



# 2025 Remote Proctoring Practice Test Scripts





# Oklahoma State Department of Education Remote Proctoring Practice Test Scripts

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**English Language Arts**

**Writing**

**Math**

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**OKLAHOMA**  
Education

# How To Navigate The OSTP ELA Platform Tools

This guide provides essential instructions for effectively navigating the OSTP platform tools, ensuring a smooth testing experience. It covers functionalities like test selection, navigation between questions, bookmarking, and utilizing helpful features like the guideline and sketch tools. By understanding these tools, users can enhance their focus, manage their time efficiently, and improve their overall performance on the test. Viewing this guide will empower users to maximize their testing potential and minimize confusion during the process.

- 1 Navigate to <https://okpracticetest.cognia.org/student/login>



STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

Select...

- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

2 Click the dropdown menu to select a test.



STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

Select...

- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

3 Click to select a subject.



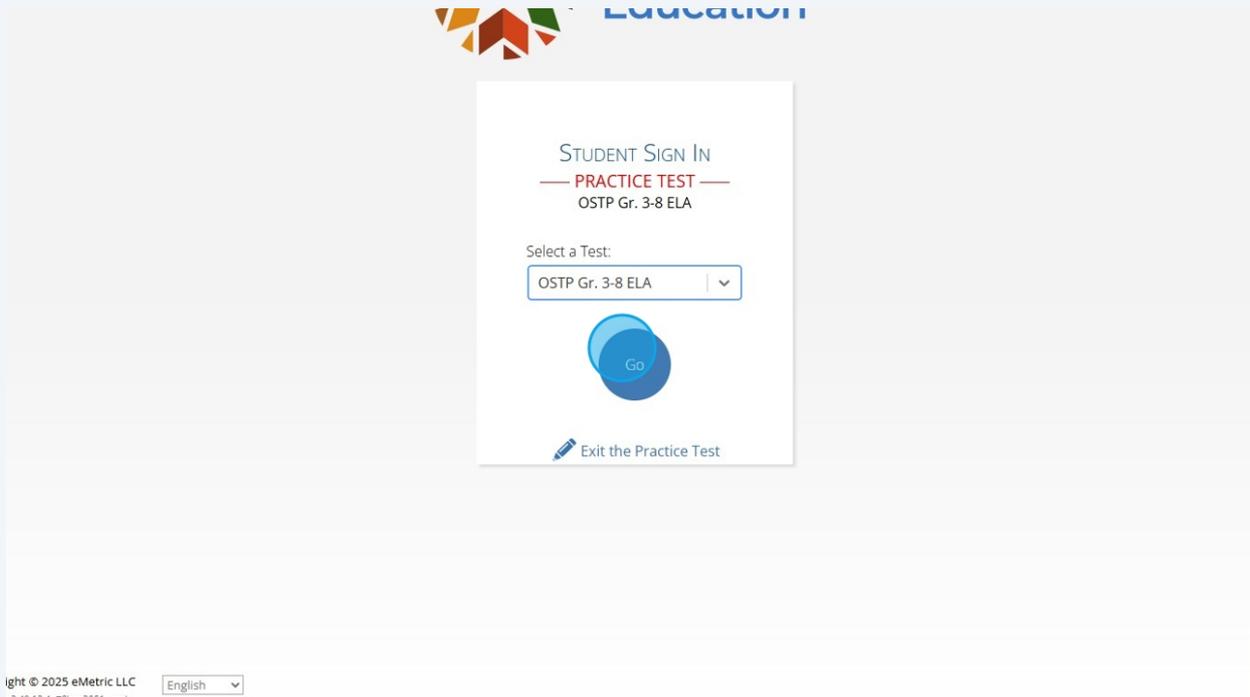
STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

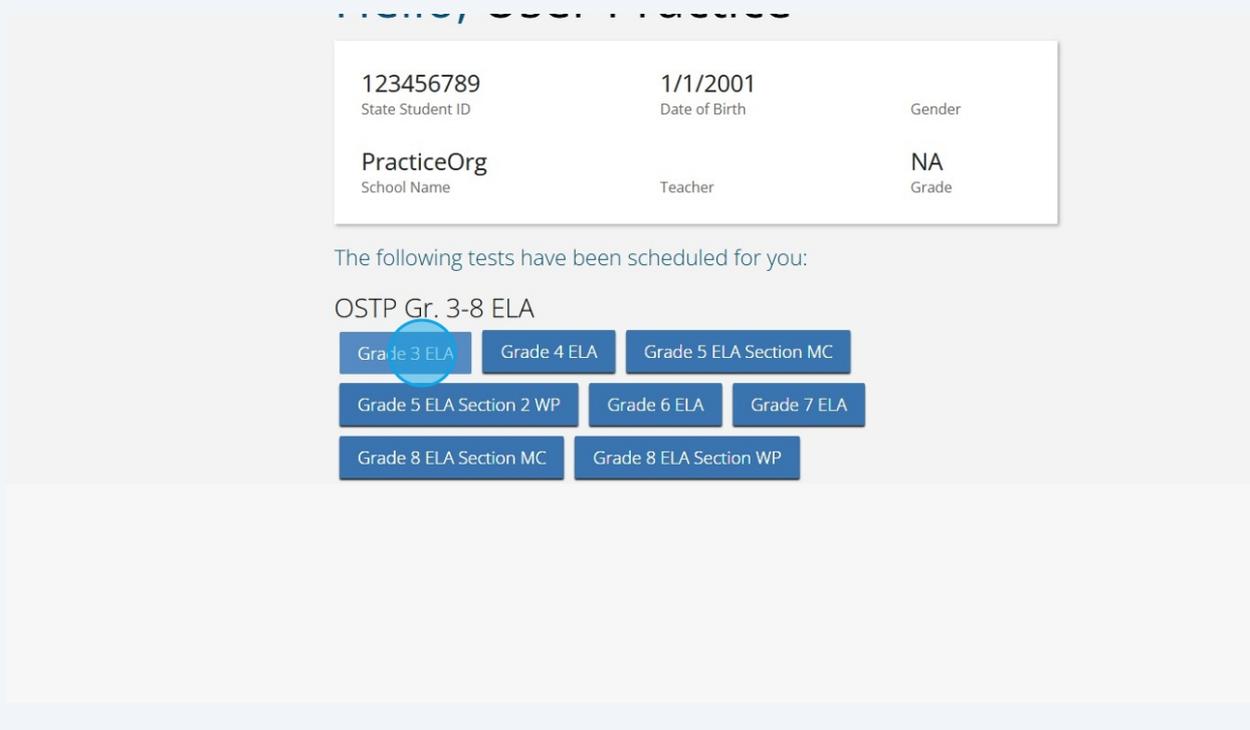
Select...

- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

4 Click "Go."



5 Click to select a grade level.



## 6 Click "Continue."

The screenshot shows a settings menu with the following options:

- Speed:** Slow, Normal, Fast
- Screen Zoom:** 100%, 150%, 200%, 300%. A dropdown menu is open showing the text "The quick brown fox jumped over the lazy dog."
- Color Contrast:** Default, Tuxedo, Classic, Ruby, Chalkboard, Nocturnal, Eccentric, Azure, Celestial, Antique
- Masking:** Enabled

A blue button labeled "Continue" is highlighted with a blue circle.

## 7 Click "Continue."

Today you will be tested in English Language Arts. Some of this material may not be familiar to you, but it is still important that you do your best. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see all four answer choices. Be sure that you have seen all answer choices before making your selection. You will answer constructed-response questions by typing your answer into the space provided on your screen.

A blue button labeled "Continue" is highlighted with a blue circle.

8

Look at the buttons on the bottom right of the screen. These buttons will help you move through the test. "Clear" will clear your answers for the questions on the page.

Question 1

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Read this passage. Then answer the questions that follow.

**Gone Fishing**  
by Kristine O'Connell George

**cattails**—tall plants with flat leaves that grow near water

1 No one else was awake  
when we got up at dawn  
to go fishing.  
Walking the steep path  
down to the lake,  
we could see the circle flop  
and splash of trout. I warned  
my little brother not to go  
too close to the edge.

5

10 He said:  
*You can't tell me what to do.*  
No one else was awake  
when we got up at dawn  
to go fishing. All I caught  
was one little brother—  
hauled up out of the cattails,  
sputtering, soggy, and still stubborn.

15

"Gone Fishing" from TOASTING MARSHMALLOWS: Camping Poems  
by Kristine O'Connell George. Text copyright © 2001 by Kristine  
O'Connell George. Reprinted by permission of Clarion Books, an  
imprint of Houghton Mifflin Harcourt Publishing Company. All rights  
reserved.

"Gone Fishing" is **mainly** about

Hide All

- (A) trout splashing in a lake.
- (B) children not catching a fish.
- (C) a child not listening to a warning.
- (D) a speaker giving orders to a brother.

Clear Pause/Exit Back Next Finish

9

If you click this button, you will be asked if you are sure you want to clear the page.

Clear the current question?

You will lose all your current work for this question.

Clear Cancel

10

“Pause/Exit” will log you out and require you to log back in before continuing the test.

Question 1

Read this passage. Then answer the questions that follow.

**Gone Fishing**  
by Kristine O'Connell George

**cattails**—tall plants with flat leaves that grow near water

1 No one else was awake when we got up at dawn to go fishing.  
Walking the steep path down to the lake, we could see the circle flop and splash of trout. I warned my little brother not to go too close to the edge.

5

10 He said:  
*You can't tell me what to do.*  
No one else was awake when we got up at dawn to go fishing. All I caught was one little brother—  
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15

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“Gone Fishing” is **mainly** about

Hide All

- (A) trout splashing in a lake.
- (B) children not catching a fish.
- (C) a child not listening to a warning.
- (D) a speaker giving orders to a brother.

Clear Pause/Exit Back Next Finish

11

If you click this button, you will be asked if you are sure you want to pause or exit the test.

Do you want to pause your test or exit your test?

Pause the test to temporarily log out. Exit the test to log out and close the testing application.

Pause Test Exit Test Cancel

12

The “Back” button will be grayed out if you are on the first question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now.

Question 1

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Read this passage. Then answer the questions that follow.

### Gone Fishing

by Kristine O'Connell George

**cattails**—tall plants with flat leaves that grow near water

1 No one else was awake  
when we got up at dawn  
to go fishing.  
Walking the steep path  
down to the lake,  
5 we could see the circle flop  
and splash of trout. I warned  
my little brother not to go  
too close to the edge.

10 He said:  
*You can't tell me what to do.*  
No one else was awake  
when we got up at dawn  
to go fishing. All I caught  
15 was one little brother—  
hauled up out of the cattails,  
sputtering, soggy, and still stubborn.

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“Gone Fishing” is **mainly** about

Hide All

- (A) trout splashing in a lake.
- (B) children not catching a fish.
- (C) a child not listening to a warning.
- (D) a speaker giving orders to a brother.

Clear Pause/Exit Back Next Finish

13

Now you will see that the “Back” button can be used. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.

Question 2 

Screen Zoom:  Text-to-Speech:   

Read this passage. Then answer the questions that follow.

**Gone Fishing**  
by Kristine O’Connell George

**cattails**—tall plants with flat leaves that grow near water

1 No one else was awake  
when we got up at dawn  
to go fishing.  
Walking the steep path  
5 down to the lake,  
we could see the circle flop  
and splash of trout. I warned  
my little brother not to go  
too close to the edge.  
10 He said:  
*You can’t tell me what to do.*  
No one else was awake  
when we got up at dawn  
to go fishing. All I caught  
15 was one little brother—  
hauled up out of the cattails,  
sputtering, soggy, and still stubborn.

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by Kristine O’Connell George. Text copyright © 2001 by Kristine  
O’Connell George. Reprinted by permission of Clarion Books, an  
imprint of Houghton Mifflin Harcourt Publishing Company. All rights  
reserved.

How does the reader know “Gone Fishing” is a poem?

Hide All

- A It has characters.
- B It contains sentences.
- C It could really happen.
- D It is arranged by stanzas.

Clear Pause/Exit **Back** Next Finish

14

The star located in the upper left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.

Question 18 

Screen Zoom:  Text-to-Speech:   

Read the sentence.

Doe’snt your uncle live near your grandmother?

What change, if any, should be made to Doe’snt in the sentence?

Hide All

- A D’oesnt
- B Do’esnt
- C Does’nt
- D Doesn’t

15

Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

Question 18

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

16

The Test Map shows all of the questions on the test. Answered questions will appear blue, questions you have viewed but not answered are red, questions you have marked for review will have a yellow star next to them, questions that have not been visited are gray. Notice that the question is marked with a star. Clicking on a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click on the star.

You have completed: 1 out of 18 question(s).

1 not answered	2 not answered	3 not visited	4 not visited
5 not visited	6 not visited	7 not visited	8 not visited
9 not visited	10 not visited	11 not visited	12 not visited
13 not visited	14 not visited	15 not visited	16 not visited
17 not visited	18 not answered		

17 You are now back to the bookmarked question. Click on the star to remove the mark.

Question 18  Screen Zoom:  Text-to-Speech:  

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't

18 Notice that the star is no longer selected.

Question 18  Screen Zoom:  Text-to-Speech:  

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't

19

Look at the four options in this question. Next to each letter is a drawing that looks like an eye. Clicking on this "eye" will hide the option.

Question 18

Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

20

Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Question 18

Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Show All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

21

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 18 ☆

Screen Zoom: 🔍

Text-to-Speech: 🔊

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

**Hide All**

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

22

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 18 ☆

Screen Zoom: 🔍

Text-to-Speech: 🔊

Read the sentence.

Doe'snt your uncle live near your grandmother?

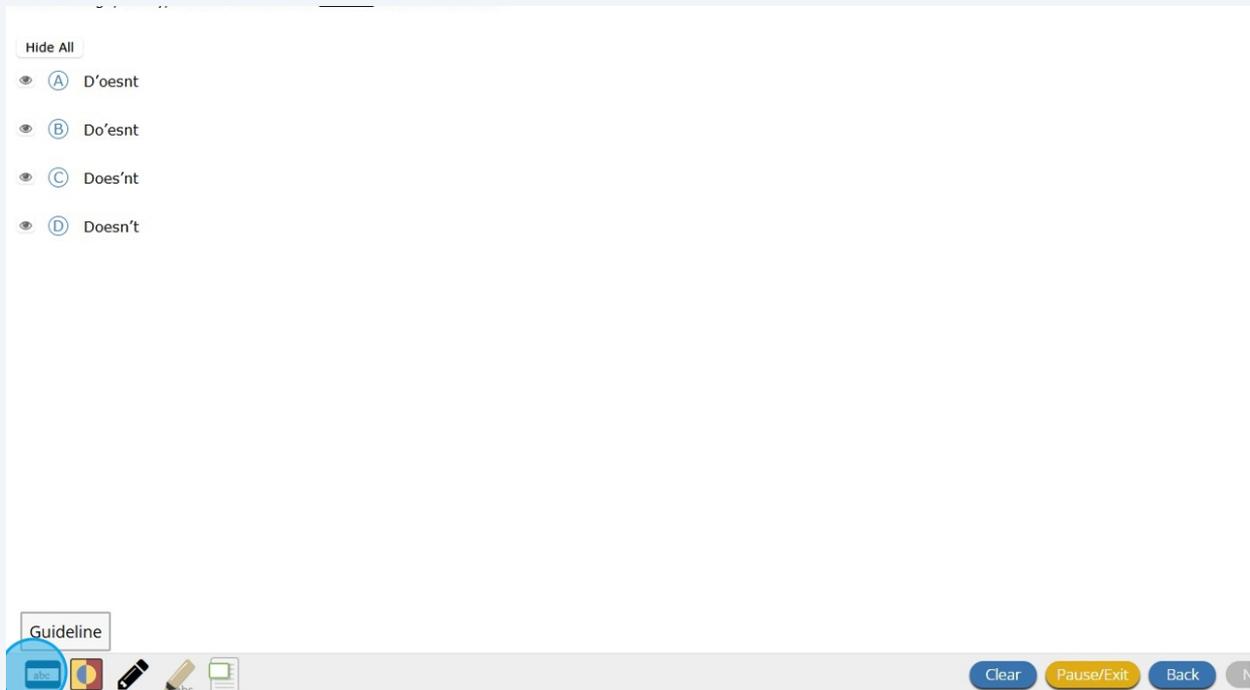
What change, if any, should be made to Doe'snt in the sentence?

**Show All**

- (A)
- (B)
- (C)
- (D)

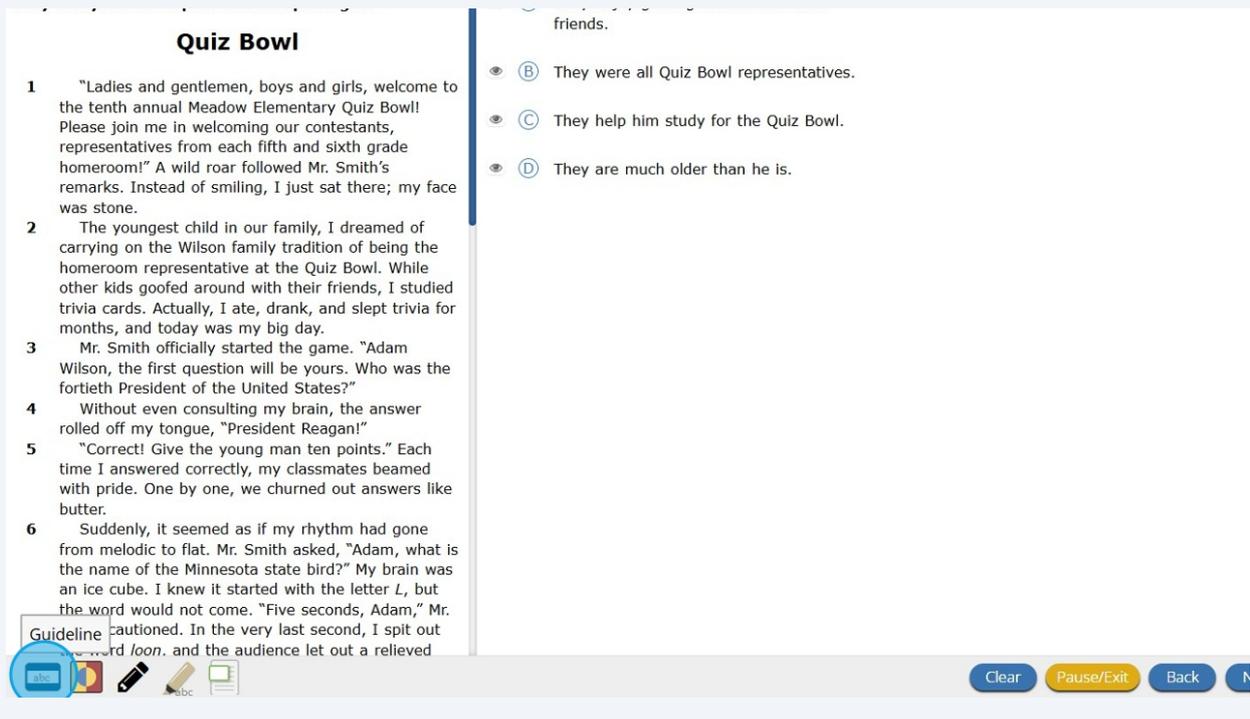
23

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. Click on the guideline tool.



24

The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The "white" space can be resized by dragging the bottom right corner.



25

The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading. The “white” space can be resized by dragging the bottom right corner. Click the guideline tool again to exit.

The screenshot shows a digital interface for a Quiz Bowl. At the top, the title "Quiz Bowl" is centered. Below it, a question is displayed, followed by four multiple-choice options labeled B, C, and D. A blue guideline tool is positioned over the text, with a white rectangular area inside it. At the bottom of the interface, there is a toolbar with icons for a keyboard, a pencil, an eraser, and a highlighter, along with buttons for "Clear", "Pause/Exit", and "Back".

**Quiz Bowl**

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While

trivia cards. Actually, I ate, drank, and slept trivia for

Mr. Smith officially started the game. Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word would not come. "Five seconds, Adam," Mr. cautioned. In the very last second, I spit out

rd loon. and the audience let out a relieved

friends.

B They were all Quiz Bowl representatives.

C They help him study for the Quiz Bowl.

D They are much older than he is.

Clear Pause/Exit Back

26

The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.

The screenshot shows a digital interface for a Quiz Bowl. At the top, the title "Quiz Bowl" is centered. Below it, a question is displayed, followed by four multiple-choice options labeled A, B, C, and D. At the bottom of the interface, there is a toolbar with icons for a keyboard, a pencil, an eraser, and a highlighter, along with buttons for "Clear", "Pause/Exit", and "Back".

**Quiz Bowl**

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

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rd loon. and the audience let out a relieved

friends.

A D'oesnt

B Do'esnt

C Does'nt

D Doesn't

Sketch

Clear Pause/Exit Back

27

When you click it, a selection box will appear. Now click on the black pencil and circle a word in the item.

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

Clear Pause/Exit Back

28

Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text.

Question 18 ☆

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon] [gear icon]

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- (A) D'oesnt
- (B) Do'esnt
- (C) Does'nt
- (D) Doesn't

Clear Pause/Exit Back

29

You can erase the marks you just made by clicking on the eraser and then clicking on the mark. Click on the eraser now.

Hide All

(A) D'oesnt

(B) Do'esnt

(C) Does'nt

(D) Doesn't



Clear Pause/Exit Back

30

Position the cursor over the black circle and click to erase,

Question 18

Screen Zoom:



Text-to-Speech:



Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

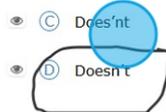
Hide All

(A) D'oesnt

(B) Do'esnt

(C) Does'nt

(D) Doesn't



31 Notice the circle is erased. Click on the highlighted section to erase your mark.

Question 18 ☆

Screen Zoom: 🔍

Text-to-Speech: 🔊

Read the sentence.

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't

32 Notice the highlighted section is erased. Click the "X" in the upper right corner of the box to close the sketch tool.

Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't



abc    

Clear Pause/Exit Back

33

The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.

**Quiz Bowl**

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.

3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. "Last second, I spit out the word /oʊ/ and the audience let out a relieved

friends.

- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

Clear Pause/Exit Back

34

Click on the yellow highlighter from the box and highlight a word in the passage or question.

**Quiz Bowl**

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

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friends.

- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

Clear All Pause/Exit Back

35

You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All."

**Quiz Bowl**

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

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6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter L, but the word was... seconds, Adam," Mr. Smith cautioned. A second, I spit out the word loudly. I let out a relieved

friends.

- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

Clear All

Clear Pause/Exit Back

36

The tests include some questions that use a vertical split screen format. Passages will appear on the left side of the screen, and the questions will appear on the right side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the passage text or the questions. The arrow shown to the right of the passage(s), pointing right, can be used to expand the passage(s) to a full screen view.

Question 8

Tab 1 Tab 2

Screen Zoom: Text-to-Speech:

**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.**

**Quiz Bowl**

1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.

2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.

3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"

4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"

5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.

6 Suddenly, it seemed as if my rhythm had gone

Which conclusion can be drawn about Adam's siblings?

Hide All

- A They enjoy goofing around with their friends.
- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

**37** To exit full screen view, click the left pointing arrow at the right of the screen.

Question 8

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Tab 1      Tab 2

**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.**

**Quiz Bowl**

- "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.
- The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.
- Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"
- Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"
- "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.
- Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter *L*, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. In the very last second, I spit out the word *loon*, and the audience let out a relieved sigh.
- My biggest rival, Sara Jensen, had the edge over me by only ten points. Aware the last round would be worth double, I knew I had a great chance of overtaking her.
- The final round was upon us. "Contestants, I want you all to know that each of you will be asked one last question worth twenty points. Sara, in what year did the very first astronaut land on the moon?" Sara's eyes grew wide, and her face turned as pale as a sun-bleached towel. It was obvious she did not know the answer, and after what seemed like an eternity, she spoke, "1978."
- "I'm sorry, but that answer is incorrect, Sara." My heart was racing a thousand miles a minute now. Sara had just opened the door to victory for me—one correct answer, and the championship was mine.
- "Ladies and gentlemen, this will be the final question of our Quiz Bowl. Adam Wilson, are you ready?"
- "Yes sir," I replied.
- "In which country is the world's tallest mountain found?" My grandfather, an expert mountain climber, and I had discussed this, and though I could recall our conversation vividly, I could not remember the name of the country. My mind raced, and then it happened. The name was on the tip of my tongue, but when I opened my mouth to let it out, it would not come; my voice was paralyzed.
- "Time is up, Adam. I'm sorry."
- "Nepal!" I shouted, snapping out of my trance, but it was too late.



Clear    Pause/Exit    Back    Next    Finish

**38** As you move through the test, some questions will ask you to compare multiple related passages. You will read the first passage on tab number 1 and then click tab number 2 at the top of the screen to read the second passage.

Question 8

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

Tab 1      **Tab 2**

**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.**

**Quiz Bowl**

- "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.
- The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.
- Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?"
- Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"
- "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.
- Suddenly, it seemed as if my rhythm had gone

Which conclusion can be drawn about Adam's siblings?

Hide All

- A They enjoy goofing around with their friends.
- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

39 The tabs will allow you to switch between the two passages.

Question 8

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon] [stop icon] [gear icon]

Tab 1      Tab 2

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

**Talent Show**

5 I remember the whole school, silent,  
the bright white of the spotlight  
from the back of the gymnasium,  
a light I could not take my eyes away from,  
like staring at the sun  
until I started to see small spots.

10 I stood there, my classmates, teachers,  
six grades of students with legs crossed  
and chins resting on their folded hands  
waiting for me to recite my poem.

15 I opened my mouth to speak—  
I stuttered  
and sputtered  
and swallowed my voice.

20 I looked at the piece of paper in my hands,  
the words floating around the white page,  
the letters swimming like insects  
in a pond during a hard rain.

I imagined my poem looking back at me,  
seeing my dry mouth and shaking its head,  
thinking of the weeks that we had practiced

Which conclusion can be drawn about Adam's siblings?

Hide All

- A They enjoy goofing around with their friends.
- B They were all Quiz Bowl representatives.
- C They help him study for the Quiz Bowl.
- D They are much older than he is.

40

When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question in this section, click the “Finish” button to submit the test. You will be taken to the Summary Page.

Question 18 | ☆

Screen Zoom: 🔍

Text-to-Speech: 🔊

Read the sentence.

Does'nt your uncle live near your grandmother?

What change, if any, should be made to Does'nt in the sentence?

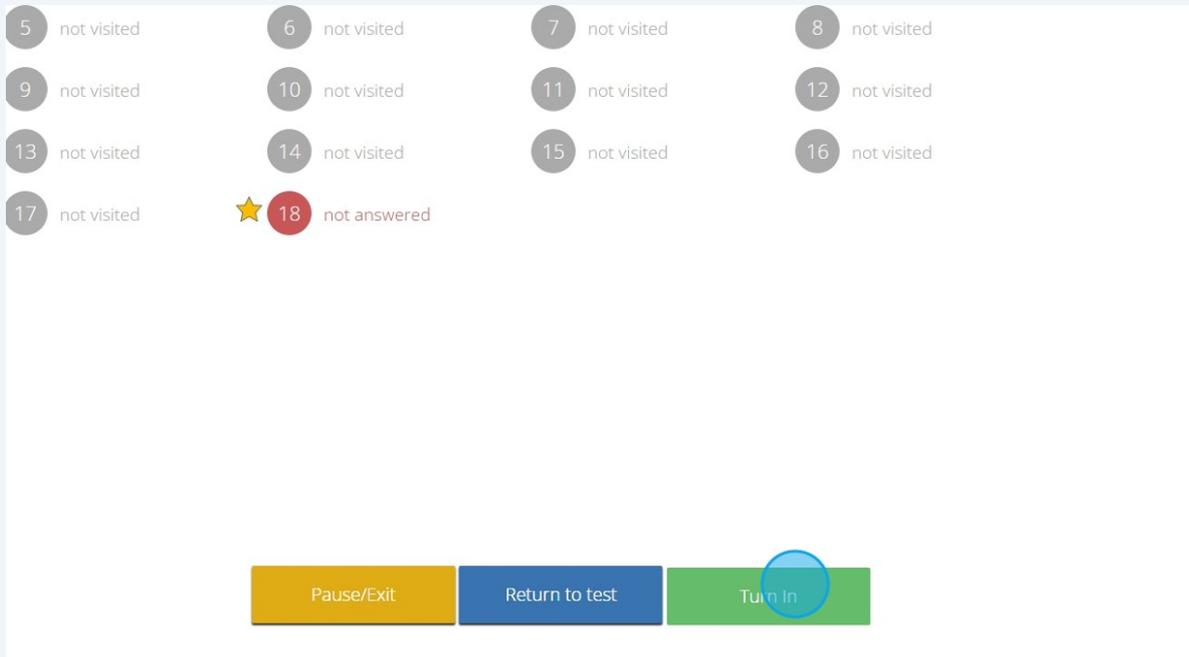
Hide All

- A D'oesnt
- B Do'esnt
- C Does'nt
- D Doesn't

Clear Pause/Exit Back Next Finish

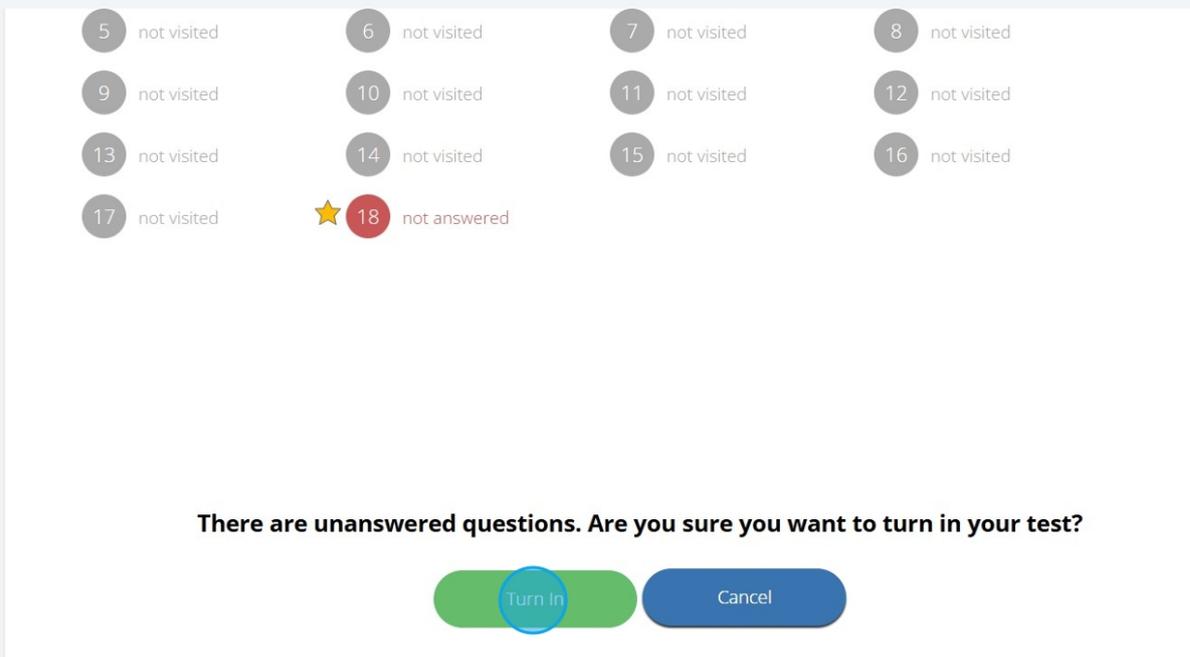
41

The Summary Page, like the Test Map, shows you the number of completed questions, unanswered questions, and questions marked with a star. You may click on any question to return directly to that specific question or click on "Return to test" to go back to the last question in the test.



42

Once you have completed the section click "Turn In."



# How To Navigate The OSTP ELA Writing Platform Tools

- 1 Navigate to <https://okpracticetest.cognia.org/student/login>



STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

Go

Exit the Practice Test

2 Click the dropdown menu to select a test.



STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

Select... 

 Go

 Exit the Practice Test

3 Click to select a subject.



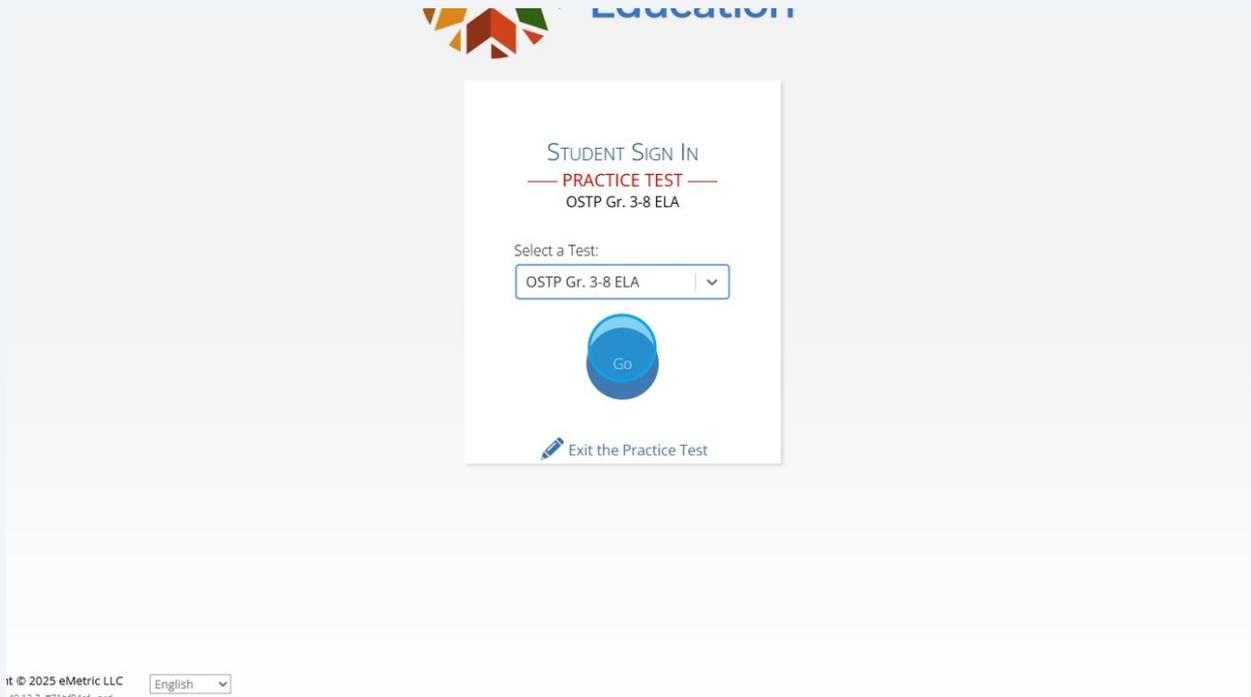
STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

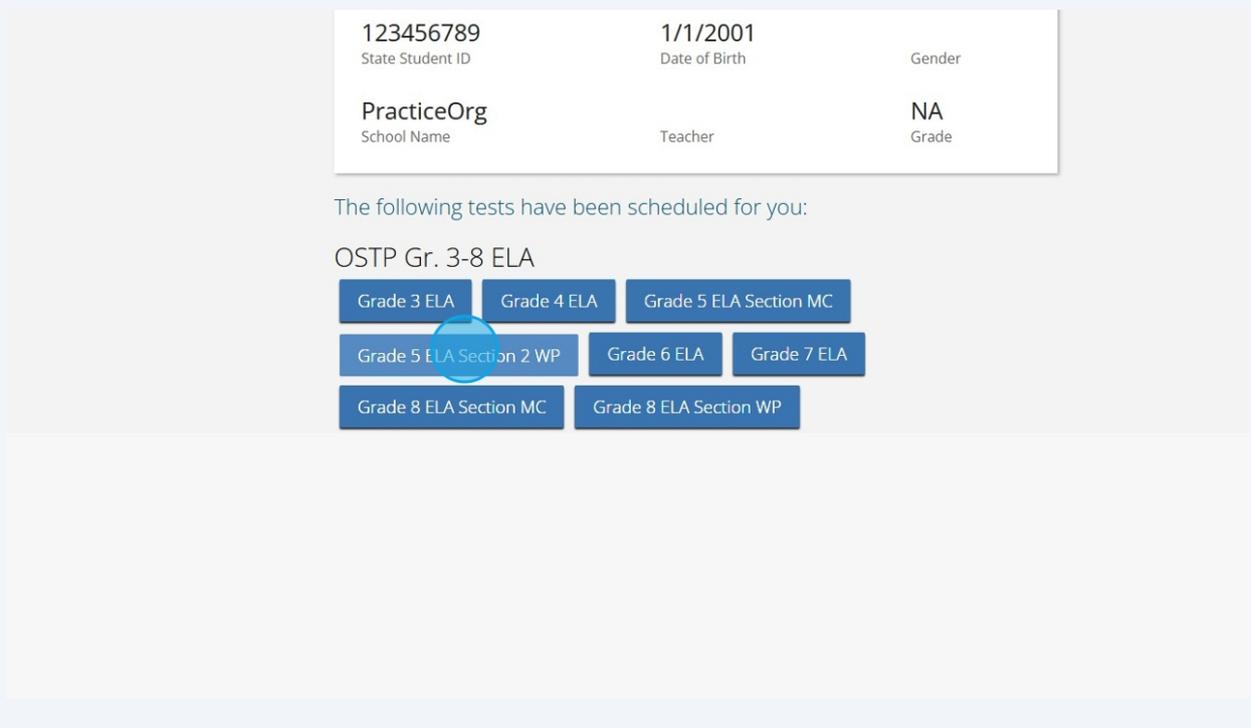
Select... 

-  OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

4 Click "Go."



5 Click to select a grade level.



## 6 Click "Continue."

The screenshot displays a settings menu with the following options:

- Speed:** Slow, Normal, Fast
- Screen Zoom:** 100%, 150%, 200%, 300%. Below the zoom options, the text "The quick brown fox jumped over the lazy dog." is visible.
- Color Contrast:** Default, Tuxedo, Classic, Ruby, Chalkboard, Nocturnal, Eccentric, Azure, Celestial, Antique
- Masking:** Enabled

A blue button with the text "Continue" is located at the bottom left of the settings area.

## 7 Click "Continue."

The screenshot shows a test passage with the following text:

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 scratch paper to PLAN your composition. You might consider using a web, cluster, list, story map, or any other method to help you organize your writing. Be sure to type your composition in the space provided.

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.

DO NOT CLICK THE "TURN IN" BUTTON until you are completely finished with your writing. Once you click "Turn In," you will NOT be able to return to your response.

A blue circular button with the text "Continue" is located at the bottom center of the passage area.

8

Look at the buttons on the bottom right of the screen. These buttons will help you move through the test. "Clear" will clear your answers for the questions on the page.

imals are masters of disguise. Some  
ir skin color. Others shape themselves in  
help them look like their surroundings.  
rent forms of camouflage help animals

of camouflage an animal develops  
ostly on its predators and its environment.  
ange in different ways to trick their  
In most cases, their camouflage is  
) match their environment. This helps  
ne more difficult for their predators to

way animals blend into their environment  
texture. Some insects have smooth shells  
them look like the leaves around them.  
als, such as squirrels, have rough and  
This helps them blend in with tree bark,  
) nearly impossible to see when they hide

atty designs on some animals can be a  
ouflage. Animals that live in areas with  
ray have stripes to help them hide. These  
confuse predators. A group of zebras with  
white stripes tricks the lion's eyes into  
e group is a single large animal. This  
fficult for the lion to hunt just one zebra.

may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

← → **B** *I* U ☰ ☰ ☰

Maximum number of words: 1500 || Words: 0



Pause/Exit

Back

Next

Finish

9

If you click this button, you will be asked if you are sure you want to clear the page.

Clear the current question?

You will lose all your current work for this question.

Clear

Cancel

10

“Pause/Exit” will log you out and require you to log back in before continuing the test.

imals are masters of disguise. Some  
ir skin color. Others shape themselves in  
help them look like their surroundings.  
rent forms of camouflage help animals

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ostly on its predators and its environment.  
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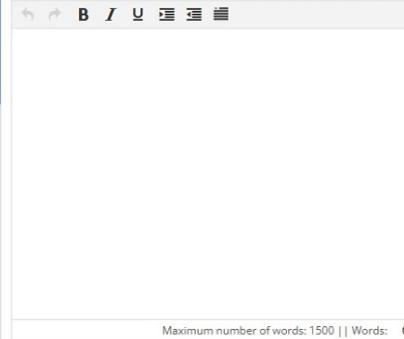
may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)

Mac: Copy (command + c), Paste (command + v)



11

If you click this button, you will be asked if you are sure you want to pause or exit the test.

Do you want to pause your test or exit your test?

Pause the test to temporarily log out. Exit the test to log out and close the testing application.



12

The "Back" button will be grayed out if you are on the first question on the test. Clicking the "Next" button will take you to the next question. Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. Click on the guideline tool.

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

**Texture**

3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

**Design**

4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

read the two passages:

- Animals in Disguise
- Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 || Words: 0

Guideline

Maximum number of words: 1500 || Words: 0

Clear Pause/Exit Back

13

The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading.

Question 1

Screen Zoom: Text-to-Speech:

Tab 1 Tab 2

**Animals in Disguise**

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

**Texture**

3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

**Design**

4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

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

- Animals in Disguise
- Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 || Words: 0

## 14 The "white" space can be resized by dragging the bottom right corner.

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

**Texture**

is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

**Design**

4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back

## 15 The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.

1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.

2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

**Texture**

3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

**Design**

4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

**Color**

5 Animals may also use color as a disguise. The

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back

16

When you click it, a selection box will appear. Click on the yellow highlighter in the sketch tool.

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
  - 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
- Texture**
- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.
- Design**
- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- Color**
- 5 Animals may use their color to hide. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)



17

The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question.

Question 1

Tab 1      Tab 2

### Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

**Texture**

- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

**Design**

- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

**Color**

- 5 Animals may use their color to hide. The

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

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

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

A screenshot of a text editor interface. The editor has a toolbar with icons for bold (B), italic (I), underline (U), and list. A sketch highlighter tool is selected in the sketch tool. The text in the editor is empty. At the bottom, it says "Maximum number of words: 1500 || Words: 0".

18 Now click on the blue pencil and circle a word in the question.

Question 1 ☆

Screen Zoom: 🔍 Text-to-Speech: 🗣️

Tab 1 Tab 2

### Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

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- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.

**Color**

- 5 Animals may use color to help them hide. The

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

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

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back Next Finish

19

You can erase the marks you just made by clicking on the eraser and then clicking on the mark.

The screenshot shows a writing application interface. At the top, there is a navigation bar with 'Question 1', 'Screen Zoom', and 'Text-to-Speech' options. Below this, there are two tabs: 'Tab 1' (active) and 'Tab 2'. The main content area is divided into two columns. The left column contains the text of 'Animals in Disguise' with five numbered paragraphs. The right column contains instructions for writing an informative essay, a list of two topics, and a writing toolbar with various icons. A blue circle highlights the eraser icon in the toolbar. At the bottom, there are buttons for 'Clear', 'Pause/Exit', 'Back', 'Next', and 'Finish'.

20

Position the cursor over the highlighted section and click to erase.

The screenshot shows the same writing application interface as above. In this version, a blue circle highlights the text 'camouflage and vision work together to help animals survive in their environments' in the first paragraph of the right column. The eraser icon in the toolbar is also highlighted with a blue circle. The rest of the interface, including the left column text and the bottom navigation buttons, remains the same.

21

Notice the highlight is erased. Click on the circle to erase your mark

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

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

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

22

Notice the circle is erased. Click the "X" in the upper right corner of the box to close the sketch tool.

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

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

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Color palette: [Red, Orange, Yellow, Green, Blue, Purple, Pink, Brown, Grey, Black, White]

Clear Pause/Exit Back Next Finish

23

The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear. Click on the yellow highlighter from the box and highlight a word in the passage or question.

The screenshot shows a digital reading and writing interface. At the top, there are navigation and utility icons: 'Question 1', 'Screen Zoom', and 'Text-to-Speech'. Below this, two tabs are visible: 'Tab 1' (active) and 'Tab 2'. The main content area is split into two columns. The left column, under 'Tab 1', features the title 'Animals in Disguise' and five numbered paragraphs. The first paragraph is highlighted in blue. The right column, under 'Tab 2', contains a writing prompt: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below the prompt are instructions to read two passages: '1. Animals in Disguise' and '2. Seeing Animals Differently'. A text entry area with a rich text editor toolbar is present, showing a word count of 0. At the bottom, a toolbar includes icons for 'abc', a highlighter, a pencil, and a 'Clear All' button. On the far right, navigation buttons for 'Clear', 'Pause/Exit', 'Back', 'Next', and 'Finish' are displayed.

24

You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All."

The screenshot shows a digital reading interface. On the left, under 'Tab 1', is the article 'Animals in Disguise'. The first paragraph is highlighted in yellow. A blue circle highlights the word 'disguise' in the first sentence. A red eraser icon is positioned over the word, and a 'Clear All' button is visible in the bottom toolbar. The right side of the screen shows a writing area with instructions: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below this are two numbered passages: '1. Animals in Disguise' and '2. Seeing Animals Differently'. A toolbar with various icons and a 'Clear All' button is at the bottom. The status bar at the very bottom includes 'Clear', 'Pause/Exit', 'Back', 'Next', and 'Finish' buttons.

25

Notice the highlight is erased.

This screenshot is identical to the one above, but the yellow highlight on the first paragraph of 'Animals in Disguise' has been removed. The word 'disguise' is no longer highlighted. The 'Clear All' button in the bottom toolbar is still present, indicating that the highlighting has been successfully removed. The rest of the interface, including the writing area and navigation buttons, remains the same.

## 26 Click the "X" in the upper right corner of the box to close the highlighter tool.

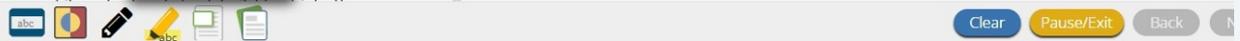
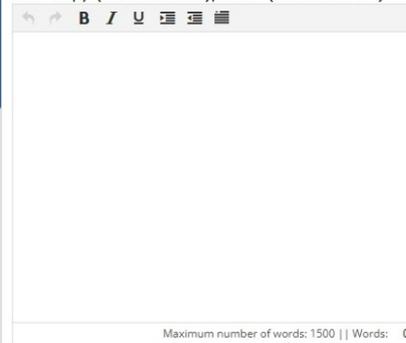
- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
  - 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
- Texture**
- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.
- Design**
- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- Color**
- 5 Animals may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)

Mac: Copy (command + c), Paste (command + v)



## 27 The reference tool will access the Writer's Checklist.

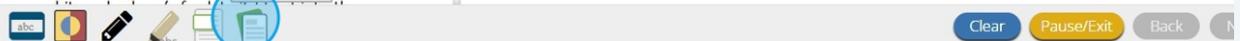
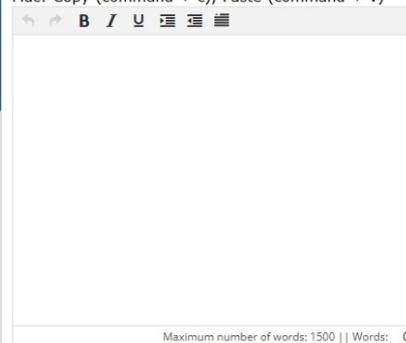
- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
  - 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
- Texture**
- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.
- Design**
- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- Color**
- 5 Animals may also use color as a disguise. The

read the two passages:

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)

Mac: Copy (command + c), Paste (command + v)



## 28 Now click on the Writer's Checklist.

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
- Texture**  
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4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
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read the two passages:

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2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Writer's Checklist

## 29 Take a moment to review the checklist. Click the "X" in the upper right corner to close the tool.

Question 1

Tab 1 Tab 2

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use

### Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.
- Texture**  
3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.
- Design**  
4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with black and white stripes tricks the lion's eyes into thinking the group is a single large animal. This makes it difficult for the lion to hunt just one zebra.
- Color**  
5 Animals may also use color as a disguise. The

### 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?

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back Next Finish

30

The English Language Arts Online Test screen is divided in half with a line going down the middle of the screen. The reading passages will appear on the left side of the screen, and the questions you have to answer will appear on the right side. You will see a scroll bar that you may have to use to view all of the reading passage text. The arrow shown to the right of the passage(s), pointing right, can be used to expand the passage(s) to a full screen view.

The screenshot displays the test interface. At the top, there is a navigation bar with 'Question 1', a search icon, and 'Text-to-Speech' controls. Below this are two tabs: 'Tab 1' (active) and 'Tab 2'. The main content area is split into two columns. The left column contains a reading passage titled 'Animals in Disguise' with four numbered paragraphs. The right column contains a writing prompt: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below the prompt are two numbered passages: '1. Animals in Disguise' and '2. Seeing Animals Differently'. At the bottom of the right column is a writing area with a toolbar (undo, redo, bold, italic, underline, bulleted list, numbered list) and a word count: 'Maximum number of words: 1500 | Words: 0'. A blue circle highlights a right-pointing arrow on the left side of the writing area, which is used to expand the view.

Question 1

Tab 1

Tab 2

### Animals in Disguise

- 1 Many animals are masters of disguise. Some change their skin color. Others shape themselves in ways that help them look like their surroundings. These different forms of camouflage help animals survive.
- 2 The type of camouflage an animal develops depends mostly on its predators and its environment. Animals change in different ways to trick their predators. In most cases, their camouflage is designed to match their environment. This helps them become more difficult for their predators to spot.

**Texture**

- 3 Another way animals blend into their environment is through texture. Some insects have smooth shells that make them look like the leaves around them. Other animals, such as squirrels, have rough and uneven fur. This helps them blend in with tree bark, so they are nearly impossible to see when they hide in trees.

**Design**

- 4 Even pretty designs on some animals can be a type of camouflage. Animals that live in areas with tall grass may have stripes to help them hide. These stripes can confuse predators. A group of zebras with

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

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

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

31 To exit full screen view, click the left pointing arrow at the right of the screen.

The screenshot shows a digital reading interface. At the top, there are utility icons for Screen Zoom (magnifying glass), Text-to-Speech (speaker icon), and a settings gear. Below these are two tabs: 'Tab 1' (highlighted in yellow) and 'Tab 2'. The main content area is titled 'Animals in Disguise' and contains several paragraphs of text. The text discusses various ways animals use camouflage, such as color changes, texture, and patterns like stripes on zebras. It also mentions cuttlefish and nudibranchs.

32 As you move through the test, the prompt will ask you to compare two related passages. Read passage number 1 and then click tab 2 at the top of the screen to read the second passage.

The screenshot shows a digital reading interface for a test. At the top, there are utility icons for Screen Zoom, Text-to-Speech, and settings. Below these are two tabs: 'Tab 1' and 'Tab 2' (highlighted in yellow). The main content area is titled 'Animals in Disguise' and contains a list of four numbered passages. To the right of the passages is a writing prompt: 'Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.' Below the prompt are instructions for planning and writing, and a list of two numbered passages: '1. Animals in Disguise' and '2. Seeing Animals Differently'. At the bottom of the writing area, there are instructions for copying and pasting text, and a word count indicator: 'Maximum number of words: 1500 | Words: 0'.

### 33 This will allow you to switch between the two passages.

Question 1

Screen Zoom: Text-to-Speech:

Tab 1 **Seeing Animals Differently** Tab 2

Write an informative essay explaining how camouflage and vision work together to help animals survive in their environments. Be sure to use information from both passages in your paper.

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

1. Animals in Disguise
2. Seeing Animals Differently

Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

1 From insects to mammals, animals have found ways to help them survive. One way is by developing interesting ways to see and use their eyes.

2 Many animals have eyes that see color differently than humans. Some are colorblind which means they cannot see certain colors. Other animals can see certain colors more easily than humans. The gecko, for example, has nighttime color vision that is almost 350 times better than that of humans.

3 Other animals can see light that is invisible to humans. Certain species of snakes have special areas called pits that allow them to see in infrared. This means they can actually see heat. Having this ability helps the snakes find their prey while staying safe from predators. Butterflies can see another type of light that cannot be seen by humans. This light is called ultraviolet light. Butterflies also see in all directions at the same time. The trade-off is that their vision is somewhat blurry.

4 Some animals do not have special vision. Instead, they have unusual eye features that help them survive. Frogs' eyes bulge out from their heads so they can see above the water while their bodies are underwater. They also have two sets of eyelids. One set is clear. When frogs close the clear set of eyelids, they can see underwater while keeping their eyes

### 34 When you are finished, click the "Finish" button to be taken to the Summary Page.

imals are masters of disguise. Some ir skin color. Others shape themselves in help them look like their surroundings. rent forms of camouflage help animals

of camouflage an animal develops ostly on its predators and its environment. ange in different ways to trick their In most cases, their camouflage is ) match their environment. This helps ne more difficult for their predators to

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1. Animals in Disguise
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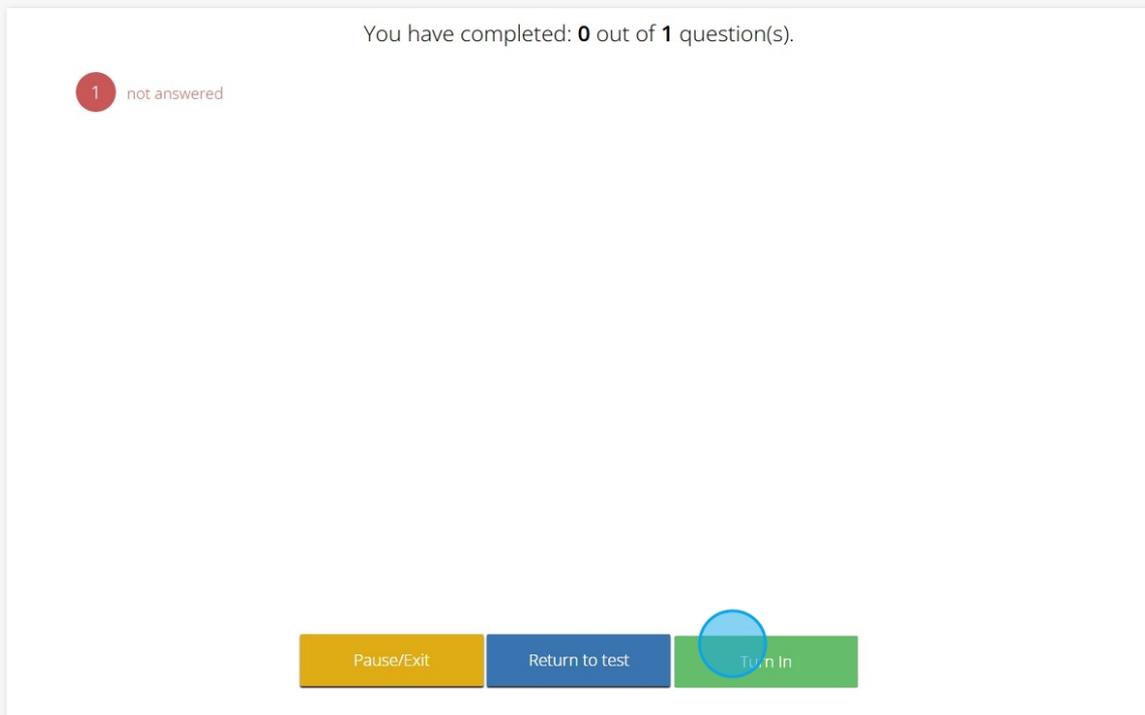
Windows: Copy (ctrl + c), Paste (ctrl + v)  
Mac: Copy (command + c), Paste (command + v)

Maximum number of words: 1500 | Words: 0

Clear Pause/Exit Back Next Finish

35

You can click on "Return to test" to go back to review your response, if you would like. When you are satisfied with your response, click "Turn In."



# How To Navigate The OSTP Math Platform Tools

1 Navigate to <https://okpracticetest.cognia.org/student/login>



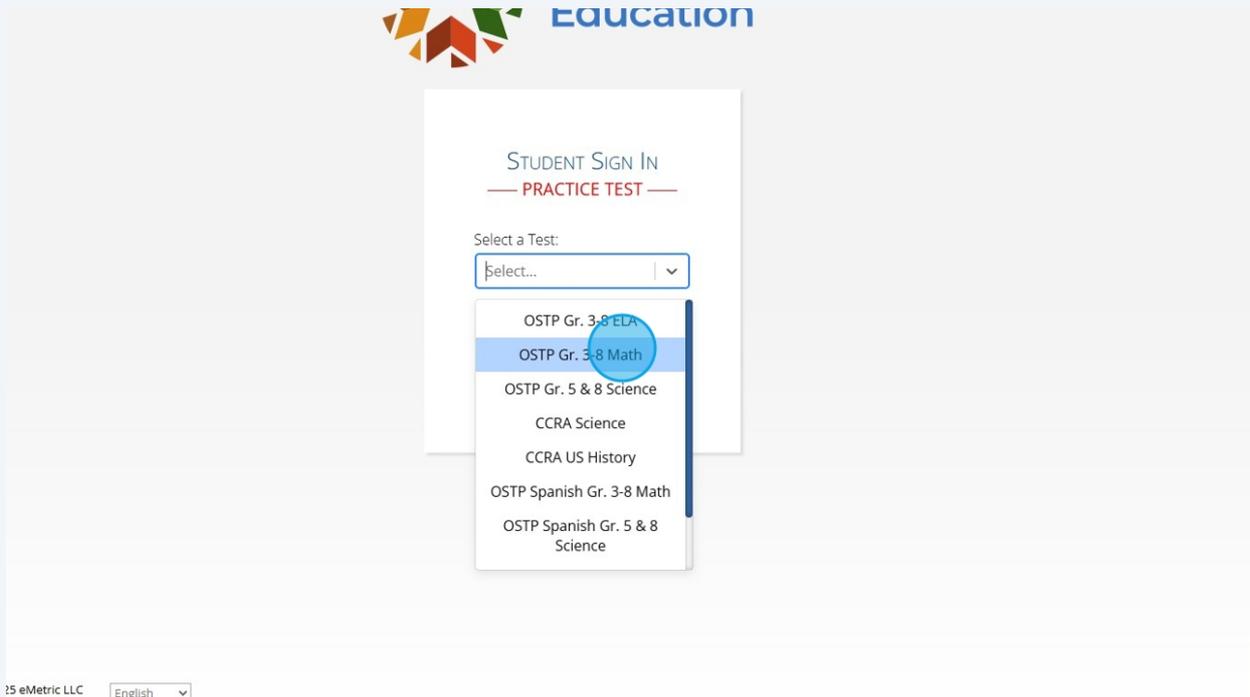
STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

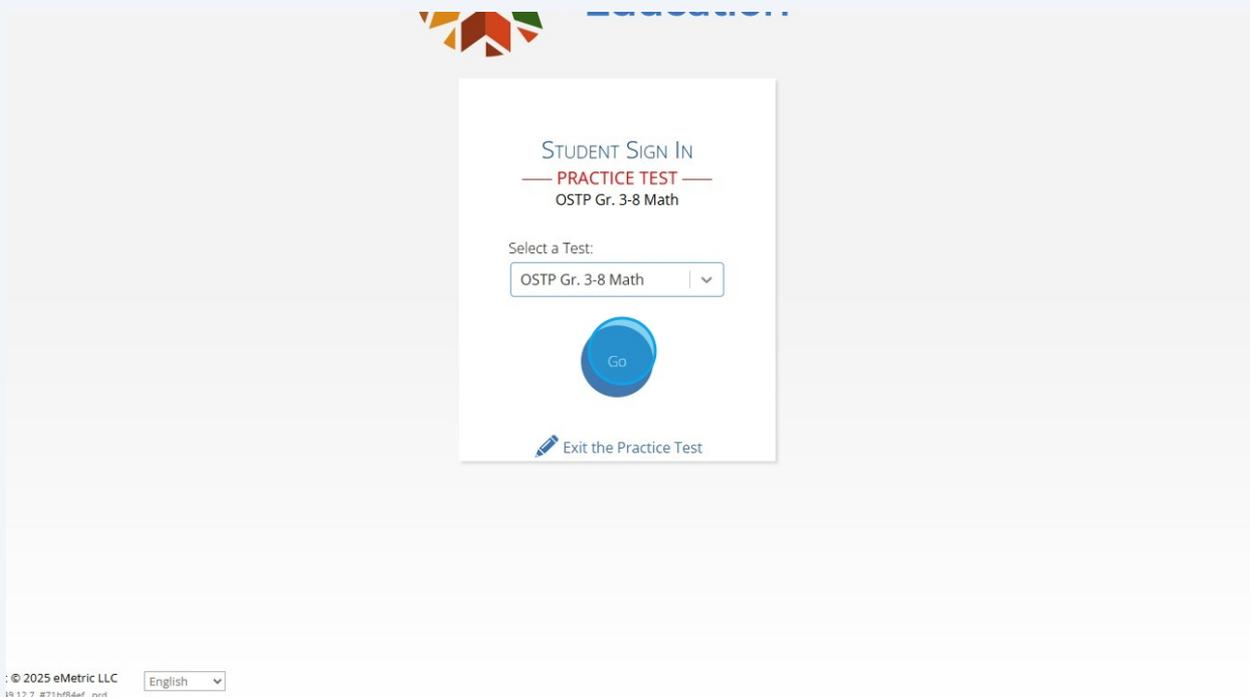
select... ▼

- OSTP Gr. 3-8 ELA
- OSTP Gr. 3-8 Math
- OSTP Gr. 5 & 8 Science
- CCRA Science
- CCRA US History
- OSTP Spanish Gr. 3-8 Math
- OSTP Spanish Gr. 5 & 8 Science

2 Click to select a subject.



3 Click "Go."



4 Click to select a grade.

### HELLO, USER PRACTICE

123456789 State Student ID	1/1/2001 Date of Birth	Gender
PracticeOrg School Name	Teacher	NA Grade

The following tests have been scheduled for you:

OSTP Gr. 3-8 Math

Grade 3 Mathematics   Grade 4 Mathematics   **Grade 5 Mathematics**   Grade 6 Mathematics   Grade 7 Mathematics   Grade 8 Mathematics

5 Click "Continue."

Speed    Slow    Normal    Fast

Screen Zoom   100%   150%   200%   300%

The quick brown fox jumped over the lazy dog.

Color Contrast    Default    Tuxedo    Classic    Ruby    Chalkboard    Nocturnal

Eccentric    Azure    Celestial    Antique

Masking    Enabled

## 6 Click "Continue."

Today you will be tested in Mathematics. Some of this material may not be familiar to you, but it is still important that you do your best. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see all four answer choices. Be sure that you have seen all answer choices before making your selection. Each technology-enhanced question will have specific directions explaining how to answer.



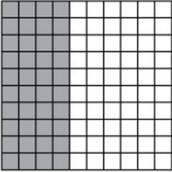
## 7 Look at the buttons on the bottom right of the screen. These are your navigation buttons. "Clear" will clear your answers for the questions on the page.

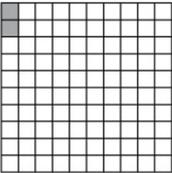
Question 1

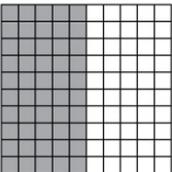
Screen Zoom: [magnifying glass icon] Text-to-Speech: [play icon] [gear icon]

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A) 

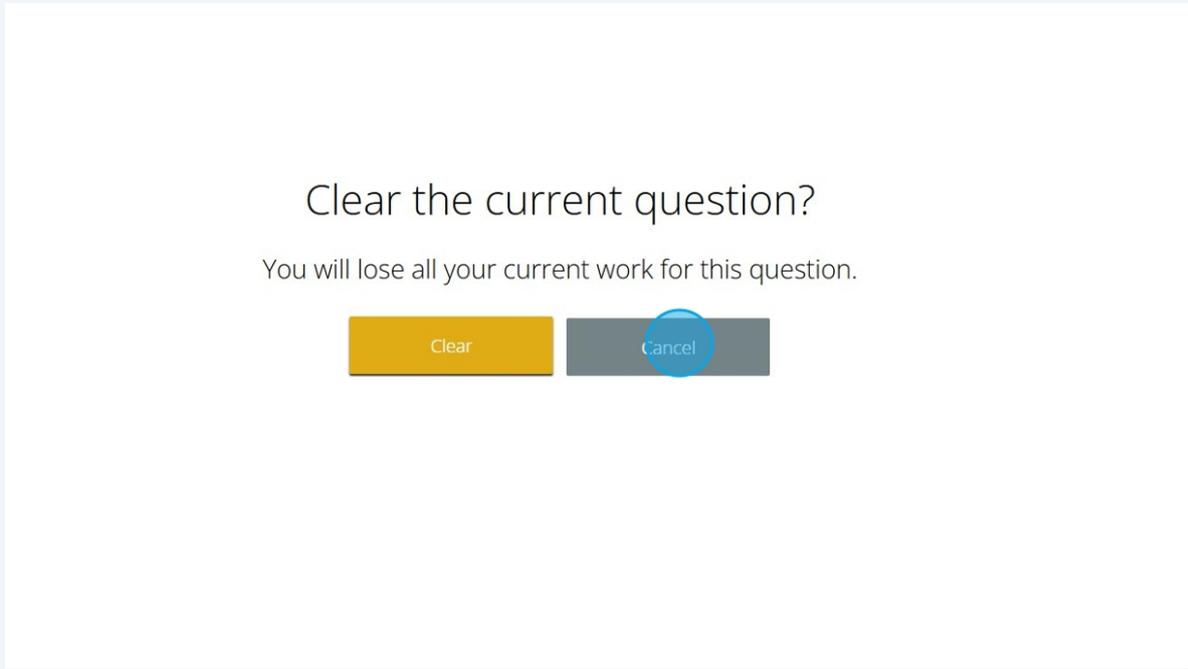
(B) 

(C) 

Navigation buttons: Clear, Pause/Exit, Back, Next, Finish

8

If you click this button, you will be asked if you are sure you want to clear the page.



9

“Pause/Exit” will log you out and require you to log back in before continuing the test.

Question 1

Screen Zoom: Text-to-Speech:

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A)

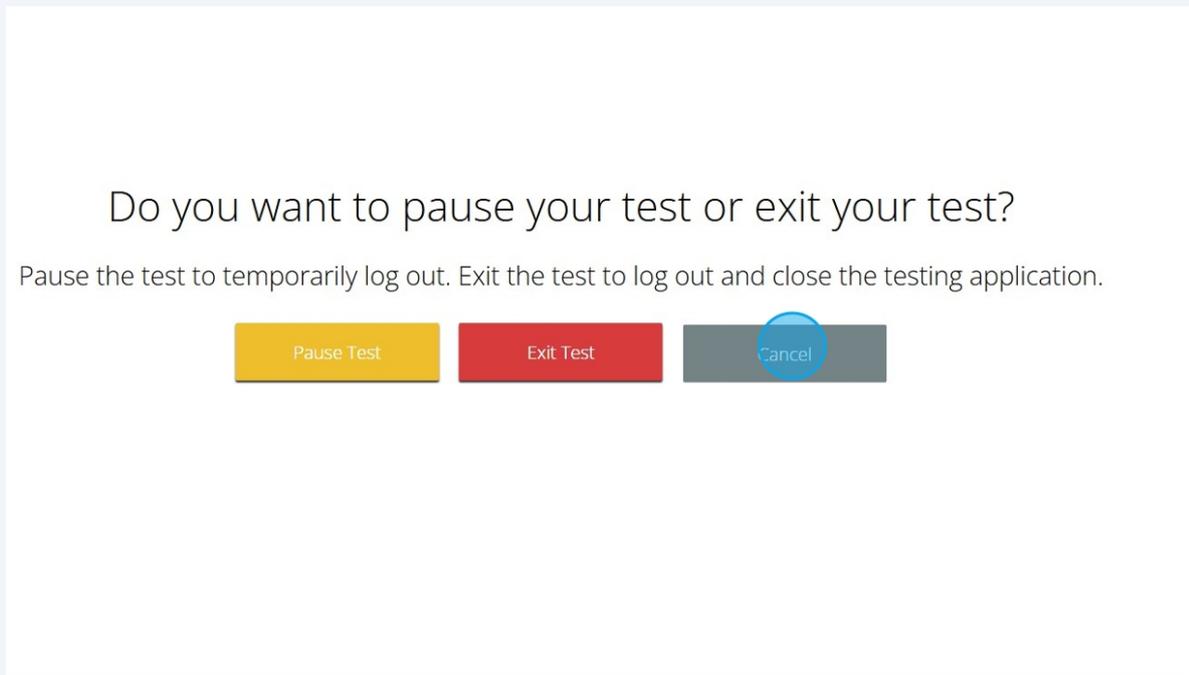
(B)

(C)

Clear Pause/Exit Back Next Finish

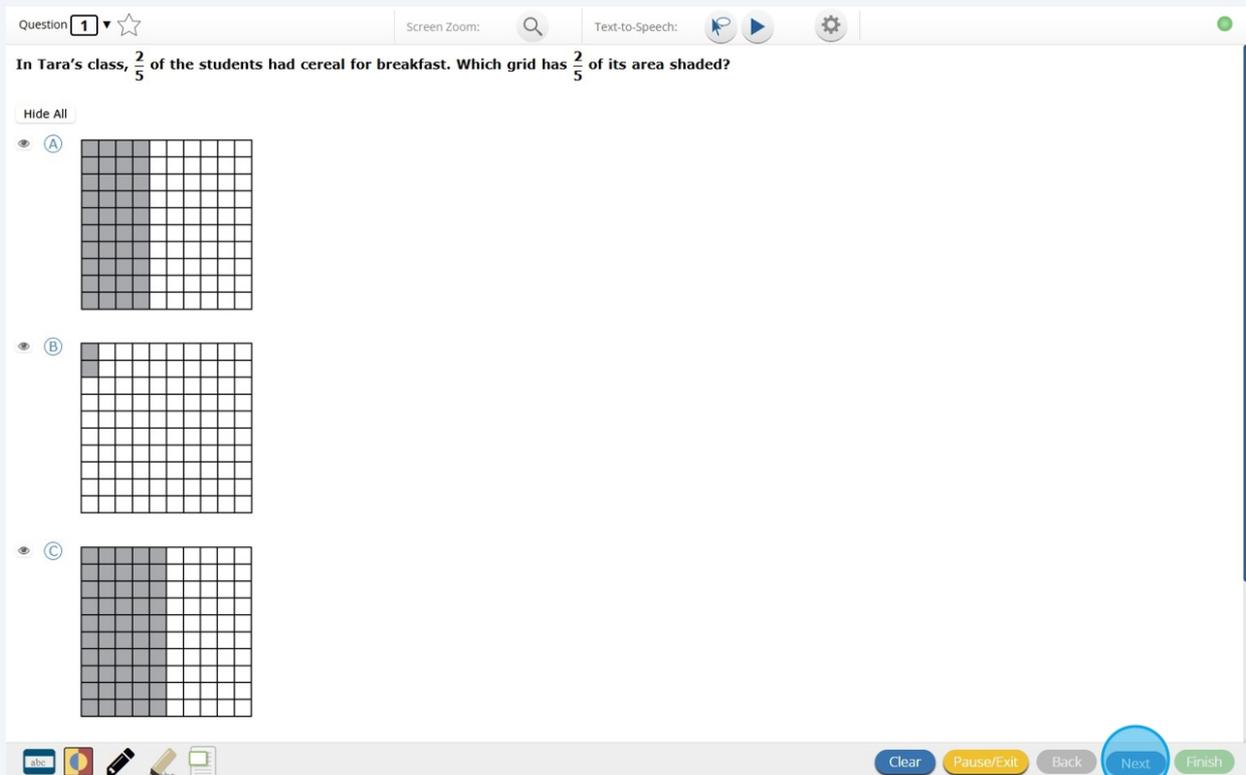
10

If you click this button, you will be asked if you are sure you want to pause or exit the test.



11

The “Back” button or “Next” button is grayed out based on the first and last question on the test. Clicking the “Next” button will take you to the next question. Click the “Next” button now.



12

You will see that a “Back” button has been added to the options. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.

Question 2

Screen Zoom:



Text-to-Speech:



Misty created the number pattern below.

32, 28, 24, 20, . . .

If  $n$  represents a number in this pattern, which rule could be used to find the next number in the pattern?

Hide All

A  $n + 4$

B  $n - 4$

C  $n \cdot 4$

D  $n \div 4$



Clear

Pause/Exit

Back

Next

Finish

13

The star located in the top left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.

Question 1

Screen Zoom:

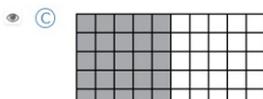
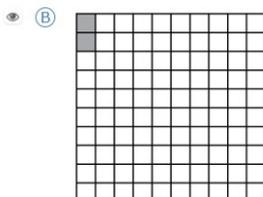
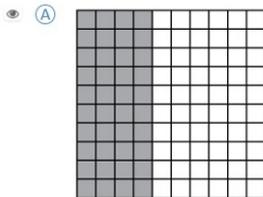


Text-to-Speech:



In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All



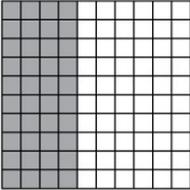
14

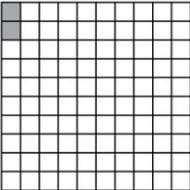
Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

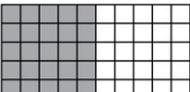
Question 1 Screen Zoom: [magnifying glass icon] Text-to-Speech: [play icon] [gear icon]

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A) 

(B) 

(C) 

15

The Test Map shows all of the questions on the test. Answered questions will appear blue, questions you have viewed but not answered are red, bookmarked questions have a yellow star next to them, and questions that have not been visited are gray. Notice that question "1" is bookmarked. Clicking on a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click on "1."

You have completed: 0 out of 15 question(s).


16

You are now back to Sample Question A. Click on the bookmark star to remove the bookmark.

Question 1

Screen Zoom:

Text-to-Speech:

**In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?**

Hide All

(A)

(B)

(C)

17

Look at the four options in this question. Next to each letter is an icon that looks like an eye. Clicking on this "eye" will hide the option.

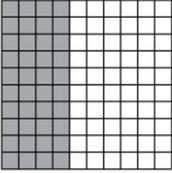
Question 1

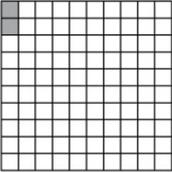
Screen Zoom: [magnifying glass icon]

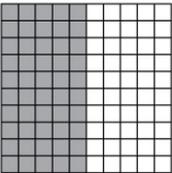
Text-to-Speech: [play icon]

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All [eye icon]

A 

B 

C 

Clear Pause/Exit Back Next Finish

18

Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Show All

A

B

C

D

Clear Pause/Exit Back Next Finish

19

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

A

B

C

20

Notice that all answer options have been hidden. Click "Show All" to reveal all answer options.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Show All

- (A)
- (B)
- (C)
- (D)

21

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading.

Question 1

Screen Zoom:

Text-to-Speech:

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

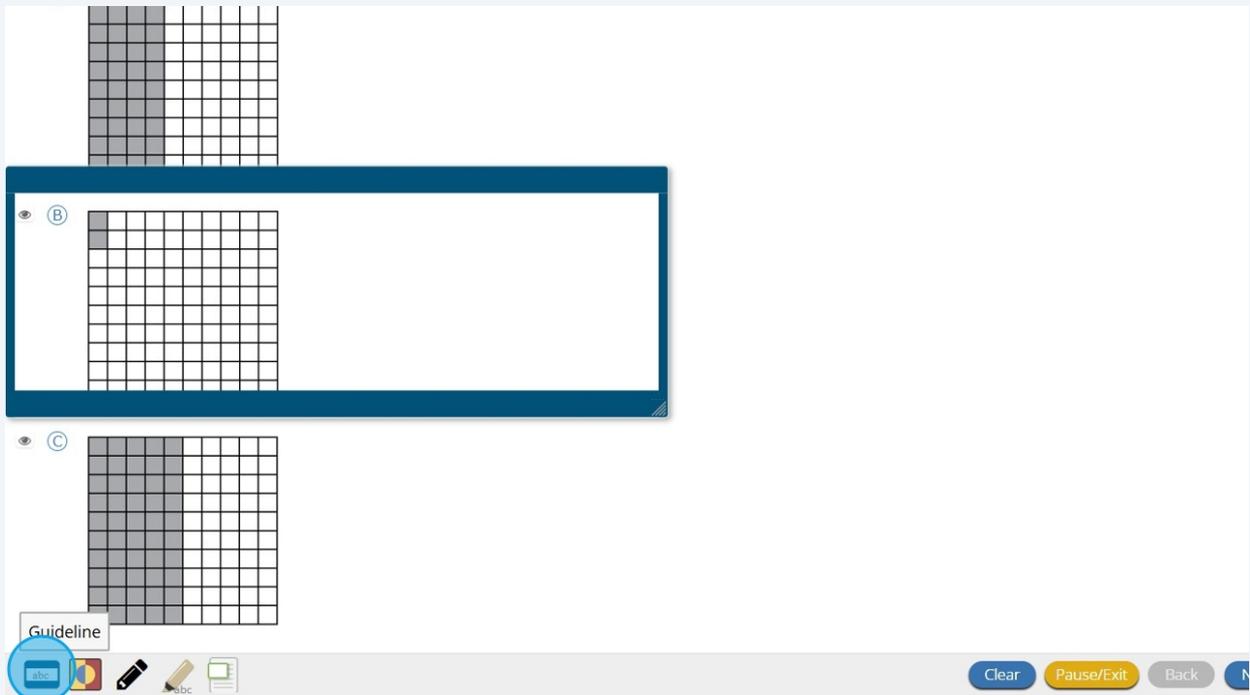
- (A)
- (B)
- (C)

Guideline

Clear Pause/Exit Back Next Finish

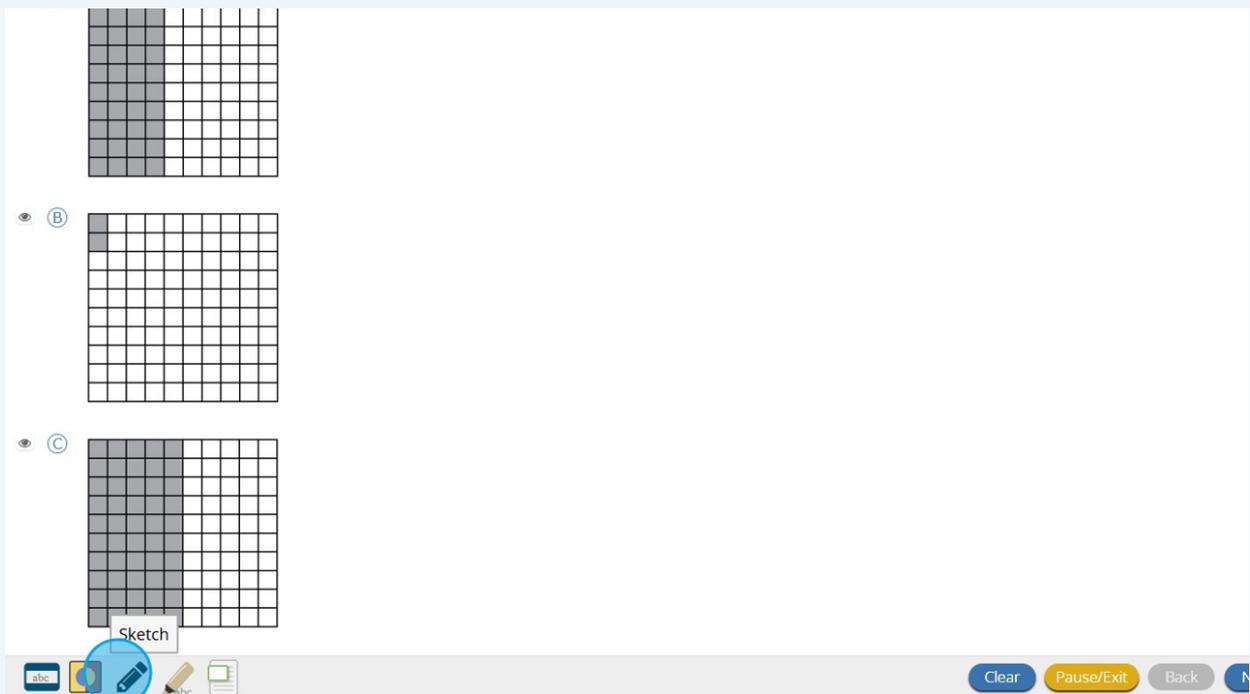
22

The “white” space can be resized by dragging the bottom right corner. Click the guideline tool again to exit.



23

The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.



24

When you click it, a selection box will appear. Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question.

The screenshot shows a digital workspace with three 10x10 grids. The top grid is labeled 'A' and has its first three columns shaded gray. The middle grid is labeled 'B' and has its top-left cell shaded gray. The bottom grid is labeled 'C' and has its first three columns shaded gray. To the right of the bottom grid is a toolbar containing icons for a black pencil, a red pencil, a blue highlighter, a pink highlighter, and a black 'X' icon. Below the workspace is a gray footer bar with icons for 'abc', a red circle, a black pencil, a yellow pencil, and a document icon on the left. On the right side of the footer bar are buttons for 'Clear', 'Pause/Exit', 'Back', and a blue 'N' icon.

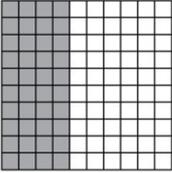
25 Now click on the blue pencil and circle a word in the question.

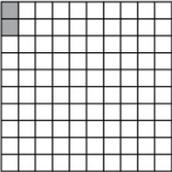
Question 1

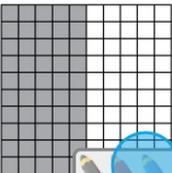
Screen Zoom: Text-to-Speech:

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A) 

(B) 

(C) 

Clear Pause/Exit Back Next Finish

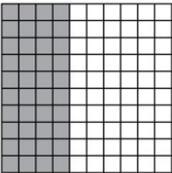
26 You can erase the marks you just made by clicking on the eraser and then clicking on the mark.

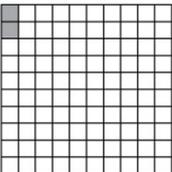
Question 1

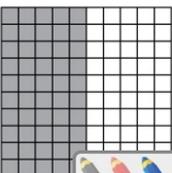
Screen Zoom: Text-to-Speech:

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A) 

(B) 

(C) 

Clear Pause/Exit Back Next Finish

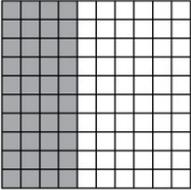
27 Notice the blue circle you made is erased.

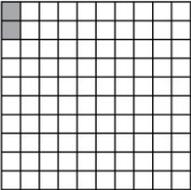
Question 1 ☆

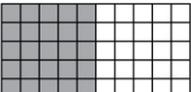
Screen Zoom: 🔍 Text-to-Speech: 🗣️ ⏪ ⏩ ⚙️

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A) 

(B) 

(C) 

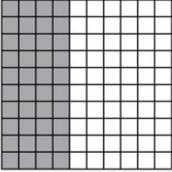
28 Notice that the highlighted section has been erased. Click the "X" in the upper right corner of the box to close the sketch tool.

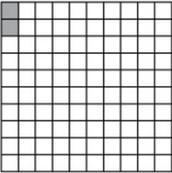
Question 1 ☆

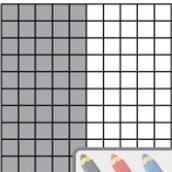
Screen Zoom: 🔍 Text-to-Speech: 🗣️ ⏪ ⏩ ⚙️

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A) 

(B) 

(C) 



Clear Pause/Exit Back Next Finish

29

The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear. Click on the yellow highlighter from the box and highlight a word in the passage or question.

The screenshot displays a digital workspace with three 10x10 grids labeled A, B, and C. Grid A has the first three columns shaded. Grid B has the top-left cell shaded. Grid C has the first three columns shaded. A toolbar at the bottom includes a 'Highlighter' tool and buttons for 'Clear', 'Pause/Exit', and 'Back'.

30

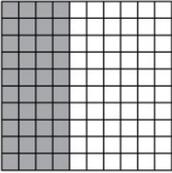
You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All." Click the "X" in the upper right corner of the box to close the highlighter tool.

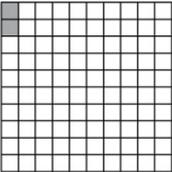
Question 1 ☆

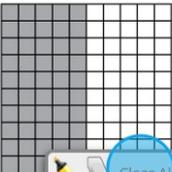
Screen Zoom: 🔍 Text-to-Speech: 🗣️ ⏪ ⏩ ⚙️

In Tara's class,  $\frac{2}{5}$  of the students had cereal for breakfast. Which grid has  $\frac{2}{5}$  of its area shaded?

Hide All

(A) 

(B) 

(C) 

Clear All

Clear Pause/Exit Back Next Finish

31

You may see some questions that have a stimulus appearing on the left side of the screen, and then questions will appear on the right side. A scroll bar will be displayed, allowing you to navigate through the stimulus text while viewing the questions. Scrolling may be necessary to view all of the stimulus text and all of the answer choices. The arrow shown to the right of the stimulus, pointing right, can be used to expand the stimulus to a full screen view.

Question 14 ☆

Screen Zoom: 🔍 Text-to-Speech: 🗣️

Use the information to answer the following question.

Three expressions are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

Which number line represents Expression 1?

Hide All

A

B

C

D

32

To exit full screen view, click the left pointing arrow at the right of the screen.

☆

Screen Zoom: 🔍 Text-to-Speech: 🗣️

ation to answer the following question.

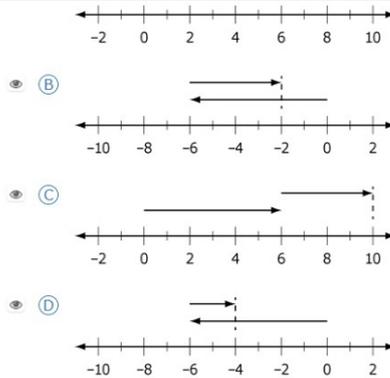
ons are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

33

(for grades 6-8 only) Clicking on the calculator tool brings up a movable calculator.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

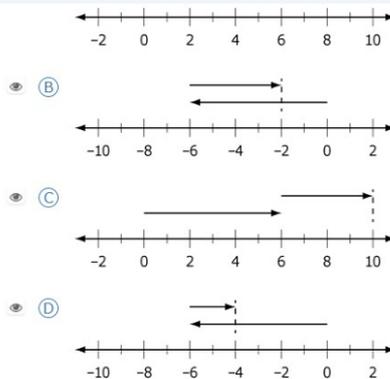


Clear Pause/Exit Back N

34

Click "Basic."

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$



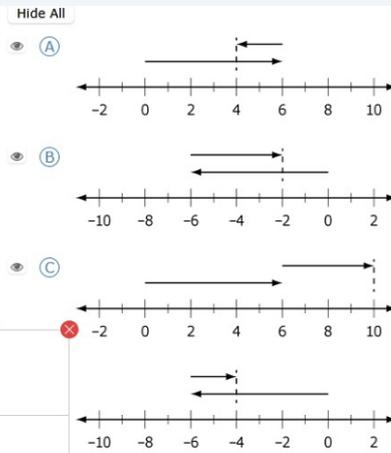
Clear Pause/Exit Back N

35

You can move the calculator by clicking and dragging it to the new location. You can use your mouse to choose numbers and functions.

Three expressions are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$



36

Click the "X" in the upper right corner to close the calculator tool.

ation to answer the following

ons are shown.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

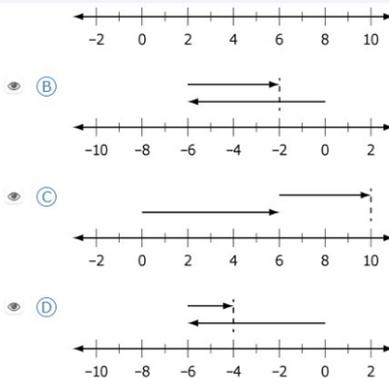
Which number line represents Expression 1?

Hide All

37

(for grades 6-8 only) Clicking on the reference tool brings up a movable formula sheet.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

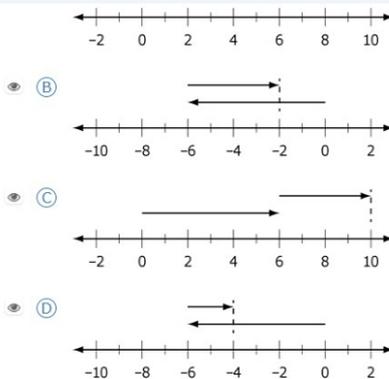


Clear Pause/Exit Back

38

Click "Reference Sheet."

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$



Clear Pause/Exit Back

39

You can move the formula sheet by clicking and dragging it to the new location. The table can be resized by clicking and dragging the bottom right corner.

Expression 1	
Expression 2	
Expression 3	

**Oklahoma State Testing Program  
6<sup>th</sup> Grade Mathematics Formula Sheet**

**UNIT CONVERSIONS**

1 foot = 12 inches	1 centimeter = 10 millimeters
1 yard = 3 feet	1 meter = 100 centimeters
1 mile = 5280 feet	1 meter = 1000 millimeters
1 mile = 1760 yards	

**AREA**

Square $A = s^2$	Triangle $A = \frac{1}{2}bh$ or $A = \frac{bh}{2}$
Rectangle $A = lw$	Parallelogram $A = bh$

40

Click the "X" in the upper right corner to close the reference tool.

ation to answer the following

Which number line represents Expression 1?

ons are shown.

Expression 1	-6 + 4
Expression 2	1.5(9 - 7)
Expression 3	4.6 ÷ 2

**Oklahoma State Testing Program  
6<sup>th</sup> Grade Mathematics Formula Sheet**

**UNIT CONVERSIONS**

1 foot = 12 inches	1 centimeter = 10 millimeters
1 yard = 3 feet	1 meter = 100 centimeters
1 mile = 5280 feet	1 meter = 1000 millimeters
1 mile = 1760 yards	

**AREA**

Square $A = s^2$	Triangle $A = \frac{1}{2}bh$ or $A = \frac{bh}{2}$
Rectangle $A = lw$	Parallelogram $A = bh$

41

**(for grades 3-5 only)** You may see some questions that ask you to use a ruler, and it will appear at the bottom of the screen. If you see the ruler, you can click and drag it to any object you want to measure. If you do not see a ruler at the bottom of your screen, it is not needed to answer the item.

42

When you come to the last question in this section, you will see the “Finish” button on the bottom right of the screen. Once you have answered the last question in this section, click the “Finish” button to submit the test. You will be taken to the Summary Page.

Expression 1	$-6 + 4$
Expression 2	$1.5(9 - 7)$
Expression 3	$4.6 \div 2$

B 5.3

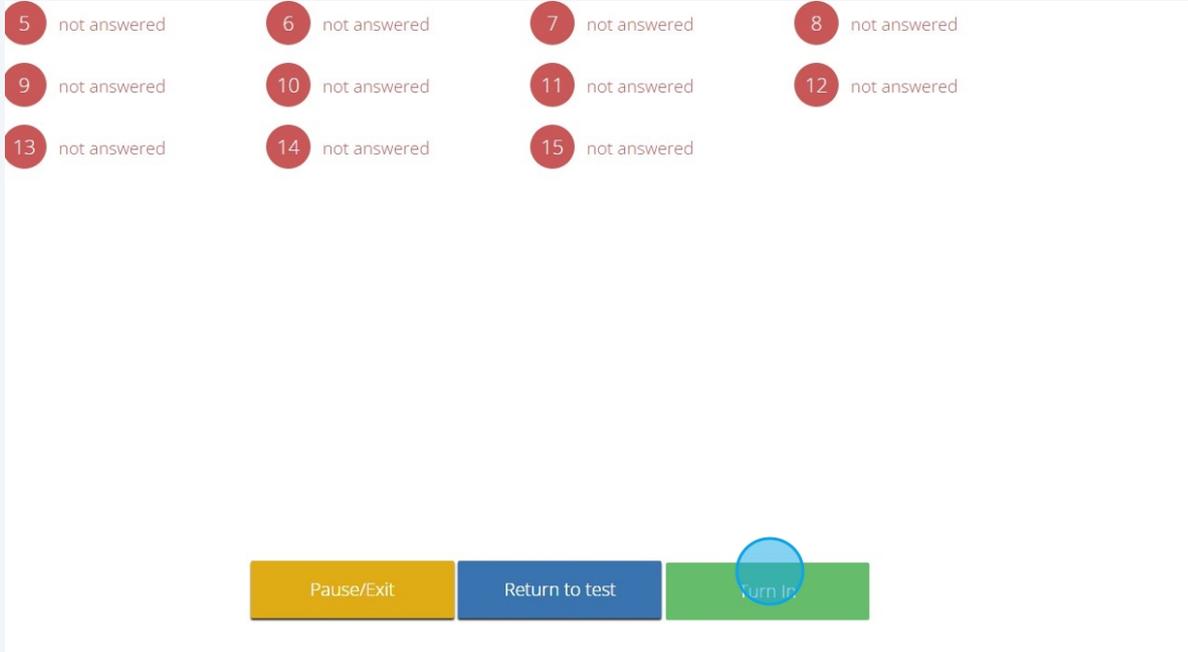
C 7.3

D 17.3

Clear Pause/Exit Back Next Finish

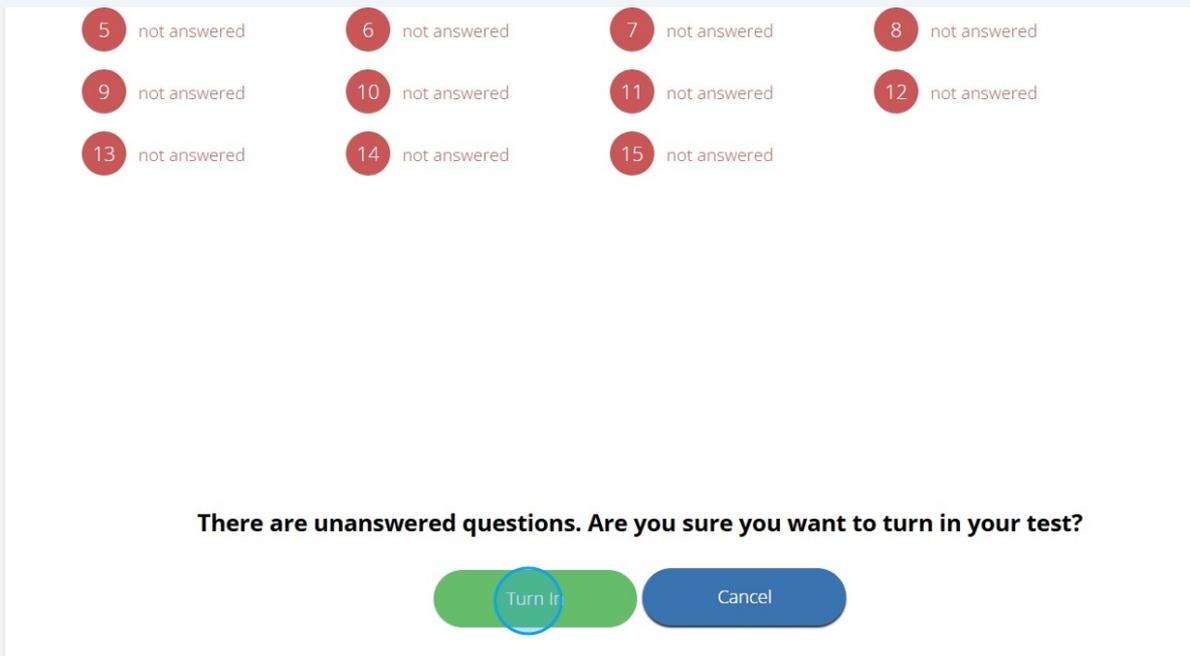
43

The Summary Page, like the Test Map, shows you the number of completed questions, unanswered questions, and questions marked with a star. You may click on any question to return directly to that specific question or click on “Return to test” to go back to the last question in the test.



44

Once you have completed the section click “Turn In.”



# How To Navigate The OSTP Science Platform Tools

- 1 Navigate to <https://okpracticetest.cognia.org/student/login>



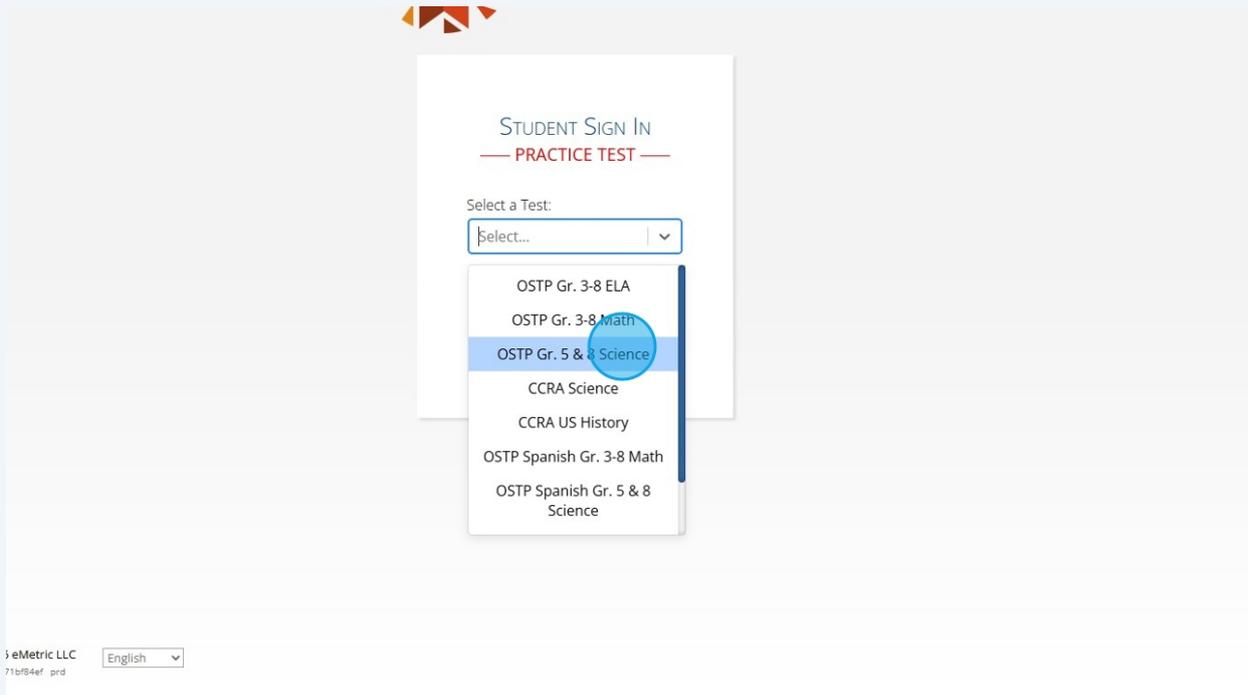
STUDENT SIGN IN  
— PRACTICE TEST —

Select a Test:

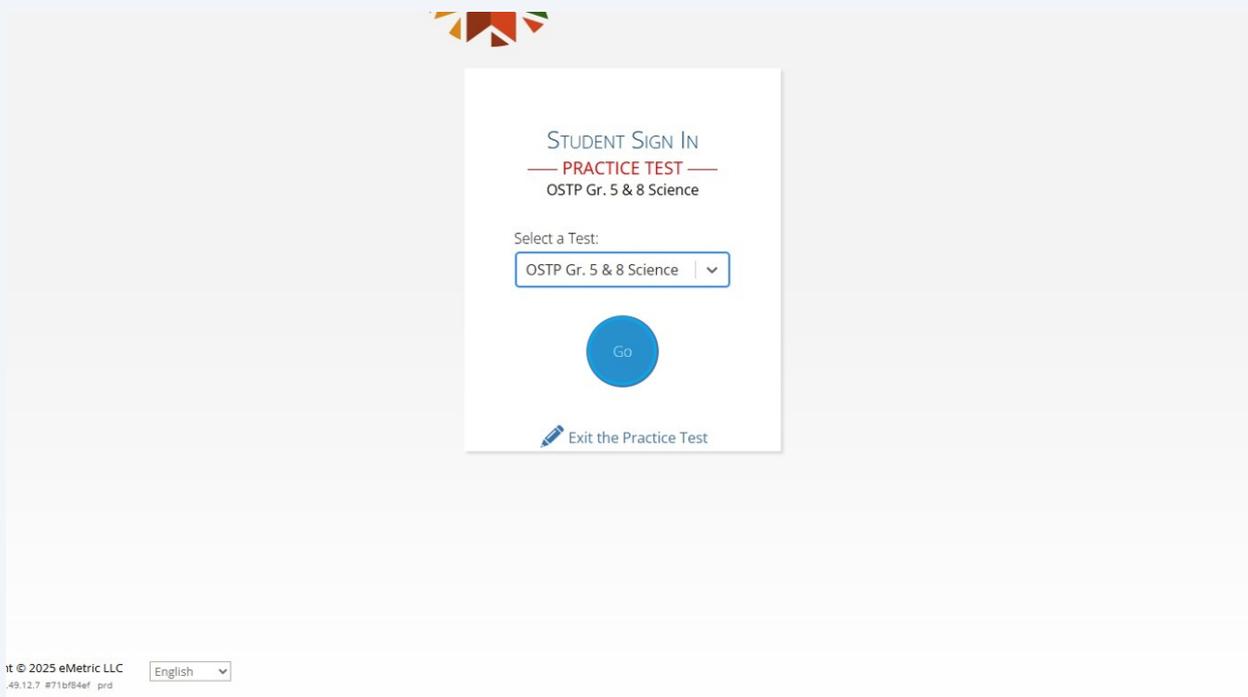
Go

Exit the Practice Test

2 Click the dropdown menu to select a subject.



3 Click "Go"



4 Click to select a grade level.

HELLO, USER PRACTICE

123456789 State Student ID	1/1/2001 Date of Birth	Gender
PracticeOrg School Name	Teacher	NA Grade

The following tests have been scheduled for you:

OSTP Gr. 5 & 8 Science

[Grade 5 Science](#) [Grade 8 Science](#)

5 Click "Continue"

Speed  Slow  Normal  Fast

Screen Zoom

100% 150% 200% 300%

The quick brown fox jumped over the lazy dog.

Color Contrast

Default Tuxedo Classic Ruby Chalkboard Nocturnal

Eccentric Azure Celestial Antique

Masking  Enabled

[Continue](#)

## 6 Click "Continue"

Today you will be tested in Science. Some of this material may not be familiar to you, but it is still important that you do your best. Test questions will be presented one at a time. Each multiple-choice question will be followed by its possible answer choices. The computer will allow you to have only one answer selected at a time. Sometimes you may be required to use the scroll bar that will appear on the right side of the test question in order to see all four answer choices. Be sure that you have seen all answer choices before making your selection. Each technology-enhanced question will have specific directions explaining how to answer.



## 7 Look at the buttons on the bottom right of the screen. These are your navigation buttons. "Clear" will clear your answers for the questions on the page.

Question 1

Screen Zoom: [magnifying glass icon]

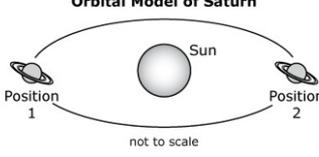
Text-to-Speech: [play icon] [stop icon] [back icon] [forward icon] [gear icon]

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

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.

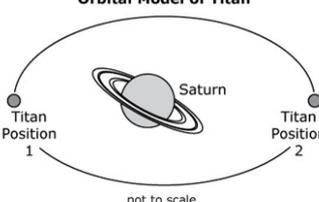
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.

**Orbital Model of Saturn**



The diagram shows the Sun at the center of an elliptical orbit. Two positions of Saturn are marked as "Position 1" and "Position 2" on the orbit. The text "not to scale" is written below the diagram.

**Orbital Model of Titan**



The diagram shows Saturn at the center of an elliptical orbit. Two positions of Titan are marked as "Titan Position 1" and "Titan Position 2" on the orbit. The text "not to scale" is written below the diagram.

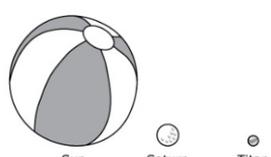
The students also find a table that shows the mass of each object, as shown.

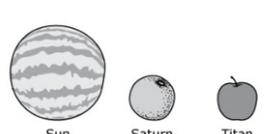
The students want to make a model to compare the size of the three objects in the table.

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

Hide All

(A)  Sun Saturn Titan

(B)  Sun Saturn Titan

(C)  Sun Saturn Titan

(D)  Sun Saturn Titan

Navigation buttons: Clear, Pause/Exit, Back, Next, Finish

8

If you click this button, you will be asked if you are sure you want to clear the page.

Clear the current question?

You will lose all your current work for this question.

Clear

Cancel

9

“Pause/Exit” will log you out and require you to log back in before continuing the test.

Question 1 ☆

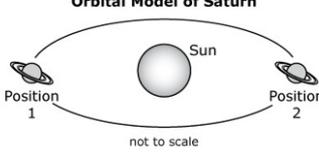
Screen Zoom: 🔍 Text-to-Speech: 🔊

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

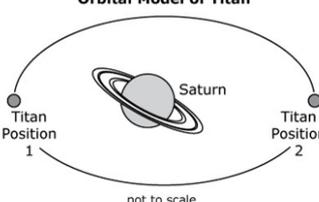
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

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**



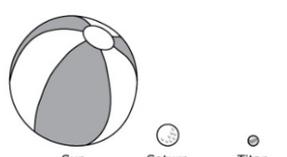
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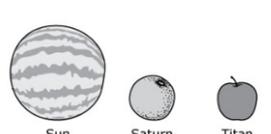
The students want to make a model to compare the size of the three objects in the table.

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

Hide All

(A)  Sun Saturn Titan

(B)  Sun Saturn Titan

(C)  Sun Saturn Titan

(D)  Sun Saturn Titan

Clear Pause/Exit Back Next Finish

10

If you click this button, you will be asked if you are sure you want to pause or exit the test.

Do you want to pause your test or exit your test?

Pause the test to temporarily log out. Exit the test to log out and close the testing application.



11

The "Back" button is grayed out based on the first and the last question on the test. Clicking the "Next" button will take you to the next question. Click the "Next" button now

Question 1

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

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

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.

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?

Hide All

A

Sun Saturn Titan

B

Sun Saturn Titan

C

Sun Saturn Titan

D

Sun Saturn Titan

Clear Pause/Exit Back Next Finish

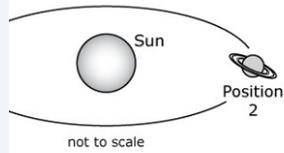
12

You will see that the “Back” button is now available. Clicking the “Back” button will take you to the previous question. Click the “Back” button now.

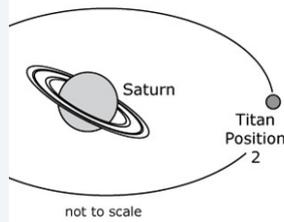
During the presentation, the students see the planet Saturn and one of its moons, Titan.

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 find a table that shows the mass of each object.

Hide All

- 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 will cause Titan to only orbit the Sun.



13

The star located in the upper left of the screen will allow you to bookmark any question you would like to review later. Click on this star now.

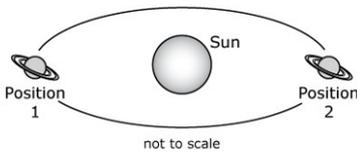
Question 1

Use the information to answer the following question.

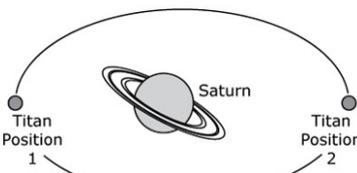
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The students want to learn more about Saturn and Titan. They find models of Saturn’s orbit and Titan’s orbit. The models are shown.

**Orbital Model of Saturn**



**Orbital Model of Titan**



The students 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?

Hide All

- A Sun Saturn Titan
- B Sun Saturn Titan
- C Sun Saturn Titan

14

Another way to move through the test is by using the Test Map. You can find the Test Map by clicking on the down-arrow next to the question number at the top left of the screen. Click this arrow now.

Question 1

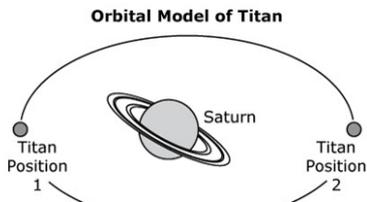
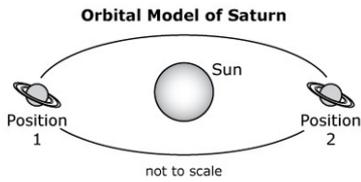
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

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.



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?

Hide All

(A)

Sun Saturn Titan

(B)

Sun Saturn Titan

(C)

Sun Saturn Titan

15

The Test Map shows all of the questions on the test. Answered questions will appear blue; questions you have viewed but not answered are red; bookmarked questions have a yellow star next to them; and questions that have not been visited are gray. Notice that question "1" is bookmarked. Clicking on a question number will take you directly to that question on the test. You can also pause or return to the test from the Test Map. Click on "1."

You have completed: 0 out of 9 question(s).

 1 not answered	 2 not answered	 3 not visited	 4 not visited
 5 not visited	 6 not visited	 7 not visited	 8 not visited
 9 not visited			

16

" You are now back to question 1. Click on the bookmark star to remove the bookmark.

Question **1** 

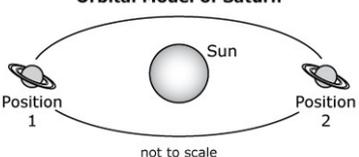
Screen Zoom:  Text-to-Speech:   

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

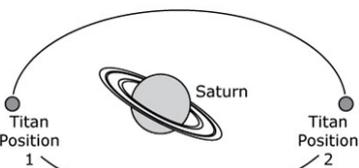
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

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 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?

Hide All

A



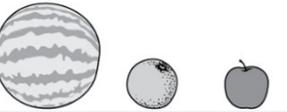
Sun Saturn Titan

B



Sun Saturn Titan

C



Sun Saturn Titan

17

Look at the four options in this question. Next to each letter is an icon that looks like an eye. Clicking on this "eye" will hide the option.

Question 1

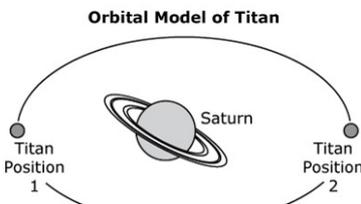
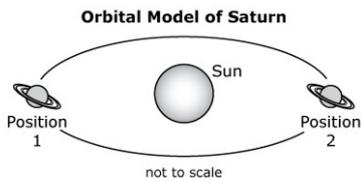
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

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.



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?

Hide All



A



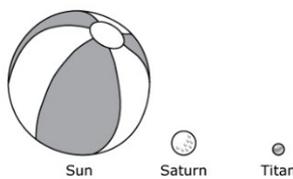
Sun

Saturn

Titan



B



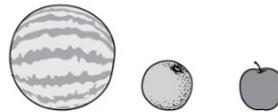
Sun

Saturn

Titan



C



18

Clicking again will make it reappear. You can use this tool if you are unsure of an answer but would like to hide the options you know are not correct.

Question 1

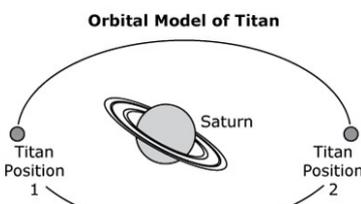
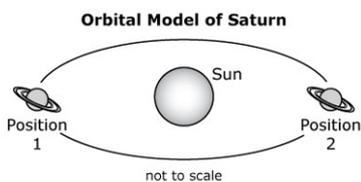
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

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.



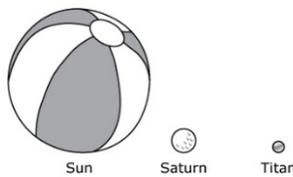
The students want to make a model to compare the size of the three objects in the table.

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

Show All



A



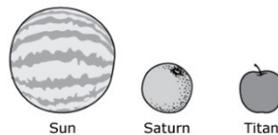
Sun

Saturn

Titan



C



Sun

Saturn

Titan



D



19

You can also use the "Hide All" or "Show All" button above the options to hide all options or show all options if some have been hidden.

Question 1

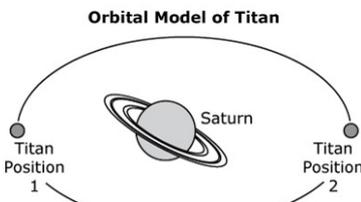
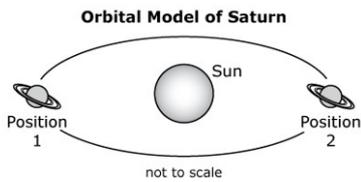
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

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.



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

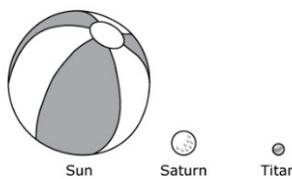
According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

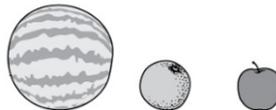
(A)



(B)



(C)



20

Notice that all answer options have been hidden. Click "Show All" to reveal all answer options.

Question 1

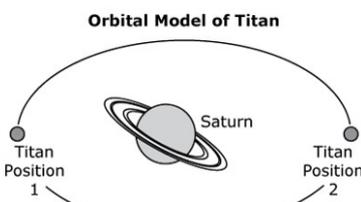
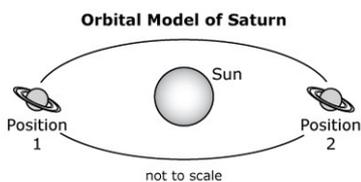
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

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.



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?

Show All

(A)

(B)

(C)

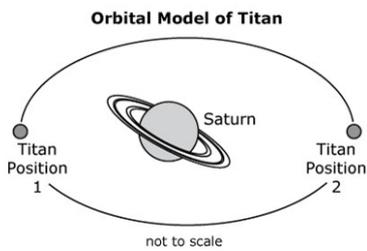
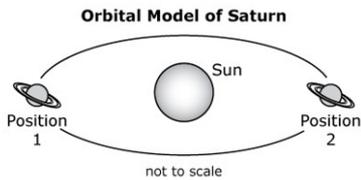
(D)

21

Your toolbox is in the bottom left corner of the screen. You will see several tools available to use on this test. The guideline tool provides a small window you can move up or down the page to cover some of the words to help you with reading.

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.



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

Guideline

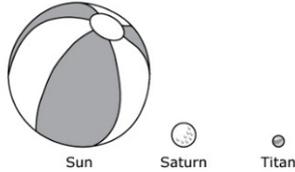


Hide All

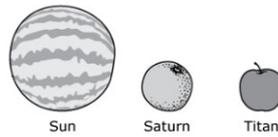
A



B



C



D



Clear

Pause/Exit

Back

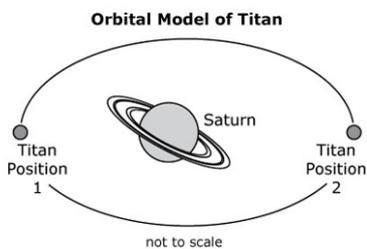
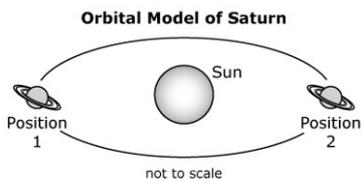
22

The "white" space can be resized by dragging the bottom right corner.

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.

models are shown.



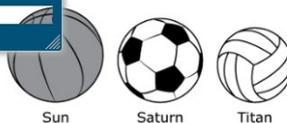
The students also find a table that shows the mass of each object.

Guideline

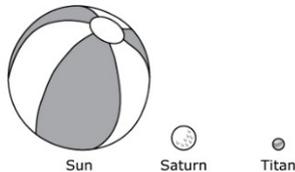


Hide All

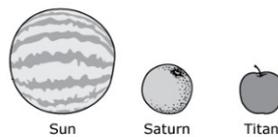
A



B



C



D



Clear

Pause/Exit

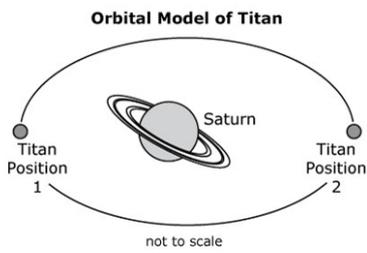
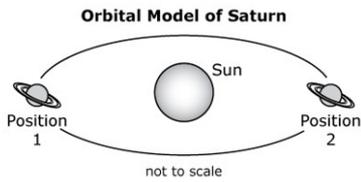
Back

23

The sketch tool will open a highlighter, several colored pencils, and an eraser. Use this tool to highlight parts of the text or question you want to stand out. Click on this tool now.

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.



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

Sketch

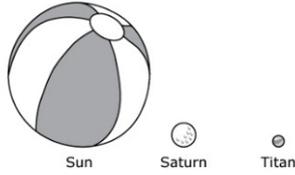
Clear Pause/Exit Back

Hide All

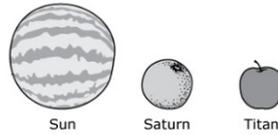
A



B



C



D

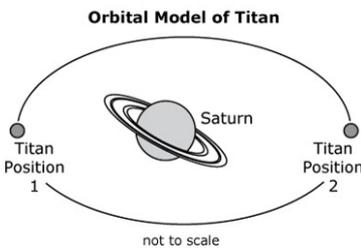
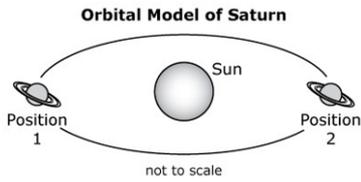


24

When you click it, a selection box will appear. Click on the yellow highlighter in the sketch tool. The sketch highlighter tool is a freehand highlighter that can be used to circle, underline, or mark through text. Click on this tool and highlight a word in the question.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

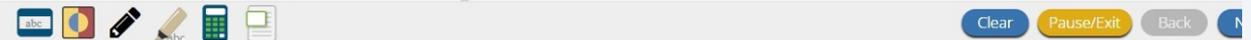
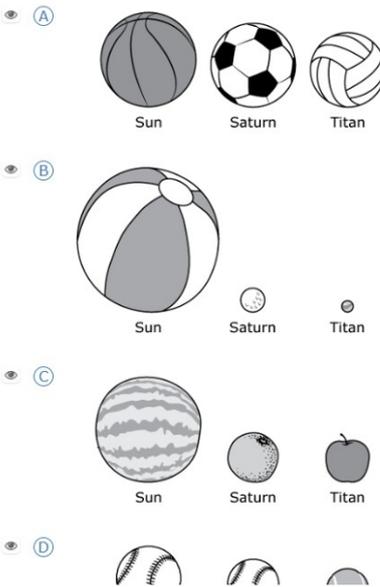
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find models of each object, as shown.



Hide All



25

Now click on the blue pencil and circle a word in the question.

Question 1

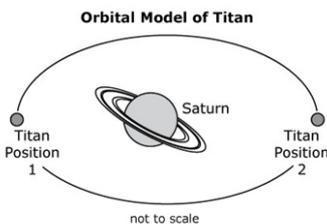
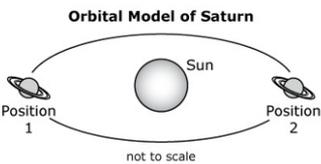
Screen Zoom:

Text-to-Speech:

Use the information to answer the following question.

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.



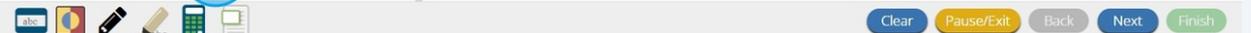
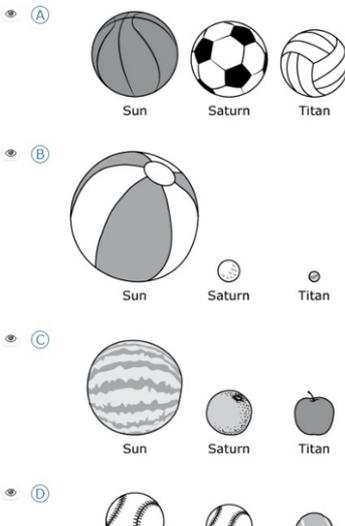
The students also find models of each object, as shown.



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?

Hide All



26

You can erase the marks you just made by clicking on the eraser and then clicking on the mark.

Question 1

Screen Zoom: [magnifying glass icon]

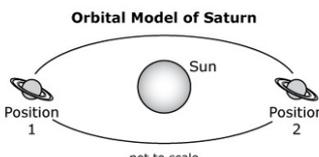
Text-to-Speech: [play icon]

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

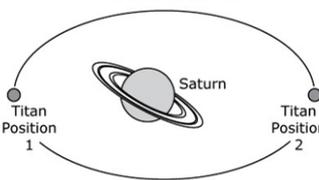
A class visits a planetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one of its moons, Titan.

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 the mass of each object, as shown.

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?

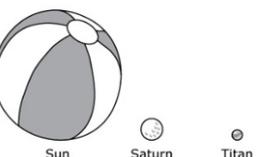
Hide All

A



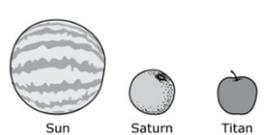
Sun Saturn Titan

B



Sun Saturn Titan

C



Sun Saturn Titan

D



Sun Saturn Titan

Clear Pause/Exit Back Next Finish

27

Notice the highlighted section is now erased.

Star icon

Screen Zoom: [magnifying glass icon]

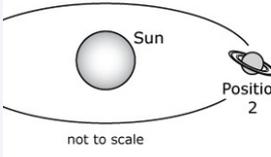
Text-to-Speech: [play icon]

**ation to answer the following**

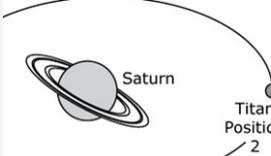
planetarium where students watch a t models movements in the solar system. antation, the students see the planet of its moons, Titan.

nt to learn more about Saturn and Titan. s of Saturn's orbit and Titan's orbit. The vn.

**Orbital Model of Saturn**



**Orbital Model of Titan**



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?

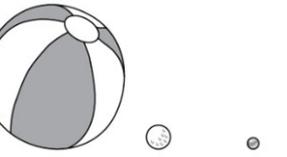
Hide All

A



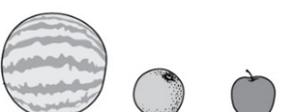
Sun Saturn Titan

B



Sun Saturn Titan

C



Sun Saturn Titan

28 Notice the blue circle you made is now erased.

Question 1

Screen Zoom: [magnifying glass icon]

Text-to-Speech: [play icon]

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

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 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?

Hide All

**A**

Sun Saturn Titan

**B**

Sun Saturn Titan

**C**

Sun Saturn Titan

29 Click the "X" in the upper right corner of the box to close the sketch tool.

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 sketch tool to draw a model of each object, as shown.

Hide All

**A**

Sun Saturn Titan

**B**

Sun Saturn Titan

**C**

Sun Saturn Titan

**D**

Sun Saturn Titan

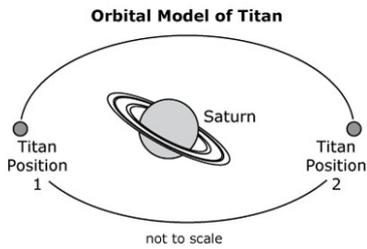
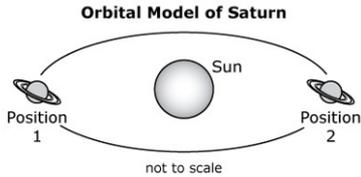
Clear Pause/Exit Back

30

The highlighter tool can be used to highlight specific lines of text within a passage or question. When you click the highlighter tool, a selection box will appear.

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.

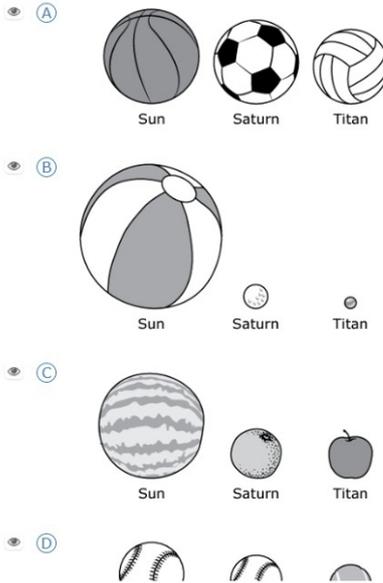


The students also find a table that shows the mass of each object, as shown.

Highlighter



Hide All



Clear

Pause/Exit

Back

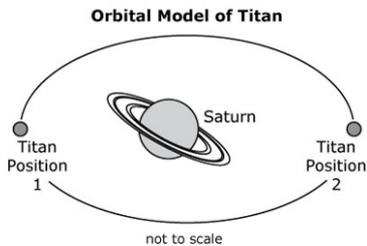
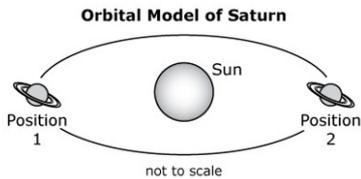
N

31

Click on the yellow highlighter from the box and highlight a word in the passage or question.

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.

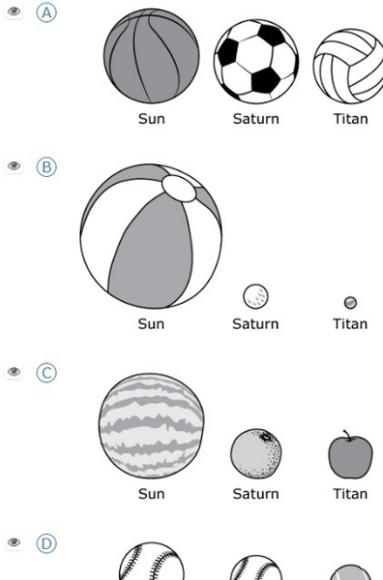


The students also find a table that shows the mass of each object, as shown.

Clear All



Hide All



Clear

Pause/Exit

Back

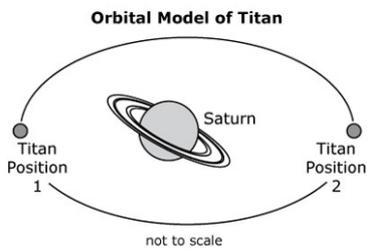
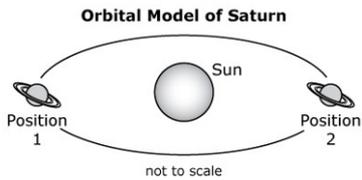
N

32

You can erase the highlight made by clicking on the eraser and selecting the word to erase the highlight. To clear all highlighting on the screen click "Clear All."

During the presentation, the students see the planet Saturn and one of its moons, Titan.

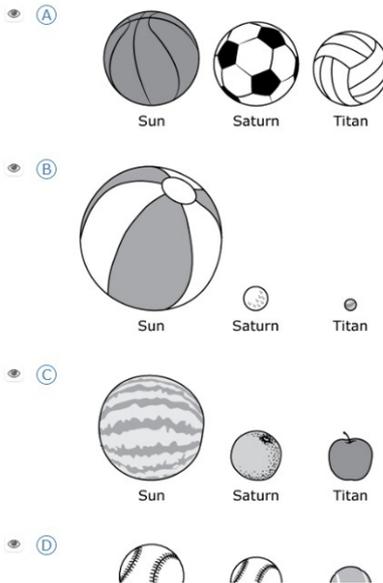
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find out how the mass of each object, as shown



Hide All

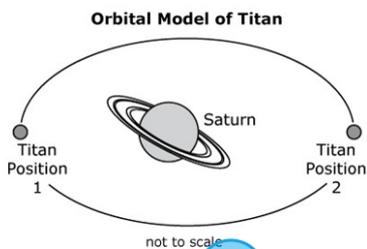
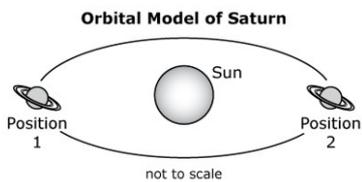


33

Click the "X" in the upper right corner of the box to close the highlighter tool.

During the presentation, the students see the planet Saturn and one of its moons, Titan.

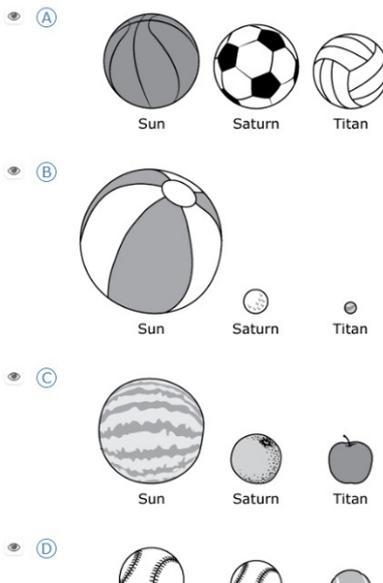
The students want to learn more about Saturn and Titan. They find models of Saturn's orbit and Titan's orbit. The models are shown.



The students also find out how the mass of each object, as shown



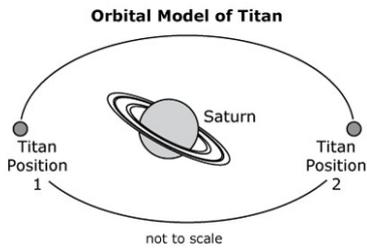
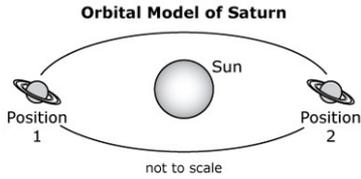
Hide All



### 34 Clicking on the calculator tool brings up a movable calculator.

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.

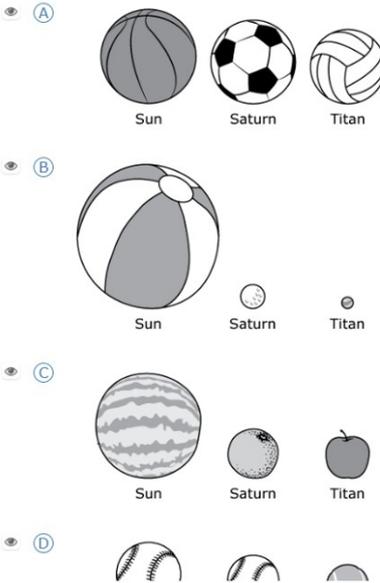


The students also find a table that shows the mass of each object, as shown.

Calculator



Hide All

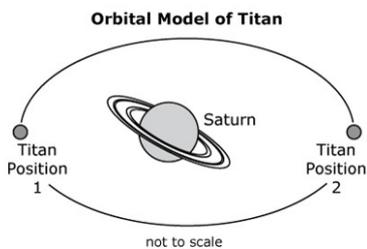
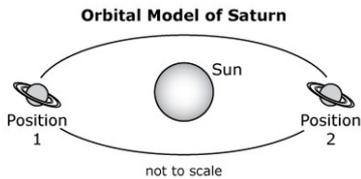


Clear Pause/Exit Back

### 35 Click "Scientific."

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.

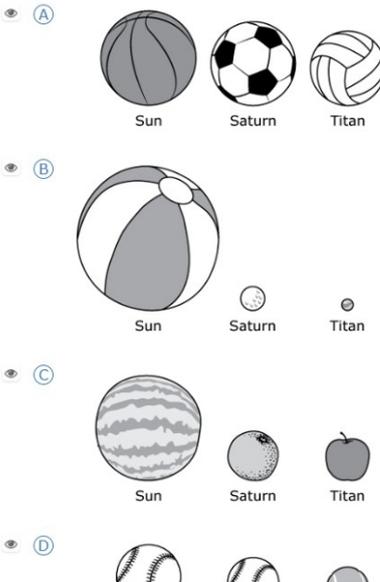


The students also find a table that shows the mass of each object, as shown.

Scientific



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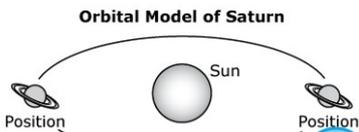
Clear Pause/Exit Back

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You can move the calculator by clicking and dragging it to the new location. You can use your mouse to choose numbers and functions

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.



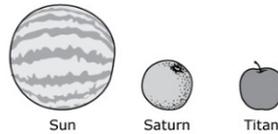
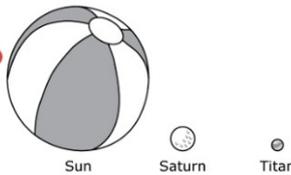
According to the data, which model **best** shows the difference in sizes of the objects?

Hide All

A



B



main abc func DEG clear all

$a^2$	$a^b$	$ a $	7	8	9	$\div$	%	$\frac{a}{b}$
$\sqrt{\quad}$	$\sqrt[n]{\quad}$	$\pi$	4	5	6	$\times$	$\leftarrow$	$\rightarrow$
sin	cos	tan	1	2	3	-	$\times$	$\rightarrow$
(	)	.	0	.	ans	+	$\rightarrow$	

37

Click the "X" in the upper right corner to close the calculator tool.

Screen Zoom: [magnifying glass icon] Text-to-Speech: [play icon] [stop icon] [gear icon]

ation to answer the following

lanetarium where students watch a : models movements in the solar system. ntation, the students see the planet of its moons, Titan.

nt to learn more about Saturn and Titan. : of Saturn's orbit and Titan's orbit. The n.

**Orbital Model of :**

Su

not to scale

**Orbital Model of**

Sat

Titan Position 2

tan

tan

38

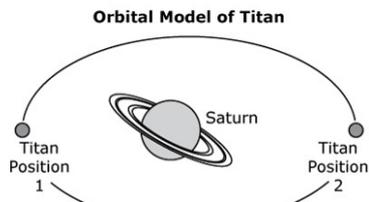
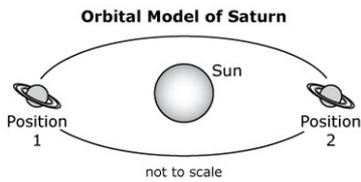
The Science Online Test uses a vertical split screen format. The science stimulus will appear on the left side of the screen, and the questions will appear on the right side. A scroll bar will be displayed allowing you to navigate through the text while viewing the questions. Scrolling may be necessary to view all of the stimulus text as well as all of the answer choices. The arrow shown to the right of the stimulus, pointing right, can be used to expand the passage(s) to a full screen view.

Question 1

Use the information to answer the following question.

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.



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?

Hide All

A

Sun      Saturn      Titan

B

Sun      Saturn      Titan

C

Sun      Saturn      Titan

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To exit full screen view, click the left pointing arrow at the right of the screen.



Screen Zoom:



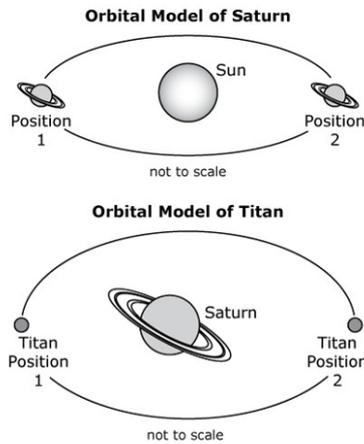
Text-to-Speech:



ation to answer the following question.

lanetarium where students watch a presentation that models movements in the solar system. During the presentation, the students see the planet Saturn and one an.

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



o find a table that shows the mass of each object, as shown.

40

When you come to the last question in this section, you will see the "Finish" button on the bottom right of the screen. Once you have answered the last question in this section, click the "Finish" button to submit the test. You will be taken to the Summary Page.

or bottle halfway with water and stand it on  
 cm from a starting point.  
 balls of different masses.  
 s one at a time from the starting point  
 standing water bottle. Use the same amount  
 all each ball.  
 ll until it hits the center of the water bottle.  
 bservations of what happens when the ball  
 er of the water bottle.  
 the results that the students recorded.

**Investigation Outcome**

ball rolled backward and did not push the water bottle.

ball rolled backward and pushed the water bottle between 0-10 cm.

ball pushed the water bottle farther than 10 cm.

- 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.



Clear

Pause/Exit

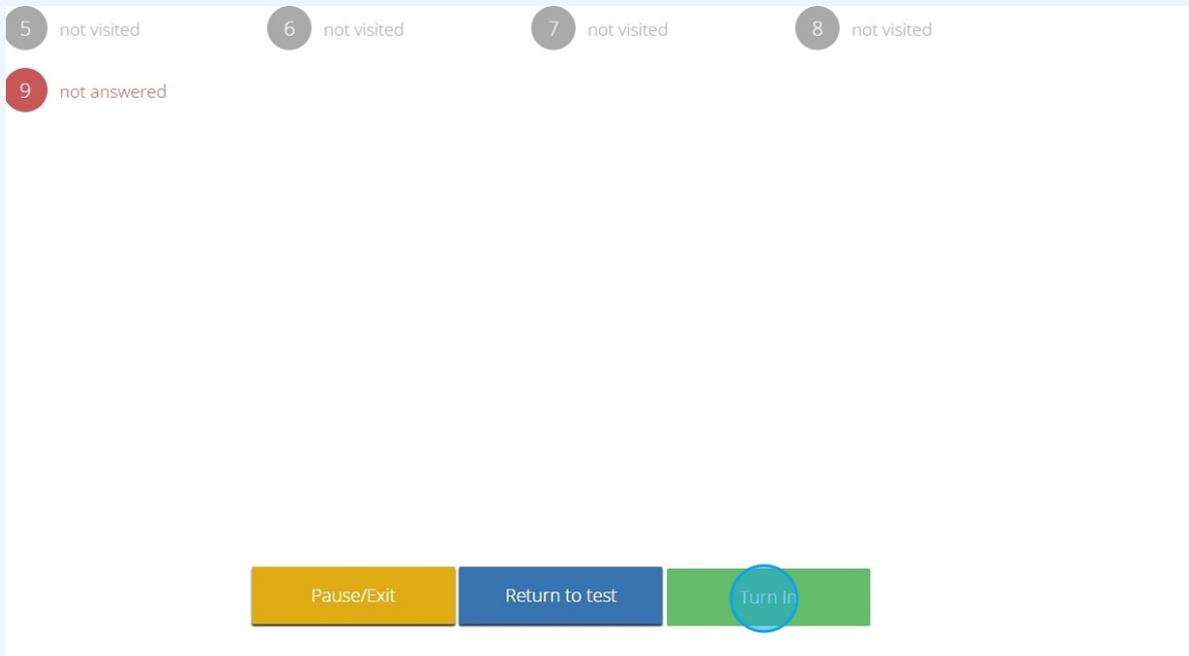
Back

Next

Finish

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The Summary Page, like the Test Map, shows you the number of completed questions, unanswered questions, and questions marked with a star. You may click on any question to return directly to that specific question or click on "Return to test" to go back to the last question in the test.



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Once you have completed the section click "Turn In."

