing</li> </ul>
Language	On Track Knowledge, Skills, and Abilities
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>• <b>Writing</b>—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> <li>➤ apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing</li> <li>➤ demonstrate a command of Standard English grammar, mechanics, and usage</li> <li>➤ develop fluent sentences when writing</li> </ul>
Research	On Track Knowledge, Skills, and Abilities
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>• <b>Writing</b>—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> <li>➤ recognize viable research questions and well-developed thesis statements to find information on a specific topic</li> <li>➤ comprehend, evaluate, and synthesize resources</li> <li>➤ summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes</li> </ul>

## Grade 8

Grade 8	
Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>— Students will read and comprehend increasingly complex literary and informational texts.</li> <li>• <b>Writing</b>— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> <li>➤ read, comprehend, interpret, evaluate, and respond to literary and informational texts</li> <li>➤ comprehend, evaluate, and synthesize resources</li> <li>➤ summarize and paraphrase to create written works for multiple purposes</li> <li>➤ engage in a recursive writing process</li> </ul>
Critical Reading and Writing	On Track Knowledge, Skills, and Abilities
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</li> <li>• <b>Writing</b>— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> <li>➤ evaluate literary devices, points of view, and perspectives</li> <li>➤ analyze how authors use key literary elements to contribute to the meaning of the text</li> <li>➤ analyze and evaluate textual evidence to support inferences and conclusions between and across multiple texts</li> <li>➤ use fully developed ideas, strong organization, and appropriate voice when writing</li> <li>➤ compose narrative, informative, and argumentative responses for varied purposes and audiences</li> <li>➤ in argumentative writing, introduce a claim, recognize a claim from an opposing viewpoint, and organize reasons and evidence</li> </ul>
Vocabulary	On Track Knowledge, Skills, and Abilities
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>• <b>Writing</b>—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to</p> <ul style="list-style-type: none"> <li>➤ select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose</li> <li>➤ use context clues, word parts, and reference tools to determine or clarify the meaning of words</li> <li>➤ infer the relationships among words with multiple meanings</li> <li>➤ use well-chosen words and appropriate voice when writing</li> </ul>
Language	On Track Knowledge, Skills, and Abilities
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>— Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts</li> <li>• <b>Writing</b>— Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> <li>➤ apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing</li> <li>➤ demonstrate a command of Standard English grammar, mechanics, and usage</li> <li>➤ develop fluent sentences and use appropriate voice</li> </ul>
Research	On Track Knowledge, Skills, and Abilities
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b>—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>• <b>Writing</b>—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes</li> </ul>	<p>Students receiving <b>At/Near</b> or <b>Above Standard</b> indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> <li>➤ recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic</li> <li>➤ comprehend, evaluate, and synthesize resources</li> <li>➤ summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes</li> </ul>



## Next Steps

As with all OSTP data, other relevant information such as student work samples and local level standards-based assessments should be considered when making programmatic or student-level decisions.

### State, District, Site, and Teacher Level Insights

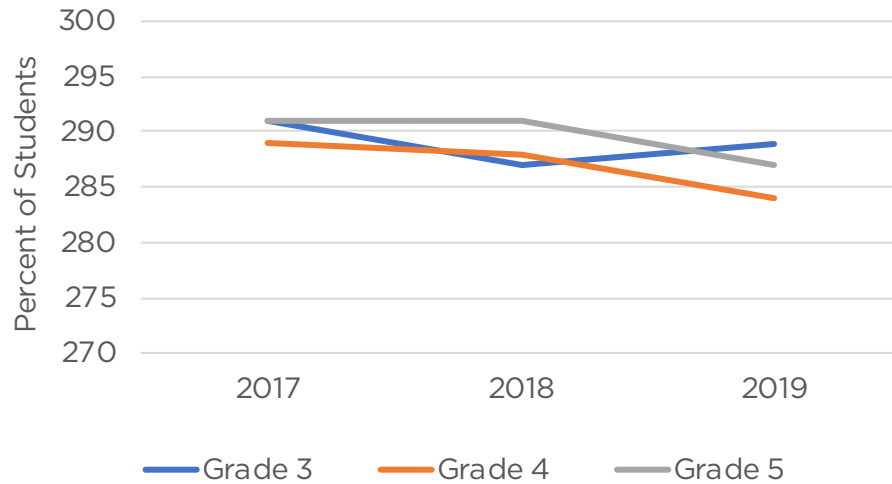
How OSTP Performance Levels Can Be Used	How Oklahoma Performance Index (OPI) Scores Can Be Used	How OSTP Reporting Category Indicators Can Be Used
To see where students are as a whole	To identify changes in achievement gaps over time and track changes in student growth from year to year	To identify where strengths and gaps may exist in the curriculum
To determine equity gaps across student groups	To determine equity gaps across student groups	To determine equity gaps across student groups
To identify patterns or trends across student groups and/or grade levels	To identify patterns or trends across student groups and/or grade levels	To evaluate effectiveness of differentiation
To evaluate vertical alignment across grade levels and horizontal alignment across teachers or student groups	To evaluate alignment across grade levels	To evaluate alignment across grade levels
To compare your district to the state and to compare local formative and/or interim assessments and other evidence of student learning	To compare your district to the state and to other districts and clarify relationship between test data to local level evidence of learning	To compare your district to the state and to other districts

### Student Level Considerations

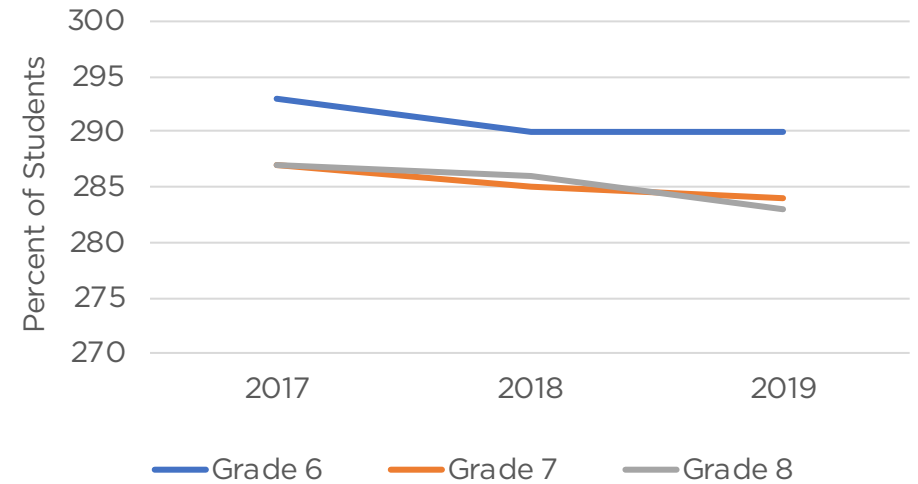
Performance level data tells only part of the student's story and other relevant information should be considered when making student level decisions. Other relevant information includes:

- Student work samples
- Course grades
- Teacher observations

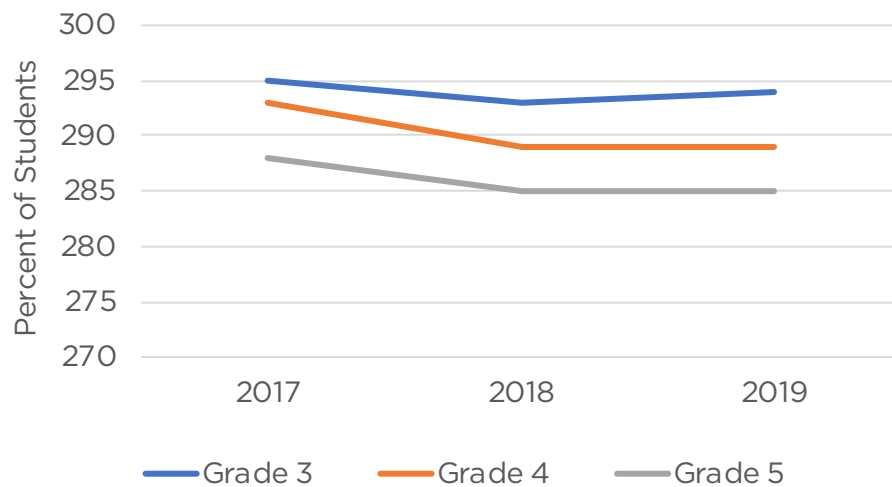
## Grades 3-5 ELA Mean OPI



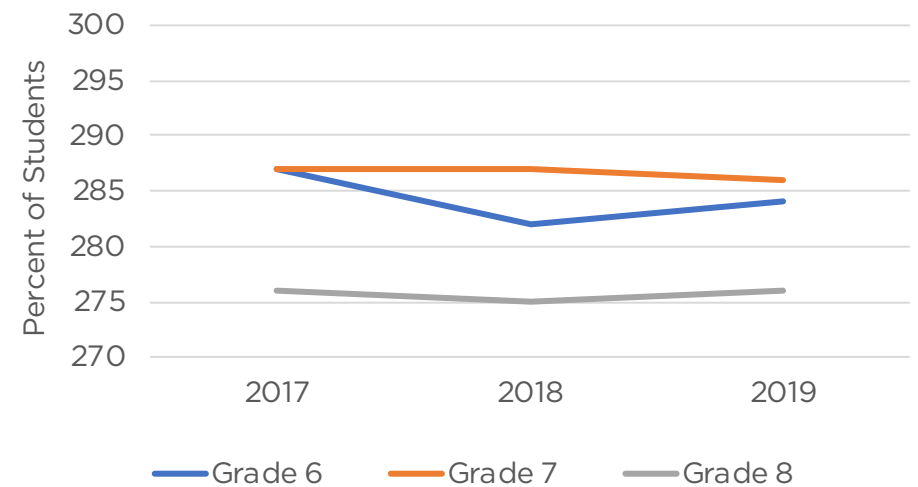
## Grades 6-8 ELA Mean OPI



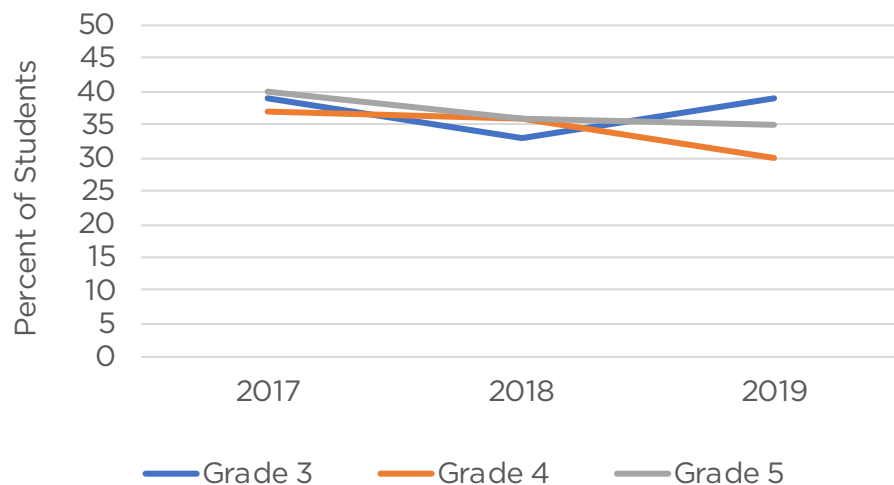
## Grades 3-5 Math Mean OPI



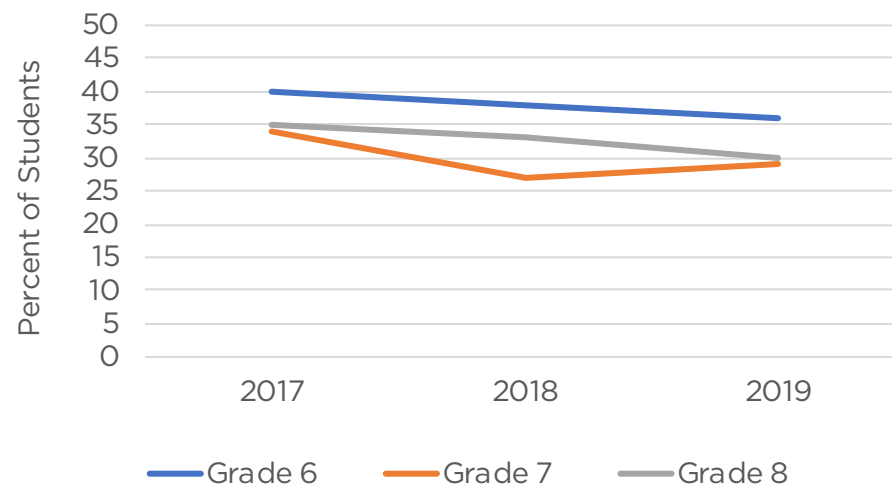
## Grades 6-8 Math Mean OPI



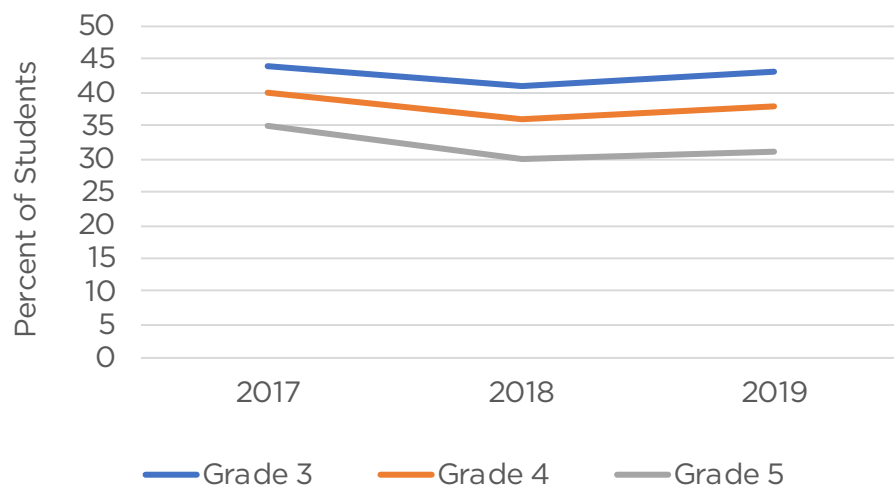
## Grades 3-5 ELA Percent Proficient & Above



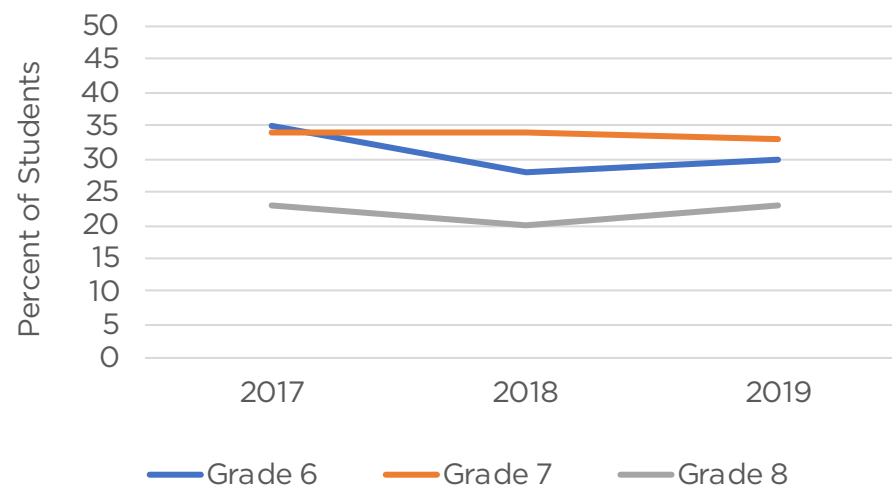
## Grades 6-8 ELA Percent Proficient & Above



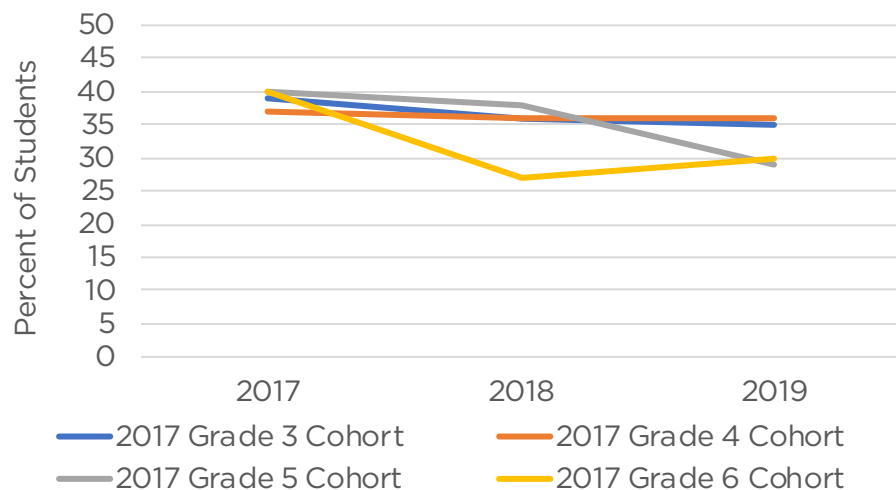
## Grades 3-5 Math Percent Proficient & Above



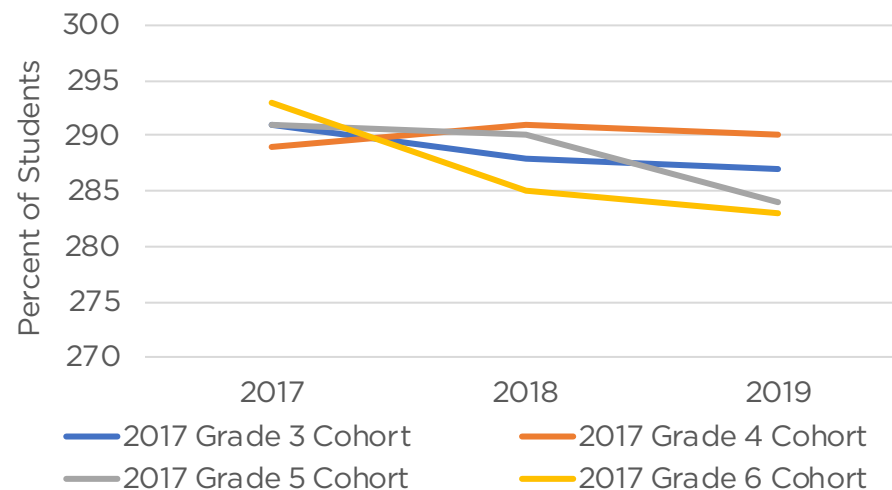
## Grades 6-8 Math Percent Proficient & Above



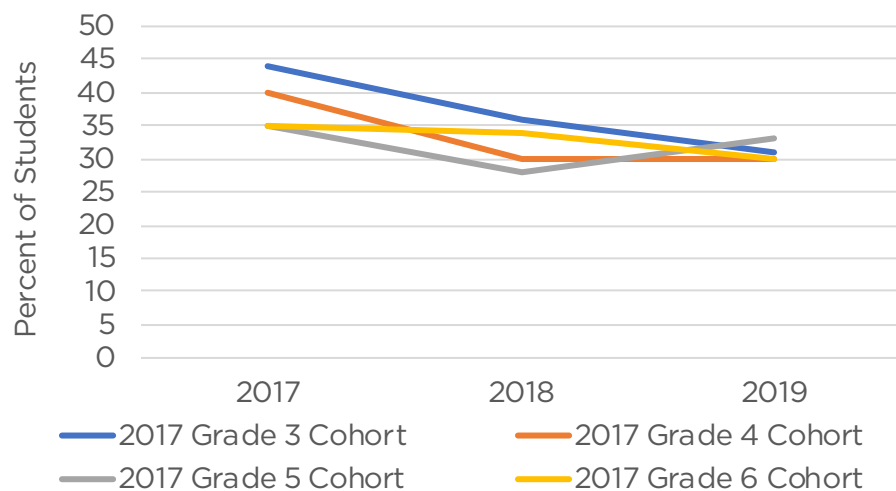
## ELA Percent Proficient Cohort Trend



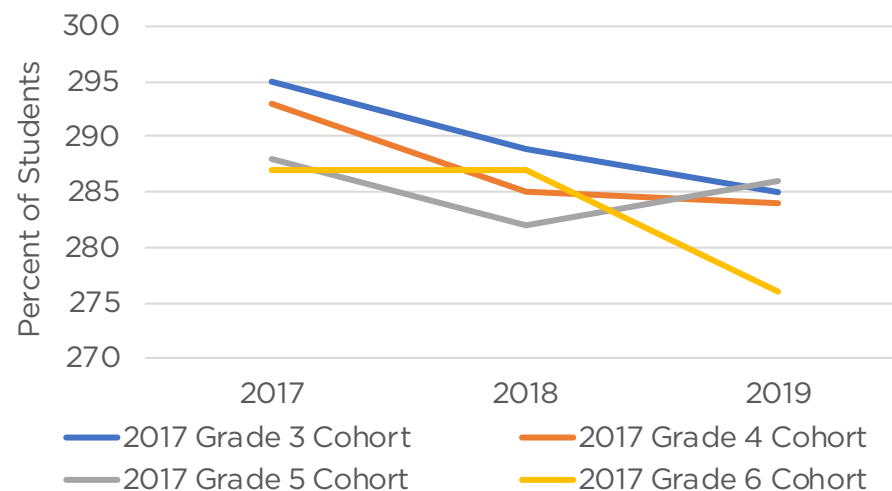
## ELA Mean OPI Cohort Trend



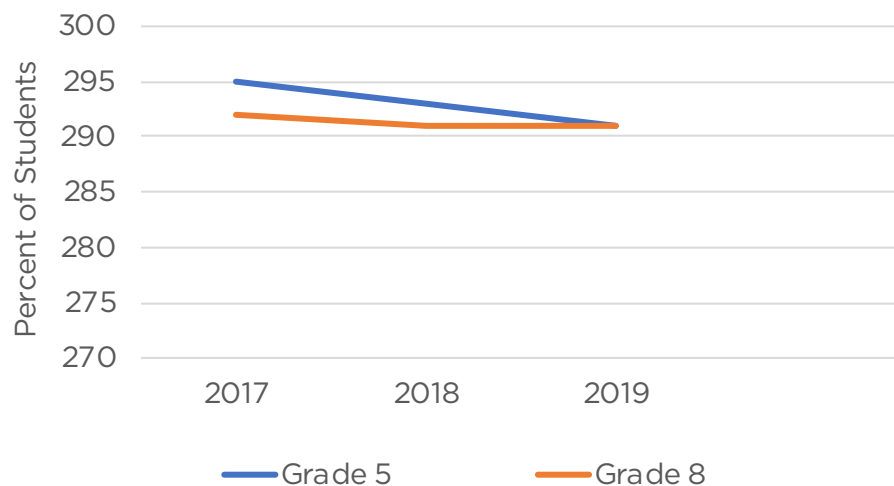
## Math Percent Proficient Cohort Trend



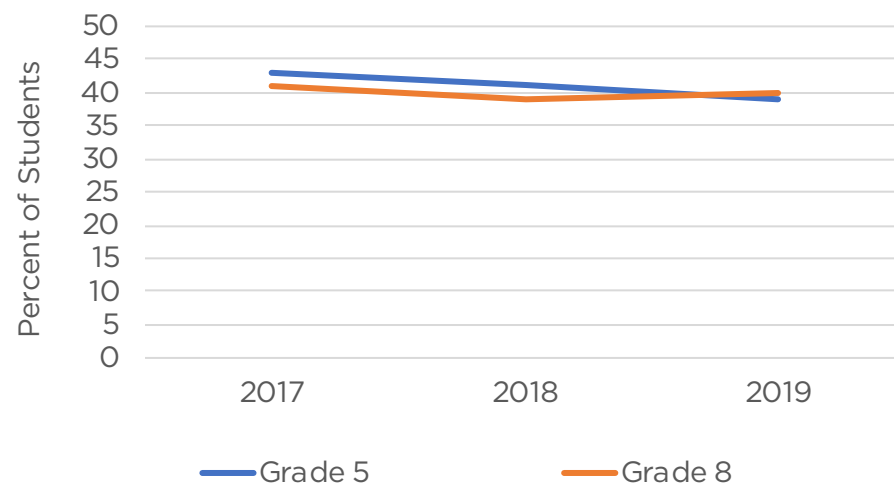
## Math Mean OPI Cohort Trend



## Science Mean OPI



## Grades 5 Science Percent Proficient & Above



### DEFINED TERMS:

**OPI** - The OSTP scaled score between 200 and 399

**Mean OPI** - Average OPI score

**Percent Proficient and Above** - Percentage of students who received an OPI score of 300 or above

**ELA** - English Language Arts

**Cohort** - A group of students tracked over multiple years

