

OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS,
MATHEMATICS & SCIENCE**

2022–2023 **GRADE 8**



OKLAHOMA
Education

**Oklahoma School Testing Program
Administration Dates
2022–2023 School Year
English Language Arts, Mathematics,
and Science**

**Online Testing Window
April 20–May 17, 2023**

**Paper Testing* Window
April 20–May 3, 2023**

*under special circumstances only



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Dear Families and Educators,

In order to expand instructional time and optimize student learning, the Oklahoma School Testing Program (OSTP) takes place in the final weeks of the school year for elementary and middle school students. Districts may select the dates that best fit their academic calendars within the approved testing window that is located at <https://sde.ok.gov/office-assessments>. Preliminary test results will be available online to families through the Oklahoma Parent Portal in June.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit <https://okparentportal.emetric.net/login>. To create an account, you will need your student's 10-digit Student Testing Number (STN) and date of birth. If you do not know your student's STN please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time, as well as provide specific information on needed support or enrichment to keep the momentum building.

The OSTP measures your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics, and science. For an overview of the tests and a digital version of the OSTP Parent, Student and Teacher Guides, please visit <https://sde.ok.gov/oklahoma-school-testing-program-ostp-families>. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. The guides will help you and your student understand what to expect on the state assessments.

To learn more about the subject standards, please visit <https://sde.ok.gov/oklahoma-academic-standards>. The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

Oklahoma State Department of Education, Office of Assessments

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The Oklahoma School Testing Program

Federal law requires all students to be assessed in English Language Arts (ELA) and Math each year in grades 3–8 and once in high school. Federal law also requires students to be assessed in Science once in grades 3–5, 6–9, and 10–12. The grade and subject level tests delivered through the Oklahoma School Testing Program (OSTP) meet federal law. Oklahoma educators were instrumental in building our state tests to ensure alignment to our Oklahoma Academic Standards (OAS). State tests provide a common measure of students' performance relative to our academic standards. The OAS serve as a road map for what students should know and be able to do at each grade-level. Measuring real-world skills like problem-solving and critical thinking, state tests provide a valid way to measure students' progress in gaining the knowledge, skills, and abilities they need to be ready for the next grade, course, or level. Results from state tests can be used to inform school or district level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test. As such, OSTP State Tests serve as a component of the state's accountability system—the Oklahoma School Report Card.

This year, students in grade 8 will take assessments in English Language Arts (ELA), Mathematics, and Science. This *Parent, Student, and Teacher Guide* contains information to give you an idea of what your student is learning and being tested on and how you can help at home.

Helping Your Student Prepare

As a parent, there are a number of ways that you can support your student's learning habits on a daily basis that will help him or her be more prepared when it's time to be tested.

Here are some ideas to consider before your student takes a test.

- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

What is my student learning?

In grade 8, students analyze high-quality, complex fiction and nonfiction texts. Students can cite the textual evidence that most strongly supports an analysis or critique. Students can analyze arguments by questioning a writer's assumptions and assessing the accuracy of his or her claims. Students become more adept at reading closely and uncovering evidence to use in their own writing. For instance, students can write an analysis about two or more texts on the same topic that provide conflicting information and identify whether the disagreement is over facts or interpretation. Students can analyze how point of view can be changed to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea. Students develop a rich vocabulary of academic words, which they use to speak and write with more precision. Students demonstrate a solid understanding of correct English grammar, usage, and mechanics in their speaking and writing.

Students write at higher levels, strengthening their skills of organizing ideas, concepts, and information into broader categories; choosing relevant facts well; using varied transitions to clarify or show the relationships among ideas; and using active and passive voice purposefully. Students contrast their claims with alternate or opposing claims. In argument essays, students use words and phrases to clarify the relationships and transitions among claim(s), counterclaims, reasons, and evidence.

How can I help my student at home?

- Make time to read with your student. You can read different books silently in the same room, or you can read the same book.
- Ask your child about the book she or he is currently reading. Which characters are most relatable? What will happen next? What is the point of the story?
- Think of a current topic in the news and find an opinion article about it. Read it with your child, and then have your child identify the strongest and weakest arguments in the piece.
- Find an editorial written by someone who shares a different stance or belief on the topic. Read it with your child, and identify the strongest and weakest reasoning or evidence in the piece. Then think of reasons that support your line of thinking.
- Keep a list of new or interesting words you find in the books and news that you and your child read. Display the list in a prominent place like the refrigerator or bathroom mirror.
- Find an interesting sentence from a book or news story. Copy it down, and work with your student to imitate its sentence structure with a new sentence of your own. Discuss what makes the sentence structure interesting and what effect it may have on the reader.

English Language Arts Practice Questions

The OSTP Grade 8 ELA Assessment consists of selected-response (multiple-choice), technology enhanced items (TEIs), and an extended constructed response question designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

URL: <https://okpracticetest.cognia.org/student/login>

Login credentials are not required for the Practice Test. Use the drop-down menu under “Select a Test” to select OSTP Practice Test. Then click “Go.”

Note: If login credentials are requested, clear your browser’s cache and relaunch the Practice Test.

A student’s performance on the sample items provided in the OSTP Practice Test platform and in this guide does not predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect is located at the end of this guide with the answer key.

For more information about the Grade 8 ELA Standards and/or Assessment, visit the Test and Item Specs at: https://sde.ok.gov/sites/default/files/documents/files/OK_22-23_TIS_ELA_G8_ADA.pdf.

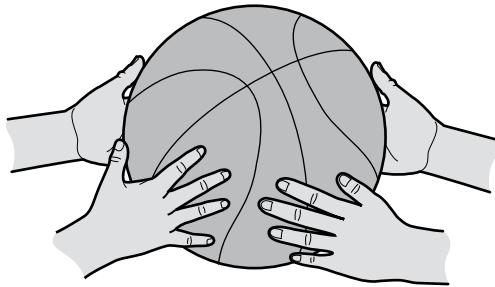


Directions

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

Read this passage. Then answer the questions that follow.

Lifelong Friends



- 1 Megan's family moved in down the street the summer of our third-grade year. I can still remember the feeling of excitement when Mr. Jackson, our next-door neighbor, mentioned to my dad that the new family had a girl my age. I was thrilled. I was looking forward to having a best friend!
- 2 We became inseparable almost immediately, spending every waking moment together. All of my expectations for the potential friendship turned out just as I had anticipated. The first day of school that August was a bit of a disappointment for us when we were not in the same class, but we both eventually came to the realization that it was actually in our best interest, for we would most certainly have too much fun if we were in the same class together. It is unbelievable that five years have passed since then.
- 3 Megan has a basketball net on her garage, and throughout the years, we have spent countless hours shooting baskets. We both actually became pretty good, and in sixth grade decided to try out for our school's basketball team. We both made the team and became starters, thriving on the support we gave one another. When one of us had a disappointing game, the other provided an encouraging pep talk.
- 4 We started eighth grade last August, and at the onset of the season, Coach called all of the starters into his office to discuss the added pressure that would be thrust upon us this year. With high school quickly approaching and coaches scrutinizing our every move on the court, there would be a lot of added pressure. He asked Megan and me to wait around after everyone else left. After the locker room had cleared, he told us that a number of high school coaches were talking about the two of us, and how we both seemed to be really strong



candidates for the middle school all-city team. We left his office feeling self-assured, reveling at the possibility of both of us being selected for the honor.

5 "One thing for sure, though," Megan said in a suddenly sobering tone, "let's not let this opportunity come between us."

6 "What do you mean?" I questioned.

7 "Well, I know that we're both pretty confident about being selected," Megan said, "but what if one of us makes it, and the other doesn't?"

8 "No way," I said. "That's not going to happen," I insisted, squashing the idea before it could grow.

9 Well, the season marched on at a swift pace, and we alternated being the standout of each game. But then, things changed. Megan had three outstanding games in a row. Coach called me aside and told me to relax because he thought I was putting too much pressure on myself and was forcing too many of my shots. But the more I tried to relax, the worse I played.

10 It was my worst fear, but unexpectedly, things started to change between Megan and me. The friendly competition we once enjoyed transformed into a rivalry. By the end of the season, Megan and I were barely acknowledging each other.

11 The announcement of the middle school all-city team came about a week after the conclusion of the season, and as I anticipated, Megan made the team, and I did not. I struggled to utter a sincere "Congratulations."

12 The end of the school year brought the beginning of an unsettling summer. Our faltering friendship found me with plenty of time on my hands. By the beginning of July, I had recurring thoughts about how foolish I had been to let pettiness and jealousy seep into our friendship. I struggled with the thought of apologizing to Megan, but pride and embarrassment hindered me from doing the admirable thing.

13 Megan must possess psychic powers because, not a week later, the doorbell rang and Mom called out, "It's Megan." I struggled with the thought of facing the inevitable.

14 "Hey," Megan struggled to say, but continued, "how's it going?"

15 "I'm hanging in there," I replied.

16 There was an awkward moment of silence when I finally uttered, "Listen, Megan, I was wrong to let jealousy interfere with our friendship. I know it's a lot to ask for you to accept my apology, but I'm really sorry."

17 "No problem," Megan responded. "I was getting pretty conceited with all of the attention I was getting."

18 "I sure learned a valuable lesson from all of this," I said. "Nothing is worth jeopardizing a friendship like ours."

19 "You're right about that," she said. "Let's go shoot some baskets."

**1 Read the sentence.**

The friendly competition we once enjoyed transformed into a rivalry.

This sentence contributes to the meaning of the passage by

- A** identifying the conflict.
- B** introducing the theme.
- C** describing the characters.
- D** developing the point of view.

2 What effect does the use of the first-person point of view have on the role of the narrator in the story?

- A** The narrator provides all the thoughts, actions, and feelings of all the other characters in the story.
- B** The narrator shares with the reader her personal events, thoughts, and feelings as a main character in the story.
- C** The narrator relays the story as only an observer of the action of the other characters and not as an active participant.
- D** The narrator focuses on trying to convince the reader that her actions are more important than those of the other characters in the story.



You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.

Oklahoma's Most Unusual Wildlife Refuge

- 1 When people think about Oklahoma, they may imagine a vast plain filled with prairies, farms, and ranches. But millions of years ago, parts of Oklahoma were covered by an ancient sea named the Western Interior Seaway. Today, we see evidence of that ancient sea in the Salt Plains National Wildlife Refuge (SPNWR).
- 2 This magical place is known for more than its unusual landscape. Endangered and threatened wildlife can be seen here. Rock hounds¹ seeking hourglass selenite crystals, Oklahoma's state crystal, can only dig for them at the salt flats.

Salt Flats

- 3 Due to shifts in the Earth's crust, the Western Interior Seaway became cut off from its water source and evaporated, leaving a thick crust of salt coating parts of the land. Even though the sea is gone, shallow pools and streams remain. The ground here is unable to absorb a lot of water, so rain frequently adds to shallow pools and streams. Rivers in this region contribute to some of the bodies of water in the refuge, and salty groundwater continues to flow just beneath the earth's surface. So, when the ground becomes saturated, the salty water seeps up from below the surface, adding to the pools and streams. As the water evaporates, the salt is left behind, adding to the unique landscape.



The Salt Plains National Wildlife Refuge is a very unique ecosystem.

¹**rock hound:** a person who has a special interest in and collects rocks and minerals

**Going to the Birds**

- 4 At first glance, it may not seem like many animals could survive in the SPNWR. However, there is an abundance of wildlife here. The refuge contains grasslands and wooded areas, which are home to animals like white-tailed deer, squirrels, American badgers, and many others. In addition, the SPNWR is an important stop for migrating birds.
- 5 Over 300 different types of birds can be found at the SPNWR. During the spring and fall, the bird population is at its highest as birds travel from one region to another. Like the birds, birdwatchers flock to the Great Salt Plains Lake, which is located primarily in the SPNWR. The lake is not very deep; in fact, the deepest part of the lake measures less than 8 feet.
- 6 The shallow waters are great for feeding hungry birds. Invertebrates, such as worms, snails, and insects, are important food sources for nesting snowy plovers and other shorebirds. The least terns, a type of bird, feed along the rivers that flow through the salt flats. A popular food for many birds is the salt brine fly, which hatches when water is available.

A Special Crystal

- 7 The SPNWR is the only place to find hourglass selenite crystals. In fact, one of the main reasons people visit this refuge is to dig for these unusual crystals.
- 8 Beth Ullenberg of the U.S. Fish & Wildlife Service explains the process: The crystals form when gypsum (a mineral) in the soil mixes with salty groundwater. As they grow, the crystals trap sand and clay and sometimes sticks, rocks, and bones. These materials help create the hourglass-shaped inclusions inside the crystal as it grows outward from the center.
- 9 This hourglass shape is not found in selenite crystals anywhere else in the world—it is only found on the salt plains of northwest Oklahoma. Because it is so unique, the hourglass-shaped selenite crystal was designated as the state crystal of Oklahoma in 2005.



Hourglass selenite crystals were designated the Oklahoma state crystal in 2005. The crystals themselves are a form of gypsum. Iron oxide in the soil gives the hourglass inside the crystals its chocolatey brown color.

- 10 Visitors may only dig for these rare crystals from April 1 through October 15 because the area is a critical habitat for whooping cranes. It is also a nesting place for many birds. In fact, birds will often look for food in the holes left by those digging for crystals. The U.S. Fish & Wildlife Service offers these tips for crystal digging:

Digging for Crystals at Salt Plains National Wildlife Refuge

1. Use a shovel to dig a hole about two feet deep and two feet across until you reach wet sand. You may feel the shovel break through the crystals as it goes down. This cannot be helped as there is no way of predicting exactly where a bed of crystals is located.
2. Allow two or three inches of water to seep in from the bottom.
3. Use your hand or a container to splash water gently against the sides of the hole. The agitated water will wash the soil away from the crystals.



4. When you find a crystal formation, continue splashing to wash it free of the supporting sand and clay.
5. At this stage of the process, the newly exposed crystals are wet and fragile so use great care removing them.
6. After removing crystals from sand, place them where the sun and wind will dry them. Egg cartons or other containers are recommended for transporting the crystals.

- 11 Regardless of what draws visitors to this refuge, they are sure to be impressed. The remnants of that ancient sea have left behind an ecosystem that is essential to several endangered and threatened birds as well as other animals. It has also left behind a unique geology that fascinates those who spend time there.

"Oklahoma's Most Unusual Wildlife Refuge." Copyright © 2022 Cogna, Inc.



Read this passage, which goes with the previous passage. Then answer the questions that follow.

“A Special Place”: Birds and Crystals Make the Salt Plains National Wildlife Refuge Unique

by Ed Godfrey

- 1 In April, the spring migration of birds slows down at the Salt Plains National Wildlife Refuge, and the crystal digging begins.
- 2 Birdwatching and crystal digging are the two most popular pastimes at Salt Plains National Wildlife Refuge, one of the most distinctive areas in the world. It is recognized internationally by the Western Hemisphere Shorebird Reserve Network for providing critically important shorebird habitat. Only about a dozen other wildlife refuges have that honor.
- 3 During the summer, the refuge is typically home for egrets, herons, American avocets, and other shorebirds. A few resident pelicans stick around for the summer but most fly north, says Colby Wyatt. Wyatt is an administrative officer at the Salt Plains National Wildlife Refuge. If visitors at the refuge are not there with their binoculars to watch birds during the summer, then they are most likely there with a shovel and a bucket to dig for crystals.
- 4 Selenite crystal digging on the salt flats opens April 1 and runs through October 15. On October 16, the digging areas close for the birds to use in the fall and winter. The entire refuge is designated as a critical whooping crane habitat.



Digging for hourglass crystals requires simple tools: a bucket and a shovel. It can get pretty hot, so bringing water and an umbrella or tent for shade is a good idea.



- 5 Crystal digging was never more popular than in 2020 when more than 130,000 people visited the refuge to hunt for the stones in the sand. “There were record weekends,” Wyatt said. “There were several weekends it hit way over a couple of thousand. We had license plates from New Jersey, New York, Washington, Florida. It was all over. Typically, especially in the summertime, we do get more of an international presence,” he said. “A lot of people from Japan and Germany, and the Norwegian states, like to come through here.”
- 6 The Salt Plains National Wildlife Refuge is the only known site in the world where selenite crystals with brown hourglass inclusions are found. This makes them a collector’s item for rock hound¹ enthusiasts. Because the crystals form in wet soil, sand, and clay, particles are included within the crystal giving them their unique “hourglass” shape inside. “That (hourglass shape) is very unique throughout the world, so we have a lot of collectors that come in that want to get a crystal from here,” Wyatt said.
- 7 The Salt Plains is one of the few places within the national wildlife refuge system where something is allowed to be removed. Collectors can keep up to 10 pounds of crystals per day. Wyatt said it is rare anyone leaves with that much, although almost all diggers leave with at least some amounts of the crystallized form of gypsum.
- 8 It takes seven years for the crystals to form, so the refuge has eight separate digging areas that are rotated annually for the public to use. “By the time it’s time to dig again (in an area), the crystals have formed,” Wyatt said.
- 9 The crystal digging also benefits some of the shorebirds that nest in the area. Mounds left from dig seasons are used by birds as elevated nesting platforms. The mounds give the shorebirds a place to nest above the floodplain during the rainy seasons and increase their nest success.
- 10 “We found that (crystal digging) was an activity that benefited the refuge,” Wyatt said.

¹**rock hound:** a person who has a special interest in and collects rocks and minerals

“A Special Place’: Birds and Crystals Make the Salt Plains National Wildlife Refuge Unique” by Ed Godfrey, from *The Oklahoman*, April 24, 2021. Copyright © 2021 by The Oklahoman. Republished by permission.

**3**

Reread paragraph 11 from “Oklahoma’s Most Unusual Wildlife Refuge.” Drag two phrases from the paragraph that **best** help the reader understand the meaning of the word **remnants** into the appropriate boxes.

To drag a phrase, click and hold the sentence, and then drag it to the desired space. To change a sentence, click and hold it, and then drag it back to the original location.

sure to be impressed

ancient sea

left behind

endangered and threatened

Phrases



4 Which feature from the passage “A Special Place” shows that the genre is nonfiction?

- A** an expert providing factual information
- B** quotation marks to indicate spoken words
- C** descriptive language to communicate ideas
- D** an opening paragraph establishing the setting

5 Read the sentence from the passage “A Special Place.”

It is recognized internationally by the Western **Hemisphere** Shorebird Reserve Network for providing critically important shorebird habitat.

Based on the meaning of the prefix **hemi-** and the word **sphere**, what does the word **hemisphere** mean?

- A** part of a group
- B** related to nature
- C** half of the globe
- D** equal in distance



- 6** Which statement describes how **both** passages present information about the wildlife refuge?
- A** “Oklahoma’s Most Unusual Wildlife Refuge” is written in a humorous tone, while “A Special Place” is written as a serious analysis of the purpose of the wildlife refuge.
 - B** The author of “Oklahoma’s Most Unusual Wildlife Refuge” provides a broad view of the refuge, while the author of “A Special Place” focuses on how the refuge is currently used.
 - C** The author of “Oklahoma’s Most Unusual Wildlife Refuge” describes a sequence of events at the refuge, while the author of “A Special Place” uses a compare and contrast structure.
 - D** “Oklahoma’s Most Unusual Wildlife Refuge” is written as an argumentative essay about the importance of wildlife refuges, while “A Special Place” is written to inform about a wildlife refuge.

- 7** After reading both passages, a student has an assignment to write a paper about the Salt Plains National Wildlife Refuge. They want to narrow the focus of their paper by choosing a more specific topic.

Which pre-writing strategy will **best** help the student accomplish their goal?

- A** Create a map of the refuge to include in the paper.
- B** Brainstorm ideas by listing facts about the refuge.
- C** Write a draft of an introduction for the paper.
- D** Find resources about other wildlife refuges.



8

A student is writing a paper about the Salt Plains National Wildlife Refuge as a habitat for whooping cranes. The student wants to organize the notes to indicate primary and secondary sources. Complete the chart by dragging **one** primary and **one** secondary source into the appropriate boxes.

To drag a phrase, click and hold the phrase, and then drag it to the desired space. To change a phrase, click and hold it, and then drag it back to the original location.

a website listing
locations and times to
view whooping cranes

a published journal of a
birdwatcher who
observes whooping
cranes regularly

a narrative essay about
watching whooping
cranes arrive at the
refuge

a documentary about
refuges for whooping
cranes and other
endangered birds

Primary Sources	Secondary Sources
an interview with a scientist who travels to the refuge each year to study whooping cranes	a chapter in a science textbook about the migration patterns of whooping cranes



A student wrote a report on a historic home. Read the first part of the report, think about what suggestions you would make, and then answer the question.

The Mount Laurel Home and Estate—Part 1

1 The Mount Laurel Home and Estate was built in 1780 and was the primary
2 residence for the Robert Clayton family for several generations. In 1927, the
3 home and grounds were placed on the historical register and donated to the
4 public.

5 Last year, conservationists restored the home and opened it for tours.

About Robert Clayton

6 Robert Clayton (1742–1793) was an American colonist in Massachusetts.
7 Although he was only marginally involved in early American politics. Robert
8 Clayton was a contemporary of the Founding Fathers. And reportedly once dined
9 with George and Martha Washington. Excused from serving in the Revolutionary
10 War because of health problems, he earned his wealth through trading. He
11 married Mary Culpepper in 1770, and together they raised five sons and three
12 daughters. He died of pneumonia at the age of 51.

"The Mount Laurel Home and Estate—Part 1." Copyright © 2022 Cognia, Inc.

**9 What change, if any, should be made to the sentences in lines 7–9?**

- A** Although he was only marginally involved in early American politics, and he was a contemporary of the Founding Fathers. And reportedly once dined with George and Martha Washington.
- B** Although only marginally involved in early American politics. Clayton was a contemporary of the Founding Fathers, and he reportedly once dined with George and Martha Washington.
- C** Although only marginally involved in early American politics, Clayton was a contemporary of the Founding Fathers, and he reportedly once dined with George and Martha Washington.
- D** no change



Read the next part of the report, think about what suggestions you would make, and then answer the question.

About the Mount Laurel Home and Estate—Part 2

- 13 The Mount Laurel Home and Estate includes five sturdy maintained structures:
14 the main house the kitchen the icehouse the barn and the blacksmith shed.
15 The division of the kitchen from the main house was common at the time because
16 of the risk of fire.
17 The grounds of the estate cover approximately 250 acres. The gardens, the barn,
18 and the blacksmith's shed are maintained as they were during Clayton's lifetime.
19 Visitors can talk with a blacksmith as he works and see live animals in the barn.

"The Mount Laurel Home and Estate—Part 2." Copyright © 2022 Cognia, Inc.

10 What is the correct way to punctuate the coordinate adjectives in lines 13–14?

- A** The Mount Laurel Home and Estate includes five sturdy, maintained structures: the main house, the kitchen, the icehouse, the barn, and the blacksmith shed.
- B** The Mount Laurel Home and Estate includes five sturdy; maintained structures: the main house, the kitchen, the icehouse, the barn, and the blacksmith shed.
- C** The Mount Laurel Home and Estate includes five sturdy: maintained structures: the main house, the kitchen, the icehouse, the barn, and the blacksmith shed.
- D** The Mount Laurel Home and Estate includes five sturdy maintained structures: the main house, the kitchen, the icehouse, the barn, and the blacksmith shed.





Practice Writing Task

Presented on the following pages is a practice Writing Task. This may be used as a classroom activity to help students prepare for the state assessment.

WRITER'S CHECKLIST

- ☐ Is the topic addressed in my writing?
- ☐ Have I written to the requested mode?
- ☐ Have I included information from both passages in my writing?
- ☐ Are my ideas expressed in complete sentences?
- ☐ Do I explain or support my ideas with enough details?
- ☐ Are the details I included directly related to my topic?
- ☐ Are my ideas arranged in clear order for the reader to follow?
- ☐ Do my paragraphs have topic sentences when appropriate?
- ☐ Do I start each sentence with a capital letter and capitalize other appropriate words?
- ☐ Have I used correct punctuation at the end of each sentence and within each sentence?
- ☐ Is my spelling correct throughout my writing?
- ☐ Will the reader be able to read my handwriting?

**Directions:**

Today you will be tested in English Language Arts. For this test, you will read two passages, then respond to a writing prompt. It is important that you do your best. If you are not sure of the writing prompt, you should still attempt to answer it.

You may use your planning page for planning. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Be sure to write your answer on the five lined pages provided in your answer document.

Using the Writer's Checklist tool, check your writing for paragraphing, grammar, spelling, punctuation, and the use of Standard English. Only your writing in the answer space will be scored.

When scorers evaluate your writing, they will look for evidence that you can:

- **address the prompt;**
- **develop your ideas thoroughly;**
- **organize your ideas;**
- **stay focused on your purpose for writing;**
- **make your writing thoughtful and interesting; and**
- **use correct spelling, capitalization, punctuation, grammar, usage, and sentence structure.**

**Practice Writing Topic:**

People have different viewpoints about whether animals, including endangered animals, should live in the wild or in man-made environments. Write an argumentative essay about whether any animal should be kept in a controlled environment, such as zoos or nature parks. Be sure to state a claim and address an opposing viewpoint using evidence presented in both passages.

Before you begin planning and writing your response, read the two passages:

- 1. "The Impact of Animal Protection"**
- 2. "Do Animals Lose in Zoos?"**

The Impact of Animal Protection

- 1 Throughout history, human activities have changed or destroyed the habitats that animals need to survive. One of these activities has been the construction of roads and buildings in areas that were once wild. Building in these areas has destroyed animal homes, food, or water supplies. People have also cut down trees for lumber, which has destroyed the homes of animals living in those trees. Likewise people have hunted animals for their meat, fur, or other body parts. In addition, pollution caused by humans has affected some of the places that animals live.
- 2 Due to animals' habitats being disturbed as well as other reasons, scientists and researchers track animals in the wild to see if their numbers are changing. When an animal's numbers decrease until they are at risk of disappearing completely, they may be classified as threatened or endangered. When there are no more of the species left in the world, they are classified as extinct. As some animals become extinct, other animals are affected. Because some human activities can have a negative impact on animals, many people believe that animals must be protected.
- 3 One way that people have tried to protect animals from extinction is to establish nature parks and sanctuaries. People cannot build or hunt in those areas, and rangers are there to watch over the animals. The public is often allowed to enjoy these animals by driving through the reserves and viewing the animals in a wide-open atmosphere.



- 4 Many nature parks have programs that keep animals in protected places. By putting them in controlled environments, the animals can live safely, and their numbers can increase through supervised breeding programs. However, in these environments animals many times cannot choose their own mates as they do when living in the wild. Issues with this type of forced breeding have been seen in zoos when a male and female fail to have offspring.
- 5 In man-made animal habitats, animals are fed on a regular schedule, receive medical care, and are protected from predators and hunters. The goal is to properly care for animals that may not survive in the wild. After time though, some of these animals may be released back into their wild habitats. However, if not handled properly, this release can be dangerous for animals since they will now be forced to hunt for prey and use their instincts and survival skills once again.
- 6 Keeping animals protected has proven to be beneficial and increase the populations of endangered animals. These programs have helped bring several animals—black-footed ferrets, California condors, red wolves, golden lion tamarins, and others—back from near extinction over the last 30 years.
- 7 Despite saving animals that were close to extinction, protecting animals in a controlled environment is not always the best plan. When animals are in these environments, they are isolated from other animals, their ability to hunt and their natural diet is limited, and the space they have to roam is decreased. In the wild, animals share their territory with other species, and the idea of survival of the fittest is very apparent. When animals are taken out of the wild, the innate instincts they have to survive are suppressed and, in some cases, completely gone.
- 8 By allowing endangered animals to live in a protected environment, animals are able to reproduce and be saved from extinction, but it is not a catchall to resolve all of the issues when protecting animals. For those that are released into the wild, the hope is that they can relearn how to find food and take care of themselves. Even though nature parks are trying to mimic the wild, they are not able to do that completely.

"The Impact of Animal Protection." Copyright © 2022 Cognia, Inc.



Do Animals Lose in Zoos?

- 1 Zoos have been around for centuries. In the past, zoos were a simple collection of animals in cages. Many animals in early zoos were diseased and treated poorly. Zoos today are very different. Modern zoos pride themselves as centers for scientific study and research. They focus on animal welfare and are on a mission to educate people about animals and protect the animals in the wild.
- 2 Animals in zoos live longer than animals in the wild. They are well fed, protected from predators, and treated by veterinarians. Seeing majestic animals in a controlled environment creates a sense of amazement and wonder. A study published by the National Science Foundation actually shows that visiting a zoo changes a person's attitude toward animals. If people are not able to see the animals, they will not be inspired to protect them.
- 3 However, critics of the modern zoo compare the zoo to a prison. Animals need room to climb, fly, swim, roam, or run. They need room to live a healthy life. When animals are confined in small spaces, it has a negative impact on their behavior and health. Polar bears have been observed swimming in circles. Parrots have groomed themselves until they have no feathers left. Big cats have been seen endlessly pacing. When animals are not behaving as they normally would in the wild, visitors are not observing natural behaviors.
- 4 Zoos spend millions of dollars to create bigger and better animal enclosures in order to improve the conditions for the animals. Zoos also help to raise millions of dollars to support conservation projects in Africa and Asia. Some of the money is used to create sanctuaries to help protect animals in their natural environment. Although animals should be protected in these nature preserves, some countries do not cooperate. They do not enforce penalties for illegal hunting of protected animals.
- 5 Nevertheless, not all zoos are created the same. Many organizations, like PETA, oppose zoos because the "homes" made for zoo animals meet only their basic needs. Even with man-made areas to fly, swim, climb, and explore, animals are still restricted in their behavior. These groups feel that zoos and even wildlife parks show cruelty against animals that would thrive so much better if they were allowed to live in the wild and be free.



- 6 More often than not, zoos cater to what people want to see. That usually means something large, charismatic, or cute is selected to live in a zoo and be on display. Another attraction to zoos is to see baby animals. In order to get more business, some zoos initiate a breeding program to have babies be on display more frequently. This leads to a surplus of animals at the zoo. Zoo enclosures are made for a certain amount of animals, so this overpopulation, even with babies, makes for crowding and a less than ideal living situation for the animals.
- 7 Supporters of keeping animals out of zoos and nature parks feel it is better for wild animals to live in a natural environment so they can hunt and eat a natural, varied diet. It has been shown that in the wild, animals interact with other species of animals which promotes natural behaviors. Wild animals roam over long distances in search of a mate, food, or water. Also many animals are a part of a social group or live in communities. Living within a community allows them to interact normally and create a social order where a dominant animal can emerge. Living in a zoo or protected environment can restrict all of these innate or inborn behaviors.
- 8 It is true that many of today's zoos are more than just a place to see animals. They have programs to protect endangered species from extinction. Visitors to zoos, or those planning a visit, should also realize that some situations they see are not the best environment for the animals they are planning to see. There are benefits to having zoos, but there are still negative impacts to animal's lives. Perhaps the best way to help animals is to protect them in zoos for a short time and release them back into nature while they still are wild animals.

"Do Animals Lose in Zoos?" Copyright © 2022 Cognia, Inc.



PRACTICE PLANNING PAGE

Writing Topic:

People have different viewpoints about whether animals, including endangered animals, should live in the wild or in man-made environments. Write an argumentative essay about whether any animal should be kept in a controlled environment, such as zoos or nature parks. Be sure to state a claim and address an opposing viewpoint using evidence presented in both passages.



In the space below, you may PLAN your composition. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Do not write your final draft on these pages. Any writing on these pages will not be scored. Write your composition on the lined pages that follow.



PRACTICE PLANNING PAGE

People have different viewpoints about whether animals, including endangered animals, should live in the wild or in man-made environments. Write an argumentative essay about whether any animal should be kept in a controlled environment, such as zoos or nature parks. Be sure to state a claim and address an opposing viewpoint using evidence presented in both passages.

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

**Example of a Well-Written Response**

Presented in this section is an example of a well-written paper.

Example Writing Topic:

People have different viewpoints about whether animals, including endangered animals, should live in the wild or in man-made environments. Write an argumentative essay about whether any animal should be kept in a controlled environment, such as zoos or nature parks. Be sure to state a claim and address an opposing viewpoint using evidence presented in both passages.

Example Response

Have you ever thought that keeping animals in zoos is actually beneficial to them in many ways? That is true because animals are threatened in the wilderness and are exposed to some unhealthy living conditions. However, some people say otherwise because they think animals are not given the same type of freedom as they are in the wild. That might be true in some cases but the reason why they should be kept in zoos or nature parks far outweighs the cause than why they shouldn't. Animals should be kept in zoos or nature parks because, they are being treated with love and care, also they are protected from all hurt, harm, and danger, and also it's increasing the population of endangered species.

**Example Response (continued)**

Animals that are being kept in zoos are being treated properly with love and care. For example, They being fed a proper nutrient diet on a regular schedule so they are able to maintain a healthy lifestyle. Also, animals are receiving medical care from veterinarians to make sure they are properly nourished. Animals are also being protected from wildlife predators and hunters. For example, with the animals being in the zoo they have rangers to watch over them just in case they are endangered by anything. All of these benefits allows the animals to live longer than they would in the wilderness.

With animals living in the zoo comes the benefit of animals being able to be protected from hurt, harm, and danger. They are given the opportunity to live in a safe environment, without having to worry about being threatened by the wildlife. Also, they live in great living conditions. According to the passage, "zoos spend millions of dollars to create bigger and better animal enclosures in order

**Example Response (continued)**

in order to improve the conditions for the animals. Animals' lives were also effected in the wild from pollution caused by humans, with animals living in zoos they are protected from that happening.

Zoos are increasing the population of endangered animals. That is because they are able to reproduce more. According to the passage animals that are in controlled environments, their numbers can increase and prevent extinction. Animals that have been near extinction have been saved due to being properly cared in zoos. Although some might think the zoo is just a place to see animals, the zoos also have programs to protect endangered animals from extinction.

As you can see, although many people think animals should be kept in the wild for their own benefits, the reason why they shouldn't live in the wild far outweighs why they should. Zoos and nature parks are providing beneficial needs to the animals that can't be provided in the wilderness.



OSTP Grade 8 Holistic Writing Rubric

OKLAHOMA
Education

Score	Description
4	<ul style="list-style-type: none"> Content is well-suited for the audience and task/purpose and the writing maintains a clear focus; ideas are fully developed. For an argumentative response, at least one counterclaim is present. Organization is strong and sustained, creating unity and coherence; contains an engaging introduction, an effective conclusion that follows logically, and smooth, effective transitions that contribute to logical sequencing. Word choice is varied and conveys meaning; language is effective and connects to the audience. Sentence structure is clear and correct, and the writing demonstrates a rich variety of structures, types, and lengths; any errors are minor. The writing demonstrates appropriate control of grammar, usage, and mechanics; errors are minor and do not affect readability.
3	<ul style="list-style-type: none"> Content is adequate for the audience and task/purpose and the writing has an evident focus; ideas are somewhat developed. Organization is adequate, creating some unity and coherence; introduction and conclusion are appropriate, and sequencing is logical with limited transitions. Word choice is general and includes some variety; language is adequate and attempts to connect to the audience. Sentence structure is correct and the writing demonstrates an adequate variety of structures, types, and lengths; errors may be present but do not interfere with fluency. The writing demonstrates adequate control of grammar, usage, and mechanics; errors are noticeable but do not significantly affect readability.
2	<ul style="list-style-type: none"> Content is inconsistent for the audience and task/purpose and the writing has an unclear focus; ideas are minimally developed and may be listed. Organization lacks clarity, demonstrating weak unity and coherence; introduction and conclusion are ineffective, there is little or random sequencing, and transitions are limited. Word choice lacks precision and variety; language may be inappropriate, ineffective, simplistic, or vague. Sentence structure lacks control and the writing demonstrates limited variety of structures, types, and lengths; errors interfere with fluency. The writing demonstrates limited control of grammar, usage, and mechanics; errors are distracting and may interfere with readability.
1	<ul style="list-style-type: none"> Content is irrelevant for the audience and task/purpose and the writing has a confusing focus; ideas are repetitive or lack development. Organization lacks logical direction; there is no evidence of unity or coherence. Word choice is extremely limited or inaccurate; language fails to communicate meaning. The writing may be too short to demonstrate variety. Sentence structure is inappropriate and the writing demonstrates no variety of structures, types, and lengths; errors interfere with fluency. The writing may be too short to demonstrate control of sentence structures. The writing demonstrates minimal control of grammar, usage, and mechanics; errors are numerous and impede readability.

Responses receive a score designation of "unscorable" and a performance level of "Below Standard" if they meet any of the following conditions:

- restatement of the task (prompt) or a refusal
- in a language other than English
- illegible, incomprehensible, or otherwise indecipherable
- about a topic different from the assigned task

Grade 8

STOP

What is my student learning?

Students in Pre-Algebra are extending their understanding of numbers to include scientific notation, rational/irrational and square roots. They are using this understanding to solve problems in various contexts. Students are developing their understanding of linear functions and rate of change and using this understanding in real-world and mathematical situations. Students are extending their understanding of equality and inequality to solve problems involving variables. Students are extending their understanding of two- and three-dimensional figures to solve problems involving right triangles, volume, and surface area. Students are collecting, displaying, and interpreting data, including using scatterplots and estimating the line of best fit. Students are calculating and reasoning about experimental probabilities to solve real-world and mathematical problems. This information is a snapshot of learning in mathematics for Grade 8.

How can I help my student at home?

- Stay positive about math! When you stay positive, your student is more likely to have a positive mindset.
- Every day, ask your student to summarize his or her math class and teach you the concept he or she learned that day.
- Ask your student real-world math questions.
- Have your student explain how they know their answers are correct.
- Research the math involved in different career paths.

Questions to ask your Pre-Algebra Student:

- *At the grocery store:* How much cardboard would it take to make a box to package this item? How much fits inside this container?
- *At the store:* If the store sells four of these shirts per day, how many shirts will they sell in 10 days? How many shirts would they sell in a year?
- *On the drive home:* Graph the car's speed each minute for the entire way home. What patterns do you notice? What is the average rate of change?
- *Commenting on the weather:* If there is a 25% chance of rain each day for the week, what is the probability that it will rain two days in a row?
- *At the fair:* If it costs \$5 to get into the fair, \$0.25 per carnival game, and \$1.50 per ride, what combination of carnival games can I play and rides can I go on if I spend \$20 total?

Mathematics Practice Questions

The OSTP Grade 8 Mathematics Assessment consists of selected-response (multiple-choice) and technology enhanced items (TEIs) designed to measure our Oklahoma Academic Standards. The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The OSTP Practice Test platform can be accessed using the information shown below:

URL: <https://okpracticetest.cognia.org/student/login>

Login credentials are not required for the Practice Test. Use the drop-down menu under “Select a Test” to select OSTP Practice Test. Then click “Go.”

Note: If login credentials are requested, clear your browser’s cache and relaunch the Practice Test.

A student’s performance on the sample items provided in the OSTP Practice Test platform and in this guide does not predict their overall performance on the OSTP Assessment. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect can be found at the end of this guide with the answer key.

Students in grade 8 will have access to a reference sheet and scientific calculator to use during the mathematics assessment. The reference sheet is available at oklahoma.onlinehelp.cognia.org/reference-sheets/. For the calculator policy, visit <https://sde.ok.gov/documents/ostp-accommodation-manuals-companion-documents>.

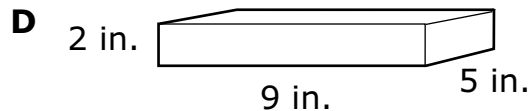
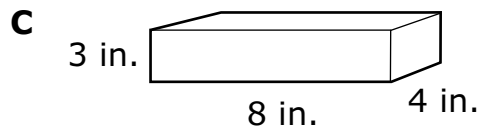
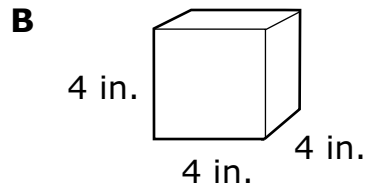
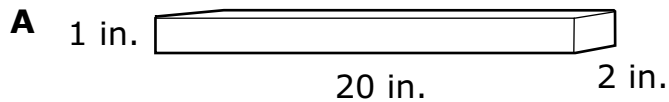
For more information about the Grade 8 Math Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_22-23_TIS_Math_G8_ADA.pdf.



Directions

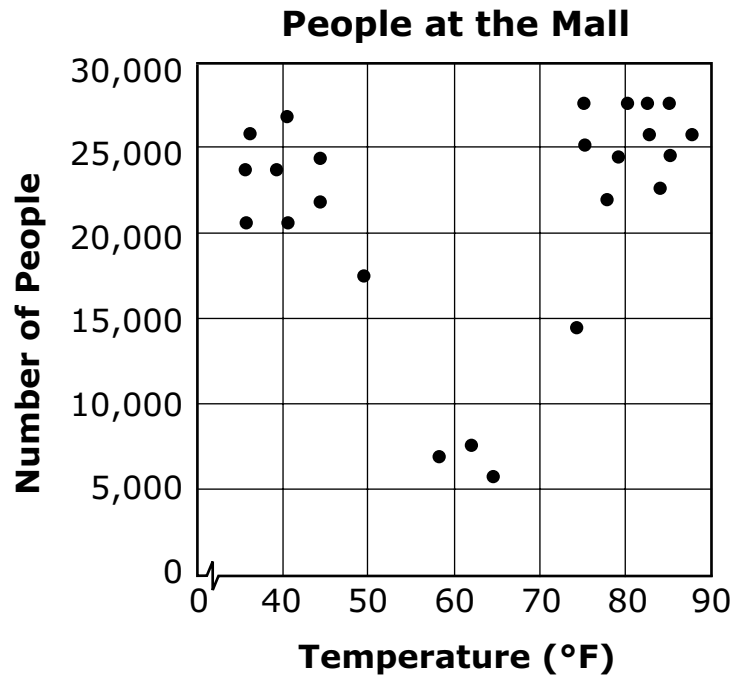
Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

- 1** Caitlin wants to pack her craft supplies in the box with the greatest volume. Which box has the greatest volume?





- 2** This scatter plot shows the number of people at a mall each day and the average temperature for the day.



Based on the scatter plot, which statement is true?

- A** The number of people at the mall always increases as the temperature rises.
- B** The number of people at the mall always decreases as the temperature rises.
- C** Fewer people are at the mall when the temperature is between 70°F and 90°F.
- D** Fewer people are at the mall when the temperature is between 50°F and 70°F.



- 3** Tom has read 11 pages of a 215-page book. He will read 6 pages each day until he finishes the book. Which equation can be used to find the number of days, d , it will take Tom to finish reading the book?

- A** $6 + 11d = 215$
- B** $11 + 6d = 215$
- C** $17d = 215$
- D** $6d = 215$

- 4** Brandon used an indoor rock-climbing wall seven times. His climbing times, in minutes, are shown in this list.

35, 16, 17, 18, 13, 13, 14

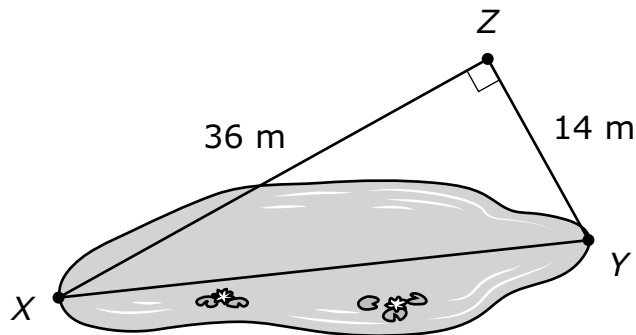
Why is the median the **most** useful measure of central tendency for these times?

- A** The median is not affected by an outlier.
- B** The median is equal to the range of the data.
- C** The median is the time that occurs most often.
- D** The median is a larger value than the mean of the data.



Use the information to answer the following questions.

Mathew wants to find the length of a pond. He picks three points and records the measurements, as shown in the diagram.



5 Which measurement is closest to the length of the pond from point X to point Y in meters?

- A 10 meters
- B 22 meters
- C 39 meters
- D 50 meters

6 Mathew finds the deepest part of the pond to be $\sqrt{185}$ meters.

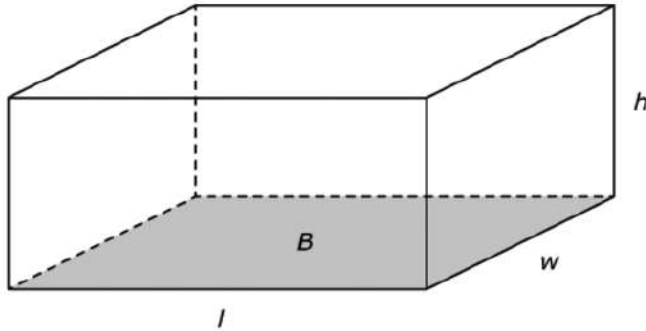
Which measurement describes the depth of the pond?

- A between 13 and 14 meters
- B between 14 and 15 meters
- C between 92 and 93 meters
- D between 93 and 94 meters



7

A right rectangular prism has a base area of 24 cm^2 . Its volume, in cubic centimeters, is not a whole number.



Select the measures that could be two of the dimensions of this prism. To select a measure, click the measure. To deselect a measure, click it again.

length = 6 cm
width = 4 cm

length = 6.1 cm
height = 2 cm

width = 3.9 cm
height = 8.4 cm

length = 7.5 cm
width = 3.5 cm

length = 12 cm
height = 15.1 cm

width = 10.5 cm
height = 9 cm



8

Complete the statements to describe the outcomes of operations with the following numbers.

- a and b are non-zero rational numbers.
- x and y are irrational numbers.

Select the word that best completes each statement. To select a word, click the menu and then click the desired word. To choose a different word, click the menu and click the new word.

$a + b$ is -Select an Answer- ▾ rational.

never
sometimes
always

$x \cdot y$ is -Select an Answer- ▾ irrational.

never
sometimes
always

$a + x$ is -Select an Answer- ▾ rational.

never
sometimes
always

$b \cdot x$ is -Select an Answer- ▾ irrational.

never
sometimes
always



9

Drag each pair of events into the table to show whether the events are dependent or independent. To place a pair of events in the table, click and hold the pair, and then drag it to the desired space. To change the classification of a pair of events, click and hold it, and then drag it to the desired space.

Dependent	Independent

- one roll of a red number cube;
one roll of a blue number cube
- pulling two cards, one at a time,
from a deck of playing cards
without replacement
- pulling one card from a deck of
playing cards and rolling a number
cube
- pulling one card from a deck of
playing cards, replacing it, and
pulling a second card



What is my student learning?

In the eighth grade standards, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the disciplinary core ideas.

The performance expectations in eighth grade help students develop a deeper understanding of core ideas in physical, life, and earth and space science. Topics covered in physical science include matter and its interactions, forces and motion, thermal energy in a system, and waves. Life science topics include how life has changed over time and how food provides living things with energy. Earth and space science investigates fossils and geological time, plate tectonics and catastrophic events, and human impact. This information is a snapshot of learning in science for Grade 8.

How can I help my student at home?

- Acknowledge and encourage your student's interests and natural abilities in science, and help them further develop their interests and abilities over time.
- Encourage your student to observe, ask questions, experiment, tinker, and seek their own understandings of natural and human-made phenomena.
- Foster your student's creative and critical thinking, problem solving, and resourcefulness through everyday tasks such as cooking, doing household chores, gardening, repairing a bike or other household object, planning a trip, and other activities.
- Actively engage with your student during mealtime discussions by talking about books they are reading or television programs about science they have watched.
- Provide opportunities for science learning at home and in the community through outdoor play; participation in summer programs; or trips to parks, museums, zoos, nature centers, and other interesting science-rich sites in the community.
- Provide your student easy access to science learning resources such as books, educational toys and games, videos/DVDs, and online or computer-based resources.
- Join your student in learning new things about science and technology. Take advantage of not knowing all the answers to your student's questions, and embrace opportunities to learn science together.
- Discuss science and technology careers. When you encounter people in science-related careers, encourage your student to ask questions about these jobs and the training needed for them.

Science Practice Questions

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Students in grade 8 will have access to a scientific calculator to use during the science assessment. For the calculator policy, visit <https://sde.ok.gov/documents/ostp-accommodation-manuals-companion-documents>.

For more information about the Grade 8 Science Standards and/or Assessment, visit the Test and Item Specs at https://sde.ok.gov/sites/default/files/documents/files/OK_22-23_TIS_Sci_G8_ADA.pdf.



Directions

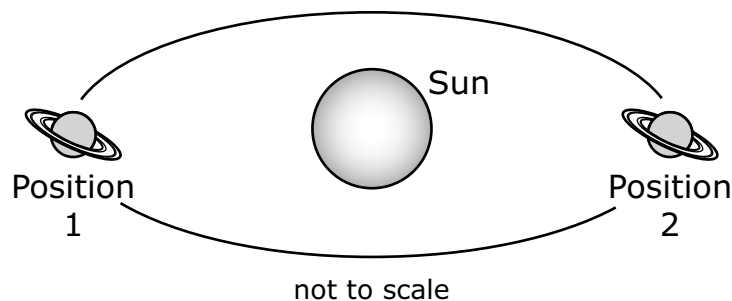
Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Science Test.

Use the information to answer the following questions.

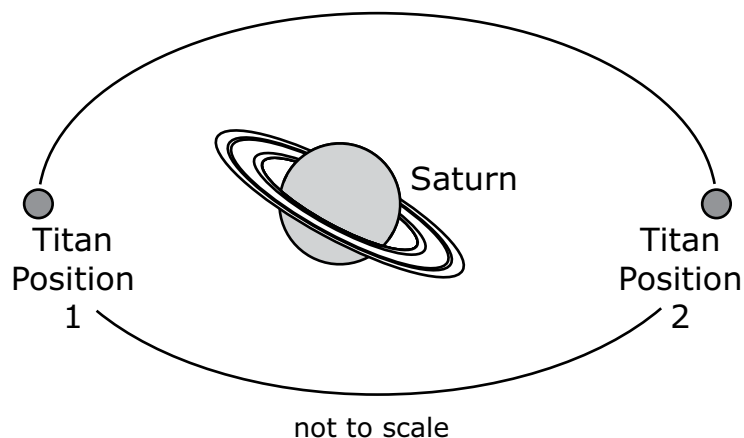
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

Orbital Model of Saturn



Orbital Model of Titan





The students also find a table that shows the mass of each object, as shown.

Mass of Three Objects in the Solar System

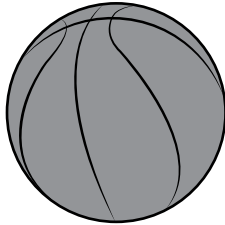
Object	Mass	Average Distance from the Sun	Average Distance from Saturn
Saturn	5.7×10^{26} kg	1.4×10^9 km	N/A
Sun	2.0×10^{30} kg	N/A	1.4×10^9 km
Titan	1.3×10^{23} kg	1.4×10^9 km	1.2×10^6 km



- 1** The students want to make a model to compare the size of the three objects in the table.

According to the data, which model **best** shows the difference in sizes of the objects?

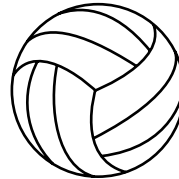
A



Sun

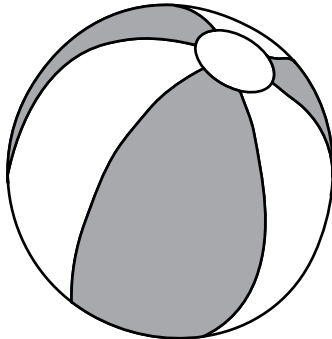


Saturn



Titan

B



Sun

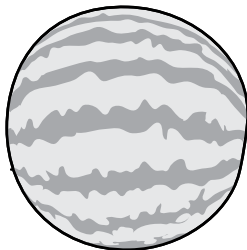


Saturn

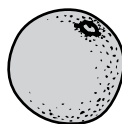


Titan

C



Sun



Saturn



Titan

D



Sun



Saturn



Titan



- 2** A student claims that according to the models, Titan only orbits Saturn and Saturn only orbits the Sun.

Which statement **best** evaluates the student's claim?

- A** The student is correct because only Saturn is shown orbiting the Sun in the model.
- B** The student is correct because all moons orbit planets and Titan is classified as a moon.
- C** The student is incorrect because all objects in the solar system orbit the Sun because it has the largest mass.
- D** The student is incorrect because Saturn has less mass than the Sun, which causes Titan to only orbit the Sun.

- 3** Based on the orbital models and the table, complete the following comparisons.

Select the phrase that best completes each part of the sentence.

To select a phrase, click the menu and then click the desired phrase. To choose a different phrase, click the menu and click the new phrase.

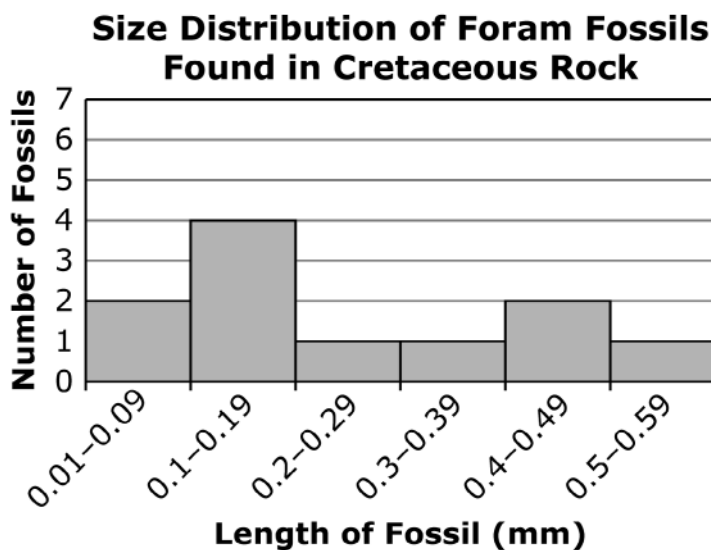
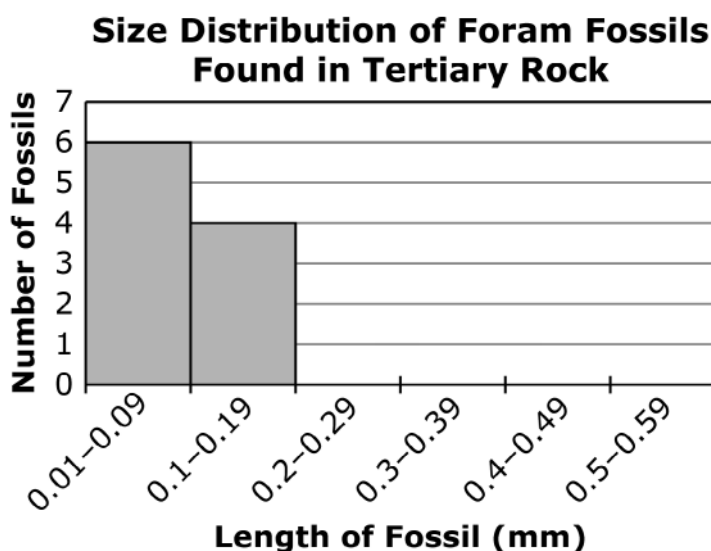
The gravitational force between Titan and Saturn is [greater than, less than, equal to] the gravitational force between Titan and the Sun because of the [masses of, distances between] the interacting objects.

The gravitational force between the Sun and Saturn is [greater than, less than, equal to] the gravitational force between the Sun and Titan because of the [masses of, distances between] the interacting objects.

**Use the information to answer the following questions.**

To answer questions about Earth's history, students looked at rock samples from different layers of the ocean floor. The rock samples contained fossils of very small ocean organisms called forams.

Some of the rock formed during the Cretaceous time period from 145.5 to 65.5 million years ago, before an event called the K-T extinction. The rest of the rock formed during the Tertiary time period from 65.5 to 35.4 million years ago, after the K-T extinction. In their investigation, the students measured the lengths of the foram fossils in the rock samples. The graphs show the size ranges of the foram fossils in rock samples from each time period.



**4 Which statement is supported by the data in the two graphs?**

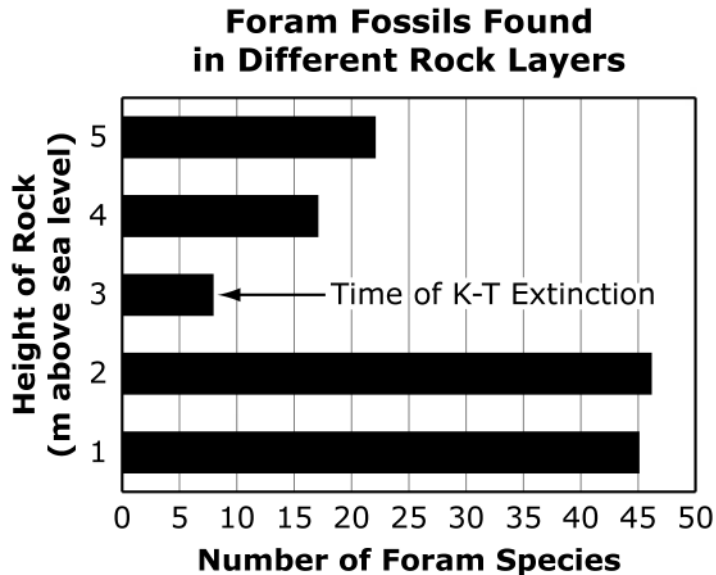
- A** Forams of all sizes had more food sources in the Cretaceous period.
- B** Forams with a larger size had more predators in the Cretaceous period.
- C** Forams with a smaller size had a survival advantage in the Tertiary period.
- D** Forams that were mid-sized had a higher reproductive rate in the Tertiary period.

5 Based on the information, how are the foram fossils from the two time periods different?

- A** The Cretaceous fossils are found in more locations than the Tertiary fossils.
- B** The Cretaceous fossils show a greater variety of body size than the Tertiary fossils.
- C** The Cretaceous fossils were more successful than Tertiary fossils at surviving the K-T extinction.
- D** The Cretaceous fossils became more common and the Tertiary fossils disappeared from the fossil record.



- 6** The students also gathered data about the number of fossilized foram species in rock layers at different heights above sea level from the Cretaceous and Tertiary time periods.



What is the most likely reason for the difference in the number of foram species in the layers from 3 to 5 meters above sea level?

- A** Individual forams became different species until the time of the K-T extinction.
- B** The number of foram species decreased steadily until the time of the K-T extinction.
- C** The surviving foram species diversified to fill the available habitats after the K-T extinction.
- D** Several foram species moved from other habitats in the world to this location after the K-T extinction.

**Use the information to answer the following questions.**

Students are learning about balanced and unbalanced forces and design an investigation using a water bottle and balls of different masses. Their investigation includes the following steps:

1. Fill one water bottle halfway with water and stand it on the floor 50 cm from a starting point.
2. Select three balls of different masses.
3. Roll the balls one at a time from the starting point toward the standing water bottle. Use the same amount of force to roll each ball.
4. Roll each ball until it hits the center of the water bottle.
5. Record the observations of what happens when the ball hits the center of the water bottle.

The table shows the results that the students recorded.

Mass of Ball (g)	Ball Rolled Backward	Water Bottle Pushed 0–10 cm	Water Bottle Pushed > 10 cm
20	X		
57	X	X	
117			X



7

Decide which measurements represent the independent variable, a controlled variable, and/or the dependent variable in the students' investigation.

Match each measurement in the first column to its correct role in this investigation shown in the second column. To connect a measurement and its role in the investigation, click the measurement and then the role, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. Each role in the second column may match one, more than one, or no measurements in the first column.

Mass of water bottle

Movement of water bottle

Mass of balls

Distance of bottle from starting point

Independent Variable

Controlled Variable

Dependent Variable



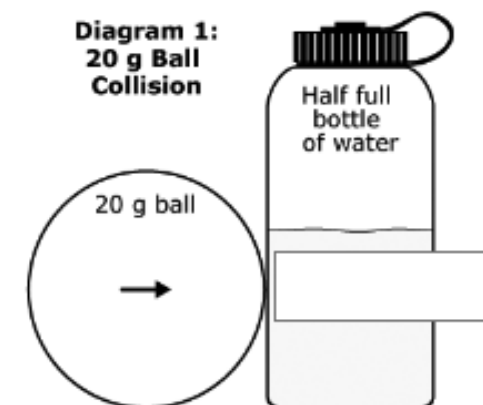
8

Drag the arrows into the boxes to show the reaction force of the bottle at the moment of collision in each diagram.

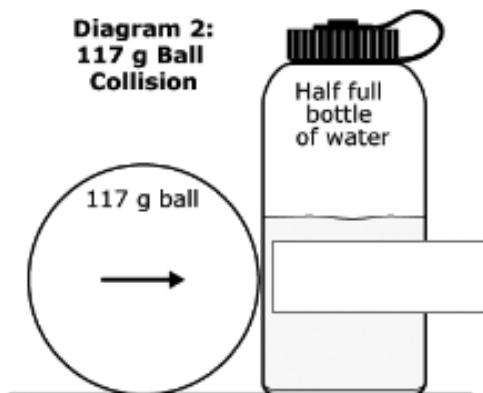
To place an arrow in a diagram, click and hold the arrow, and then drag it to the desired position. To change an arrow, click and hold it, and then drag it back to the original location. The length of each arrow shows the amount of relative force (longer arrow = greater force). You may use each arrow once, more than once, or not at all.



**Diagram 1:
20 g Ball
Collision**



**Diagram 2:
117 g Ball
Collision**





9 Which added step will provide more evidence of how the water bottle mass affects forces in the students' investigation?

- A** Fill the water bottle completely with water.
- B** Roll each ball until it hits the water bottle three times.
- C** Roll the ball toward the water bottle with less force.
- D** Increase the distance the ball rolls toward the water bottle to 100 cm.



Blank

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
1	Critical Reading and Writing	<p>A. Correct. This sentence introduces the conflict that the narrator and Megan experience.</p> <p>B. The theme of the passage is stated in paragraph 18. This sentence does not support the theme of the passage.</p> <p>C. This sentence is not describing Megan or the narrator but the conflict they are experiencing.</p> <p>D. This sentence is not stating or developing a point of view.</p>
2	Critical Reading and Writing	<p>A. This is the role of the narrator when the passage is written in the omniscient third person point of view, not the first person point of view.</p> <p>B. Correct. The first-person point of view allows the reader to have an understanding of how the narrator is feeling and what she is thinking as events unfold in the story.</p> <p>C. The narrator is an active participant in this story as one of the main characters.</p> <p>D. The narrator is not telling this story as a motive to persuade the reader to think one way or the other.</p>
3	Vocabulary	<p>Correct Response:</p> <div data-bbox="539 919 903 1150"> <p>Phrases</p> <p>ancient sea</p> <p>left behind</p> </div>
4	Reading & Writing Process	<p>A. Correct. The author quotes an expert who is an employee of the refuge and provides factual information; this shows that the genre of the passage is nonfiction.</p> <p>B. The use of quotation marks is not limited to nonfiction.</p> <p>C. Other genres use descriptive language so its use in the passage does not show that the genre is nonfiction.</p> <p>D. This technique is used by other genres and does not show that the genre of this passage is nonfiction.</p>
5	Vocabulary	<p>A. “Part of a group” is relevant to the context of the sentence, as the network is a group, but it is not the meaning of the word “hemisphere.”</p> <p>B. “Related to nature” might be an appealing option, as the group is involved in overseeing shorebird habitats, but the word “hemisphere” means half of a sphere.</p> <p>C. Correct. The prefix “hemi-” means half, and “sphere” means globe. The group represents the Western Hemisphere.</p> <p>D. “Equal in distance” may suggest equal halves (hemi-) but this is not the meaning of the word hemisphere, which means half of the globe.</p>

English Language Arts								
Number	Reporting Category	Item Distractor Rationales						
6	Critical Reading and Writing	<p>A. This is not accurate, as the tone of the first passage is not humorous.</p> <p>B. Correct. The author of the first passage provides historical context and takes a broad view of the purpose of the refuge, while the author of the second passage limits the focus to the current use.</p> <p>C. The first passage is organized by topic, and the second passage does not use a compare and contrast structure.</p> <p>D. The first passage is informative rather than argumentative.</p>						
7	Reading & Writing Process	<p>A. Creating a map is not an effective pre-writing strategy for this purpose.</p> <p>B. Correct. Listing facts in a brainstorming activity is an effective pre-writing strategy for determining a focus because it will generate ideas for possible topics.</p> <p>C. Writing an introduction is not an effective pre-writing strategy for determining a focus.</p> <p>D. Finding resources about other wildlife refuges will likely not help the student narrow the focus of a paper about a specific refuge.</p>						
8	Research	<p>Correct Response:</p> <table><tr><th>Primary Sources</th><th>Secondary Sources</th></tr><tr><td>an interview with a scientist who travels to the refuge each year to study whooping cranes</td><td>a chapter in a science textbook about the migration patterns of whooping cranes</td></tr><tr><td>a narrative essay about watching whooping cranes arrive at the refuge</td><td>a website listing locations and times to view whooping cranes</td></tr></table> <p><i>Note: this item has more than one correct answer. The above response is one such correct answer.</i></p>	Primary Sources	Secondary Sources	an interview with a scientist who travels to the refuge each year to study whooping cranes	a chapter in a science textbook about the migration patterns of whooping cranes	a narrative essay about watching whooping cranes arrive at the refuge	a website listing locations and times to view whooping cranes
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a narrative essay about watching whooping cranes arrive at the refuge	a website listing locations and times to view whooping cranes							
9	Language	<p>A. This format incorrectly contains sentence fragments.</p> <p>B. This format incorrectly has a sentence fragment.</p> <p>C. Correct. This format contains a complete sentence, with no fragments or run-ons.</p> <p>D. This format incorrectly has two sentence fragments.</p>						
10	Language	<p>A. Correct. Commas are used to separate the coordinate adjectives, “sturdy” and “maintained.”</p> <p>B. Commas, not semi-colons, are used to separate the coordinate adjectives, “sturdy” and “maintained.”</p> <p>C. Commas, not colons, are used to separate the coordinate adjectives, “sturdy” and “maintained.”</p> <p>D. Commas are needed to separate the coordinate adjectives, “sturdy” and “maintained.”</p>						

Mathematics		
Number	Reporting Category	Item Distractor Rationales
1	Geometry & Measurement	<p>A. The student chose the prism with the greatest single side length.</p> <p>B. The student thought a cube would have a greater volume than a rectangular prism.</p> <p>C. Correct. The student demonstrated an ability to determine the volume of rectangular prisms.</p> <p>D. The student chose the prism with the greatest width.</p>
2	Data & Probability	<p>A. The student does not know how to read the data displayed on the scatterplot.</p> <p>B. The student saw that the data decreased from the left to the middle.</p> <p>C. The student does not know how to read the data displayed on the scatterplot or confused fewer and more.</p> <p>D. Correct. The student demonstrated an ability to interpret data displayed on a scatterplot.</p>
3	Algebraic Reasoning & Algebra	<p>A. The student confused the slope and the y-intercept.</p> <p>B. Correct. The student demonstrated an ability to write a linear equation for a real-world problem with one variable.</p> <p>C. The student did $11d + 6d$.</p> <p>D. The student ignored the 11 pages already read.</p>
4	Data & Probability	<p>A. Correct. The student demonstrated an ability to explain how outliers affect measures of central tendency.</p> <p>B. The student confused median and range.</p> <p>C. The student defined median, but this did not answer the question.</p> <p>D. The student chose an explanation that is not true for this data set, nor did it answer the question.</p>
5	Geometry & Measurement	<p>A. Balance distractor</p> <p>B. The student computed $36 - 14$.</p> <p>C. Correct. The student demonstrated an ability to use the Pythagorean Theorem to solve a problem.</p> <p>D. The student computed $36 + 14$.</p>
6	Number & Operations	<p>A. Correct. The student demonstrated an ability to find the square root of a number as between two consecutive positive integers.</p> <p>B. Balance distractor</p> <p>C. The student computed $185 \div 2$.</p> <p>D. The student computed $185 \div 2$ incorrectly.</p>

Mathematics																																						
Number	Reporting Category	Item Distractor Rationales																																				
7	Geometry & Measurement	<p>Sample Distractor Rationales:</p> <p>Correct</p> <table border="1"> <tr> <td>length = 6 cm</td><td></td><td>width = 3.9 cm</td></tr> <tr> <td>width = 4 cm</td><td></td><td>height = 8.4 cm</td></tr> <tr> <td></td><td>length = 12 cm</td><td></td></tr> <tr> <td></td><td>height = 15.1 cm</td><td></td></tr> </table> <p>Incorrect</p> <table border="1"> <tr> <td>length = 6 cm</td><td></td><td></td></tr> <tr> <td>width = 4 cm</td><td>-</td><td></td></tr> <tr> <td></td><td></td><td>width = 10.5 cm</td></tr> <tr> <td></td><td></td><td>height = 9 cm</td></tr> </table> <p>The student identified only the dimensions that show an area of 24 cm².</p> <table border="1"> <tr> <td></td><td>length = 6.1 cm</td><td>width = 3.9 cm</td></tr> <tr> <td></td><td>height = 2 cm</td><td>height = 8.4 cm</td></tr> <tr> <td>length = 7.5 cm</td><td>length = 12 cm</td><td>width = 10.5 cm</td></tr> <tr> <td>width = 3.5 cm</td><td>height = 15.1 cm</td><td>height = 9 cm</td></tr> </table> <p>The student selected all dimensions that included at least one non-whole number.</p>	length = 6 cm		width = 3.9 cm	width = 4 cm		height = 8.4 cm		length = 12 cm			height = 15.1 cm		length = 6 cm			width = 4 cm	-				width = 10.5 cm			height = 9 cm		length = 6.1 cm	width = 3.9 cm		height = 2 cm	height = 8.4 cm	length = 7.5 cm	length = 12 cm	width = 10.5 cm	width = 3.5 cm	height = 15.1 cm	height = 9 cm
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8	Number & Operations	<p>Sample Distractor Rationales:</p> <p>Correct</p> <p>$a + b$ is [always] rational. $x \cdot y$ is [sometimes] irrational. $a + x$ is [never] rational. $b \cdot x$ is [always] irrational.</p> <p>Incorrect</p> <p>$a + b$ is [always] rational. $x \cdot y$ is [always] irrational. $a + x$ is [never] rational. $b \cdot x$ is [always] irrational.</p> <p>The student thought that whenever an irrational number is involved, the answer must be irrational.</p> <p>$a + b$ is [always] rational. $x \cdot y$ is [sometimes] irrational. $a + x$ is [always] rational. $b \cdot x$ is [never] irrational.</p> <p>The student confused rational and irrational numbers.</p>																																				

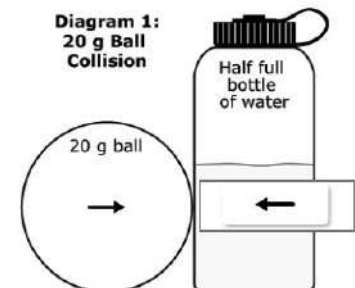
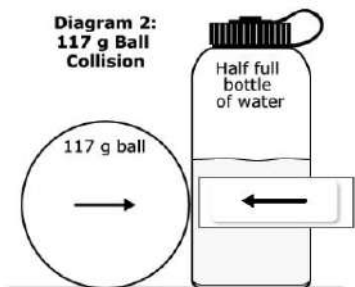
Mathematics

Number	Reporting Category	Item Distractor Rationales				
9	Data & Probability	Sample Distractor Rationales: Correct <table><tr><th>Dependent</th><th>Independent</th></tr><tr><td><div>pulling two cards, one at a time, from a deck of playing cards without replacement</div></td><td><div>one roll of a red number cube; one roll of a blue number cube</div><div>pulling one card from a deck of playing cards and rolling a number cube</div><div>pulling one card from a deck of playing cards, replacing it, and pulling a second card</div></td></tr></table>	Dependent	Independent	<div>pulling two cards, one at a time, from a deck of playing cards without replacement</div>	<div>one roll of a red number cube; one roll of a blue number cube</div> <div>pulling one card from a deck of playing cards and rolling a number cube</div> <div>pulling one card from a deck of playing cards, replacing it, and pulling a second card</div>
		Dependent	Independent			
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Incorrect <table><tr><th>Dependent</th><th>Independent</th></tr><tr><td><div>one roll of a red number cube; one roll of a blue number cube</div><div>pulling one card from a deck of playing cards and rolling a number cube</div><div>pulling one card from a deck of playing cards, replacing it, and pulling a second card</div></td><td><div>pulling two cards, one at a time, from a deck of playing cards without replacement</div></td></tr></table>	Dependent	Independent	<div>one roll of a red number cube; one roll of a blue number cube</div> <div>pulling one card from a deck of playing cards and rolling a number cube</div> <div>pulling one card from a deck of playing cards, replacing it, and pulling a second card</div>	<div>pulling two cards, one at a time, from a deck of playing cards without replacement</div>		
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The student confused independent and dependent events.						

Mathematics						
Number	Reporting Category	Item Distractor Rationales				
9 cont.	Data & Probability	<table><tr><th>Dependent</th><th>Independent</th></tr><tr><td><div>pulling two cards, one at a time, from a deck of playing cards without replacement</div><div>pulling one card from a deck of playing cards, replacing it, and pulling a second card</div></td><td><div>one roll of a red number cube; one roll of a blue number cube</div><div>pulling one card from a deck of playing cards and rolling a number cube</div></td></tr></table>	Dependent	Independent	<div>pulling two cards, one at a time, from a deck of playing cards without replacement</div> <div>pulling one card from a deck of playing cards, replacing it, and pulling a second card</div>	<div>one roll of a red number cube; one roll of a blue number cube</div> <div>pulling one card from a deck of playing cards and rolling a number cube</div>
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The student thought that pulling two cards, with and without replacement, is always a dependent event.						

Science		
Number	Reporting Category	Item Distractor Rationales
1	Earth and Space Sciences	<p>A. All three objects are roughly the same size, which does not reflect the large differences in the sizes of the Sun, Saturn, and Titan.</p> <p>B. Correct. This comparison does the best job of showing the size difference between all the objects. The Sun is 12 times larger than Saturn and 277 times larger than Titan.</p> <p>C. Although the watermelon is bigger than the grapefruit, it is not enough larger to accurately reflect the difference in sizes between the Sun and Saturn. Also, the apple is almost the same size as the grapefruit so a much small fruit should have been chosen.</p> <p>D. The three balls do go down in size, however, there is not much difference between the softball, baseball, and tennis ball. This does not do the best job of showing the big differences in the sizes of the Sun, Saturn, and Titan.</p>
2	Earth and Space Sciences	<p>A. The student making the claim has not taken into account the limitations of the model or that the model is only showing one interaction.</p> <p>B. Although moons do orbit planets, they also orbit the Sun as the planet orbits the Sun</p> <p>C. Correct. All objects in the solar system orbit the Sun, even if they orbit another object because the Sun's mass is so large that all objects within the solar system orbit its mass.</p> <p>D. Saturn does have less mass than the Sun, but Saturn is closer to the Sun which is why it orbits Saturn as well as the Sun.</p>
3	Earth and Space Sciences	<p>Correct Response</p> <ul style="list-style-type: none"> • The gravitational force between Titan and Saturn is [greater than, less than, equal to] the gravitational force between Titan and the Sun because of the [masses of, distances between] the interacting objects. • The gravitational force between the Sun and Saturn is [greater than, less than, equal to] the gravitational force between the Sun and Titan because of the [masses of, distances between] the interacting objects.
4	Life Science	<p>A. The student may think that the greater variety of Cretaceous forams indicates that were more food sources.</p> <p>B. The student may think that the greater variety of Cretaceous forams indicates that were more predators.</p> <p>C. Correct. The average foram size decreased in the Tertiary period which indicates that smaller size was an advantage.</p> <p>D. The student may read the Cretaceous graph and may think the data reflects reproductive rates.</p>
5	Life Science	<p>A. The student may think that the different rocks come from different locations.</p> <p>B. Correct. The Tertiary graph shows sizes only from 0.01–0.19 mm, while the Cretaceous graphs shows sizes from 0.01–0.59 mm.</p> <p>C. The student may be confused regarding the timing of the K-T extinction.</p> <p>D. The student may think that the zero values in the graph indicate that the fossils disappeared.</p>

Science										
Number	Reporting Category	Item Distractor Rationales								
6	Life Science	A. The student may think that individuals become different species. B. The student may think that moving down from the surface is going forward in time rather than in reverse. C. Correct. The number of species increases from layer 3-5 indicating that diversification occurred. D. The student may think that migration is the most likely explanation.								
7	Physical Sciences	Scoring Rubric								
		<table><tr><th>Score</th><th>Description</th></tr><tr><td>2</td><td>Two points for four correct matches.</td></tr><tr><td>1</td><td>One point for two or three correct matches.</td></tr><tr><td>0</td><td>Zero points for one or zero correct matches.</td></tr></table>	Score	Description	2	Two points for four correct matches.	1	One point for two or three correct matches.	0	Zero points for one or zero correct matches.
		Score	Description							
		2	Two points for four correct matches.							
		1	One point for two or three correct matches.							
		0	Zero points for one or zero correct matches.							
		Blank								
Sample Response										
Mass of water bottle	Independent Variable									
Movement of water bottle	Controlled Variable									
Mass of balls	Dependent Variable									
Distance of bottle from starting point										

Science		
Number	Reporting Category	Item Distractor Rationales
8	Physical Sciences	Scoring Rubric
		Score Description
		2 2 points for two correct pairs of force indicators
		1 1 point for one correct pair of force indicators
		0 0 points for two, one, or zero correct force indicators that do not constitute at least one correct pair
		Blank
		Sample Response
		<p>Diagram 1: 20 g Ball Collision</p> 
		<p>Diagram 2: 117 g Ball Collision</p> 
		9
B. The student may think that hitting the bottle more times will increase the mass of the bottle.		
C. The student may think that rolling the ball with less force will affect the water bottle mass.		
D. The student may think that increasing the distance the ball rolls toward the water bottle will affect the water bottle mass.		

Blank

Blank



ANSWER SHEET

USE NO.2 PENCIL ONLY

ENGLISH LANGUAGE ARTS

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



MATHEMATICS

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



SCIENCE

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





OKLAHOMA
Education