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

Considerations for School Leaders
Outcomes

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

• **Identify** interpretation considerations of student assessment scores from the spring 2021 administration

• **Examine** individual student reports and the OSTP Parent Portal

• **Utilize** other OSDE resources to assist with addressing unfinished learning

• **Connect** OSDE tools and resources to support next steps
Assessment reporting timeline

- **September 23rd**
  - School- and district-level *assessment data* available in the Accountability Reporting application and OSTP Data Portal
  - *Administrator toolkit and Webinar*

- **September 28th**
  - *Teacher toolkit and webinar* to support local analysis of performance data in the OSTP Data Portal

- **September 30th**
  - *Participation rates, enrollment* trends, and *performance data* published on the Oklahoma Data Matrix

- **October 5th**
  - *Partnering with Families toolkit* to support schools as they work with families to interpret their student's assessment scores
Where families have access to state summative assessment information

**Parent Portal**
Available for families with students in grades 3-8 and 11
Communicates SY 2020-2021 OSTP/CCRA performance data (performance level, performance index scale score, reporting category performance) suggestions for use and links to resources.

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

**Individual Student Report**
Available for students in grades 3-8 that took a state summative assessment through the Oklahoma State Testing Program (OSTP) in SY 2020-2021.
Communicates performance data (performance level, performance index score, reporting category performance), suggestions for use and links to resources.

*Arriving in early November to District Office*
What is the purpose of state summative assessments?
Questions to Consider

What do summative assessments typically tell us?

What do summative assessments tell us this year?

What do summative assessments tell us about unfinished learning?
Summative Assessment in a Typical Year

Grade-Level Expectations

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

How far am I from end-of-year expectations?
Summative Assessment in a Typical Year

Grade-Level Expectations

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

STUDENT

MINUTE BY MINUTE

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

DAILY

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.

WEEKLY

UNIT

QUARTERLY

ANNUALLY

STANDARDS

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.
Summative Assessment This Year

Grade-Level Expectations

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

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

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

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

Source: Learning Acceleration Guide
Student reports: where a student was at the end of SY 2020-2021

[Diagram showing test score comparisons for English Language Arts, Mathematics, and Science between 2019 and 2021, with highlights on basic, below basic, and proficient levels.]
How can we utilize OSTP data to address unfinished learning?

What OSTP Scores Relate
Role of state summative assessments

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

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

- 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

- 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**

- 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 likely to demonstrate the Proficient level KSAs
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
Oklahoma Performance Index (OPI) scale scores range from 200-399

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

<table>
<thead>
<tr>
<th>Grade 5 ELA</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 – 270</td>
<td>Below Basic</td>
</tr>
<tr>
<td>271 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 322</td>
<td>Proficient</td>
</tr>
<tr>
<td>323 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 Math</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 – 265</td>
<td>Below Basic</td>
</tr>
<tr>
<td>266 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 320</td>
<td>Proficient</td>
</tr>
<tr>
<td>321 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 Science</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 – 271</td>
<td>Below Basic</td>
</tr>
<tr>
<td>272 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 329</td>
<td>Proficient</td>
</tr>
<tr>
<td>330 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

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

Grade 3-8 OSTP Performance Level Lookup Table
Grade 11: [ACT/SAT OPI Conversion](#)
Reporting category data: What unfinished learning may need to be addressed?

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

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

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Reading/Writing Process</td>
<td>● Number and Operations</td>
<td>● Life Science</td>
</tr>
<tr>
<td>● Critical Reading and Writing</td>
<td>● Algebraic Reasoning</td>
<td>● Physical Science</td>
</tr>
<tr>
<td>● Language</td>
<td>● Geometry and Measurement</td>
<td>● Earth and Space Science</td>
</tr>
<tr>
<td>● Vocabulary</td>
<td>● Data and Probability</td>
<td></td>
</tr>
<tr>
<td>● Research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How does this student’s local assessment data compare?

What other information about this student’s learning experiences can we connect (i.e., attendance, enrollment, mode of learning)?
What does the Individual Student Report (ISR) relate?
Designing the report: What families wanted

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

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

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

Timely
Focus
Student Centered

- Conversation starter
- Connecting resources

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

Interaction
Clarity
Considerations for the Family/Student Report from the Focus Group

**Holistic view of student**

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

**Structure follows engagement**

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

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

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

Back Page Components
- Meeting with student’s teacher
- OSDE Resources
- Glossary
- Contact Information
Information about the report

Holistic view of student performance

Front Page
Where is the student scoring?

Where a student’s score falls within a performance level

Where a student’s score falls within the range of scores
**Family Toolkit: Partnering with Families to Interpret State Test Scores and Support Student Growth**

### What the student can do

- **Students scoring Basic typically**
  - **English Language Arts (ELA)**
    - identifies characters, settings, and events in stories and poems
    - rhymes and patterns in poetry
    - identifies cause and effect relationships
  - **Mathematics**
    - adds and subtracts numbers within 20
    - recognizes and draws shapes
    - reads and writes numbers
    - understands basic concepts of measurement
  - **Science**
    - describes living things and non-living things
    - describes how living things change
    - lists examples of living things

### How the student can be supported

- **Students scoring Proficient typically**
  - **English Language Arts (ELA)**
    - identifies characters, settings, and events in stories and poems
    - rhymes and patterns in poetry
    - identifies cause and effect relationships
  - **Mathematics**
    - adds and subtracts numbers within 20
    - recognizes and draws shapes
    - reads and writes numbers
    - understands basic concepts of measurement
  - **Science**
    - describes living things and non-living things
    - describes how living things change
    - lists examples of living things

### How the student’s scores compare

- **FullDEIE’s ELA Performance by Reporting Category**
  - **Reading/Writing Process** below Standard
  - **Reading/Writing Knowledge** below Standard

- **FullDEIE’s Mathematics Performance by Reporting Category**
  - **Number & Operations** below Standard
  - **Algebraic Reasoning** below Standard

- **FullDEIE’s Science Performance by Reporting Category**
  - **Physical Science** below Standard
  - **Life Science** below Standard

The Leakey measure provides a score that describes the level at which your student can comfortably read challenging text and also demonstrates the complexity of their reasoning skills. This measure, along with consideration of your student’s interests and experience, is helpful in finding texts for independent reading. For more information on Leakey measures, please visit [https://ode.ok.gov/leakey](https://ode.ok.gov/leakey). The Quantitative provides a score that describes your student’s level of mathematical ability and the difficulty of a skill or concept as it relates to other mathematics students showing similar scores. The score shows your student’s readiness for instruction regarding a particular mathematical skill or concept. For more information on Quantitative measures, please visit [https://ode.ok.gov/qm](https://ode.ok.gov/qm).

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*Inside pages*
<table>
<thead>
<tr>
<th>Students scoring Basic typically:</th>
</tr>
</thead>
<tbody>
<tr>
<td>estimate and solve division problems with remainders and solve real-world problems with addition and subtraction.</td>
</tr>
<tr>
<td>recognize basic equivalent decimals and fractions, represent whole numbers, and compare and order fractions or decimals.</td>
</tr>
<tr>
<td>add and subtract decimals and fractions with like denominators.</td>
</tr>
<tr>
<td>describe simple patterns of change and identify ordered pairs on a coordinate plane.</td>
</tr>
<tr>
<td>evaluate simple equivalent numerical expressions or equations.</td>
</tr>
<tr>
<td>describe and classify geometric figures.</td>
</tr>
<tr>
<td>solve simple volume and perimeter problems.</td>
</tr>
<tr>
<td>choose an appropriate instrument to measure objects and read and analyze the length of objects.</td>
</tr>
<tr>
<td>read and analyze the measure of angles.</td>
</tr>
<tr>
<td>read simple graphs.</td>
</tr>
</tbody>
</table>

Source: Performance Level Descriptors for ELA, Math, and Science
Reporting category performance and supports.

<table>
<thead>
<tr>
<th>Points Earned / Points Possible</th>
<th>Ways to Support First268</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11 / 23</strong> Number &amp; Operations ▶ Below Standard</td>
<td></td>
</tr>
<tr>
<td>- Ask your student to create math problems using whole numbers, focusing on multiplication and division or adding and subtracting fractions with different denominators. (For example, Lee walks 3/4 a mile to school; Oscar walks 1/10 of a mile to school. How much farther does Lee walk than Oscar?)</td>
<td></td>
</tr>
</tbody>
</table>

| 3 / 9 | Algebraic Reasoning ▶ Below Standard |
| - Using graph paper, have your student create a graph and practice plotting coordinates using ordered pairs such as (4, 6) and (1, 3). |
| - Have your student solve real-world math word problems with missing numbers such as 3x + 2= 17 (x = 5). |

| 8 / 12 | Geometry & Measurement ▶ At/Near Standard |
| - Challenge your student to find, draw, compare, and describe three-dimensional shapes they notice (for example, number of edges, number of faces, number of vertices, number and type of angles, etc.). |
| - Encourage your student to measure and compare the volume of different three-dimensional figures (such as the volume of their favorite cereal box vs. a tissue box). |

| 3 / 6 | Data & Probability ▶ Below Standard |
| - Have your student collect data on the different types of the same object in your house, such as the number of different types of shoes in their environment (for example, tennis shoes, dress shoes, house shoes, etc.). Using that data have your student find the mean, median and mode. |

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

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

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

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

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

Source: Charting New Growth Pathways
Quantile Score

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

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

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

Source: Charting New Growth Pathways
How this report can be used to support the student

Other resources that are available

Using this report to meet with your student's teacher or school

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

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

Oklahoma State Department of Education (OSDE) Resources

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

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

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

The OSDE Assessment Guidance page provides information and guidance on interpreting and using data from student assessments.

The Oklahoma School Testing Program (OSTP) material page provides more information about the state tests your student took such as Parent, Student, Teacher Guides (PSTGs) and testing blueprints.

Glossary of Terms

- OPI Score: The Oklahoma Performance Index (OPI) score allows for a numerical comparison between students. For example, we can compare scale scores for students who took the 8th grade mathematics test this year with those who will take the test next year. Scale scores are not comparable across different subjects.

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

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

Additional Resources and Information

Office of Assessment
Phone: (405) 521-3341

Office of Special Education
Phone: (405) 521-3381

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

Okahoma Education
What performance data is available in the OSTP Parent Portal?
Parent/Student Portal mirrors ISR
Due to the ongoing challenges related to COVID-19, state test results for the 2021 school year should not be interpreted as they would in a normal year. A single test score does not provide a complete measure of student performance. When interpreting results, please take into consideration other measures of student performance. Also, consider how the conditions for learning, which may have been disrupted by the pandemic, may influence your student’s, school’s or district’s performance.

For additional information on state test scores, please visit: https://sde.ok.gov/oklahoma-school-testing-program-ostp-families

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Performance</th>
<th>Grade 5 Mathematics</th>
<th>Grade 5 English Language Arts</th>
<th>Grade 5 Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2021</td>
<td>Proficient</td>
<td>309</td>
<td>294</td>
<td>311</td>
</tr>
<tr>
<td>Grade 5 Mathematics</td>
<td>Proficient</td>
<td></td>
<td>Basic</td>
<td></td>
</tr>
<tr>
<td>Grade 5 English Language Arts</td>
<td>Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5 Science</td>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Click for more details

Holistic view of student performance
More details

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

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

The Performance Level describes what your student is likely to know and be able to do based on their performance on the state test. Your student may also be able to demonstrate some of what is described in the next level.

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
</table>

Students scoring at the Proficient level:

- estimate and solve division problems with the remainder represented as a fraction or decimal.
- generate equivalent decimals and fractions, represent whole numbers or decimals and compare fractions and decimals, including mixed numbers.
- estimate, add and subtract decimals and fractions.
- describe patterns of change and graph these patterns as ordered pairs on a coordinate plane.
- evaluate expressions, equations and inequalities.
Using the report to move forward

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

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

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

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

Contact Information

Office of Assessment
Phone: (405) 521-3341

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

Office of Curriculum and Instruction
Phone: (405) 521-4287
How can we use the ISR to partner with families and support unfinished learning?
Student reports help us know where students were at the end of SY 2021.

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

**OPI Scale Score**: pinpoints readiness within a level.

**Reporting Category**: where student is meeting end-of-year expectations and where they may have gaps.
Vertical progressions help us identify where scaffolds may be needed to address unfinished learning.

### Numbers and Operations

**Fourth Grade (4)**
- 4.N.1 Solve real-world and mathematical problems using multiplication and division.
  - 4.N.1.1 Demonstrate fluency with multiplication and division facts with factors up to 12.
  - 4.N.1.2 Use an understanding of place value to multiply or divide a number by 10, 100, and 1,000.
  - 4.N.1.3 Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.
- 4.N.1.4 Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.

**Fifth Grade (5)**
- 5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.
  - 5.N.1.1 Estimate solutions to division problems in order to assess the reasonableness of results.
  - 5.N.1.2 Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.
- 5.N.1.3 Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.
- 5.N.1.4 Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

**Sixth Grade (6)**
- 6.N.1 Read, write, and represent integers and rational numbers expressed as fractions, decimals, percents, and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations.
  - 6.N.1.1 Represent integers with counters and on a number line and rational numbers on a number line, recognizing the concepts of opposites, direction, and magnitude; use integers and rational numbers in real-world and mathematical situations, explaining the meaning of 0 in each situation.
  - 6.N.1.2 Compare and order positive rational numbers, represented in various forms, or integers using the symbols <, >, and =.
- 6.N.1.3 Explain that a percent represents parts “out of 100” and ratios “to 100.”
- 6.N.1.4 Determine equivalencies among fractions, decimals, and percents. Select among these representations to solve problems.

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Source: Math [Vertical Progressions-Appendix B](#)
What additional evidence do our local assessments provide?

What does evidence of learning look like?

What areas of unfinished learning might we need to address?

ELA Progressions: PK-5, Grades 3-8, Grades 6-12
## Connecting Lexile and Quantile scores to career paths

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Lexile Measure*</th>
<th>Quantile Measure**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firefighter</td>
<td>1260L</td>
<td>1020Q</td>
</tr>
<tr>
<td>Automotive Service Technician &amp; Mechanic</td>
<td>1405L</td>
<td>1100Q</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>1460L</td>
<td>1050Q</td>
</tr>
<tr>
<td>Electrician</td>
<td>1270L</td>
<td>980Q</td>
</tr>
<tr>
<td>Computer &amp; Information System Manager</td>
<td>1390L</td>
<td>1075Q</td>
</tr>
<tr>
<td>Cashier</td>
<td>1130L</td>
<td>780Q</td>
</tr>
<tr>
<td>Mechanical Drafter</td>
<td>1260L</td>
<td>1340Q</td>
</tr>
<tr>
<td>Childcare Worker</td>
<td>1130L</td>
<td>650Q</td>
</tr>
<tr>
<td>Chef/Head Cook</td>
<td>1130L</td>
<td>820Q</td>
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<tr>
<td>Construction Manager</td>
<td>1350L</td>
<td>1025Q</td>
</tr>
<tr>
<td>Web Administrator</td>
<td>1175L</td>
<td>1270Q</td>
</tr>
</tbody>
</table>

**Lexile and Quantile Occupation Sample**

Our Partner States

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

https://hub.lexile.com/quantile-career-database
HOW ARE ENTRY-LEVEL CAREER DEMANDS MAPPED TO THE QUANTILE SCALE?

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

WHERE DOES THE NATIONAL AND REGIONAL CAREER DATA COME FROM?

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

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

Create Account: https://hub.lexile.com/quantile-career-database
Sharing the reports with families | Michelle Lewis

Schedule time to share the student report with families.

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

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

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

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

- Overview Guide
- Administrators Toolkit
- Teachers Toolkit
- Families Toolkit
Family Guides

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

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

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

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

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

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

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

Spanish PSTGS:

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

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

▪ supporting student and educator mental health,

▪ assessing unfinished learning,

▪ targeted tutoring, and

▪ supporting special populations.

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

REGISTER NOW
Questions?