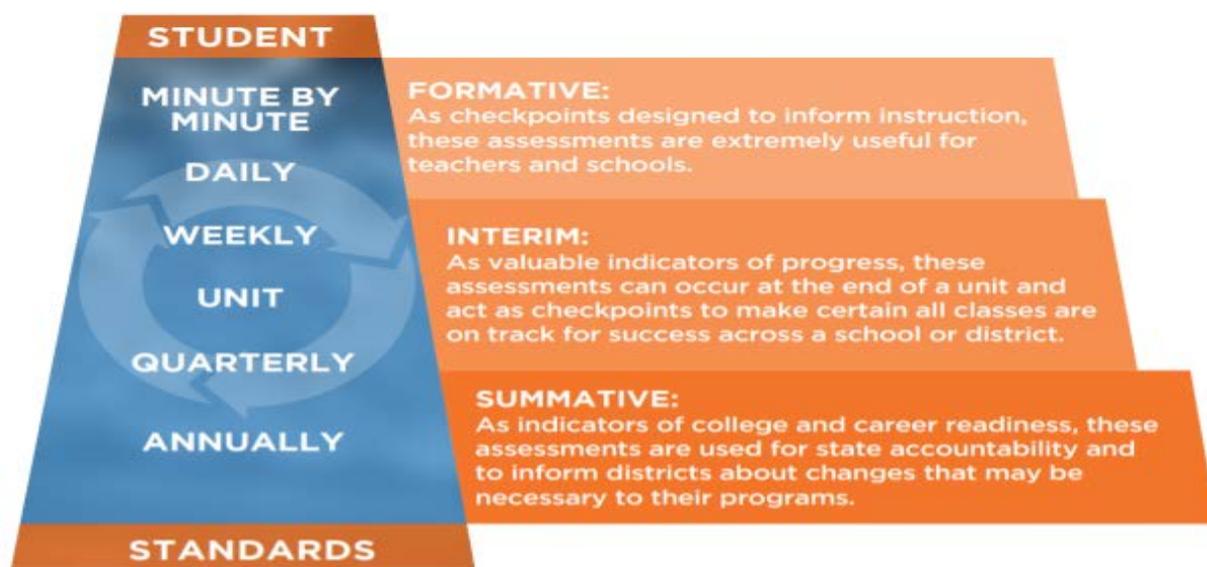


Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong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

[Oklahoma ESSA Plan pp 48-49](#)

A robust assessment system is underpinned by the knowledge that no one assessment is able to provide answers to all questions around instructional decisions. An assessment system utilizes different types of assessment to gather multiple pieces of evidence to provide timely, relevant, actionable, and reliable information of what students know and can do relative to a set of standards.



## Purpose of an Assessment System

- ✓ Provide opportunities to gather multiple pieces of evidence about what a student knows and is able to do relative to the Oklahoma Academic Standards;
- ✓ Provide instructionally useful information to teachers and students with appropriate detail and timely reporting to support evaluation and enhancement of curriculum and programs;
- ✓ Clarify student understanding of concepts to promote deeper understanding and enhance student engagement and motivation;
- ✓ Provide clear and accurate information to parents and students regarding achievement and progress toward Career and College Readiness (CCR); and,
- ✓ Produce information and data for informing policy makers, school administrators, parents, teachers and students.

Source: [OSDE Assessment Requirement Report](#)

## Role of State Assessments

In an assessment system, federally required state assessment scores provide a reliable measure that can be compared across schools and districts by serving as a point-in-time snapshot of what students know and can do relative to the Oklahoma Academic Standards. As directed by both Federal and State Law, assessments administered through the Oklahoma School Testing Program (OSTP) provide evidence of student proficiency of grade-level standards to inform progress toward career- and college-readiness (CCR) and support student and school accountability.

While state summative assessments are only one measure of what students know and can do, having Oklahoma students take OSTP assessments:

- ✓ Helps students, their families, and the public know how students have grown over time and how they are performing relative to the standards, their peers in Oklahoma, and the nation;
- ✓ Enables teachers to see how their students are performing against grade-level expectations communicated through the Performance Level Descriptors (PLDs) to support evaluation and enhancement of curriculum and programs for the next school year;
- ✓ Provides a standardized and reliable measure for school/district leaders, the state, policymakers, and the public to determine how well a system is meeting the goals of helping every child grow along a continuum to prepare them for careers, college and life; and,
- ✓ Provides comparable information and data to inform continuous improvement of a system and appropriately support federal and state accountability decisions.

Data from the Oklahoma State Testing Program (OSTP) is reported out at three different grain sizes- **Overall Performance Level, Oklahoma Performance Index Score, and Reporting Category Indicator**. OSTP data can be accessed through the [Measured Progress portal](#), require a username and password.

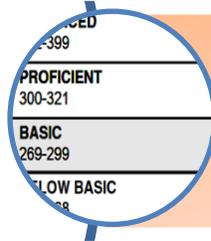


### Performance Level (PL)

Reported as one of four levels: **Advanced, Proficient, Basic (Limited Knowledge), or Below Basic (Unsatisfactory)**

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 career and college ready (CCR)



### Oklahoma Performance Index Scores (OPI)

Reported as a number between **200-399**

Built on a **comparable** scale from **200-399** related to the Performance Level wherein **300** is always **Proficient**

Provides a more specific data point that can be used **to measure growth** from year to year and determine where a student or program is in relation to grade-level expectations.



### Reporting Category Indicators

Identified on 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 items associated with each reporting category against the expectations of Proficiency; communicates confidence regarding student ability to demonstrate the Proficient knowledge, skills, and abilities.

Provides point-in-time data about student or program strengths and gaps

## OSDE Tools Available to Support State Assessments

Tool/ Link	Purpose
<a href="#"><u><i>Oklahoma Academic Standards</i></u></a>	The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year and underpin what is measured on the state assessment. Our state standards were written by Oklahomans and represent what we as a state
<a href="#"><u><i>Curriculum Frameworks</i></u></a>	The OSDE curriculum frameworks are sets of curricular resources developed by Oklahoma teachers to help educators translate the <a href="#"><u>Oklahoma Academic Standards</u></a> into classroom practice. They illustrate what is expected of students at each grade level by examining the intent of each standard and providing instructional options to support student learning
<a href="#"><u><i>Performance Level Descriptors</i></u></a>	Aligned to the Oklahoma Academic Standards, the PLDs outline the knowledge, skills, and abilities relative to the Oklahoma Academic Standards that a test taker must have to be classified at a particular performance level.
<a href="#"><u><i>OSTP Test and Item Specs</i></u></a>	The OSTP Item specs provide examples of items so that students can interact with the format; define the content and format of the assessment and the assessment items for item writers/reviewers; and indicate the alignment of items with the Oklahoma Academic Standards.
<a href="#"><u><i>OSTP Online Practice Tests- Grades 6-8</i></u></a>	Provides online experience with the digital platform and examples of tech-enhanced items students will see on the state assessment.
<a href="#"><u><i>OSTP Parent, Student and Teacher Guides (PSTG)</i></u></a>	Provides overview of the standards that will be covered, test-taking tips, and sample questions.