

PROGRAMA DE EXÁMENES DE LAS ESCUELAS DE OKLAHOMA

GUÍA PARA PADRES, ESTUDIANTES Y MAESTROS
**ARTES DEL LENGUAJE INGLÉS
Y MATEMÁTICAS**

2025–2026 **7.º GRADO**



OKLAHOMA
Education

Programa de exámenes de las escuelas de Oklahoma
Fechas de examen

Año escolar 2025–2026
Artes del Lenguaje Inglés y Matemáticas

El tiempo designado para el examen en línea
13 de abril al 13 de mayo de 2026

El tiempo designado para el examen en papel*
13 al 30 de abril de 2026

*en circunstancias especiales únicamente



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Queridas familias y educadores:

A fin de ampliar el tiempo de instrucción y optimizar el aprendizaje de los estudiantes, el Programa de Exámenes de las Escuelas de Oklahoma (OSTP, por sus siglas en inglés) se lleva a cabo en las últimas semanas del año escolar para los estudiantes de primaria y secundaria. Los distritos pueden escoger las fechas que mejor se adapten a sus calendarios académicos dentro del período de exámenes aprobado, que se encuentra en oklahoma.gov/education/services/assessments.html. Los resultados preliminares de los exámenes estarán disponibles en junio para las familias a través del Oklahoma Parent Portal en línea.

Para acceder al Oklahoma Parent Portal y ver los resultados de exámenes anteriores o nuevos de su estudiante, visite okparentportal.emetric.net/login. Para crear una cuenta, necesitará el número de 10 dígitos del estudiante (STN) y la fecha de nacimiento. Si no sabe el STN de su estudiante, comuníquese con la escuela. El Oklahoma Parent Portal puede ayudar a las familias a hacer un seguimiento del progreso académico a lo largo del tiempo y también proporciona información específica sobre el apoyo o el enriquecimiento necesarios para mantener la motivación.

El OSTP mide el progreso de su estudiante en el aprendizaje de los Estándares Académicos de Oklahoma en Artes del Lenguaje en Inglés, Matemáticas y Ciencias. Para obtener una descripción general de los exámenes, visite oklahoma.gov/education/services/assessments/ostp-for-families.html. En esta guía, encontrará una explicación de lo que está incluido en cada examen y ejemplos de preguntas diseñadas para ayudar a los estudiantes a familiarizarse con el formato del examen. Esta guía les ayudará a usted y a su estudiante a saber qué esperar en las evaluaciones estatales.

Para obtener más información sobre los estándares de las materias, visite oklahoma.gov/education/services/standards-learning/oklahoma-academic-standards.html. Los Estándares Académicos de Oklahoma indican lo que se espera que los estudiantes sepan y sean capaces de hacer al final del año escolar.

Si tiene dudas, comuníquese con su escuela o con el Departamento de Educación del Estado llamando al (405) 521-3341 o por correo electrónico a assessments@sde.ok.gov.

Atentamente,

Departamento de Educación del Estado de Oklahoma, Oficina de Evaluaciones

Fechas de examen	ii
Carta del Departamento de Educación	1
El programa de exámenes de las escuelas de Oklahoma	3
Ayudar al estudiante prepararse	3
Artes del Lenguaje Inglés (ELA) para 7.º grado	4
¿Qué está aprendiendo el estudiante?	4
¿Cómo puede ayudar al estudiante en su hogar?	4
Preguntas de práctica sobre Artes del Lenguaje Inglés	5
Matemáticas para 7.º grado	24
¿Qué está aprendiendo el estudiante?	24
¿Cómo puede ayudar al estudiante en su hogar?	24
Preguntas de práctica sobre Matemáticas	25
Página de respuestas	36
Hoja de respuestas	Interior de la contratapa

EL PROGRAMA DE EXÁMENES DE LAS ESCUELAS DE OKLAHOMA

La ley federal requiere una evaluación en artes del lenguaje inglés (ELA) y matemáticas todos los años para todos los estudiantes de 3.^{er} a 8.^o grado y por única vez durante la secundaria. La ley federal también requiere una evaluación en ciencias por única vez de 3.^{er} a 5.^o grado, de 6.^o a 9.^o grado y de 10.^o a 12.^o grado. Los exámenes por grado y nivel de asignatura enviados mediante el Programa de exámenes de las escuelas de Oklahoma (OSTP) cumplen con la ley federal. Los educadores de Oklahoma fueron de suma importancia para elaborar exámenes estatales que sigan los Estándares Académicos de Oklahoma (Oklahoma Academic Standards, OAS). Los exámenes estatales brindan una medida común del rendimiento de los estudiantes en relación con nuestros estándares académicos. Los Estándares Académicos de Oklahoma (OAS) sirve de guía para el nivel de conocimiento que cada estudiante debe demostrar en su respectivo grado. Exámenes estatales evalúan habilidades diarias tal como resolviendo problemas y familiarizarse con conceptos críticos. Estos exámenes de parte del estado proveen un sistema de evaluación del conocimiento, habilidades y comprensión del estudiante que es necesario para el proximo grado, curso o nivel. Los resultados de los exámenes estatales se pueden utilizar para brindar información a los cambios en programas y currículos a nivel escolar o de distrito. También ayudan a las escuelas medir el rendimiento de un estudiante en una clase, escuela o distrito determinados en relación con otros estudiantes que también han completado el mismo examen. Como tal, los exámenes estatales del OSTP sirven como un componente del sistema de responsabilidad del estado: la libreta de calificaciones de la escuela de Oklahoma.

Este año, los estudiantes de 7.^o grado se someterán a las evaluaciones de artes del lenguaje inglés (ELA) y matemáticas. Esta *Guía para padres, estudiantes y maestros* contiene información que les brindará una idea de qué está aprendiendo el estudiante, qué se le evalúa, y cómo puede ayudarlo en su hogar.

Ayudar al estudiante prepararse

Como padre, hay varias maneras en las que puede apoyar los hábitos de aprendizaje de su estudiante diariamente que lo ayudarán a estar más preparado cuando llegue el momento del examen.

A continuación, se enumeran algunas consideraciones para ayudar a su estudiante prepararse para cada prueba:

- Hágale saber al estudiante que este examen es solo una oportunidad de demostrar lo que sabe. El trabajo en clase, los proyectos y otros exámenes también demuestran cuánto ha aprendido un estudiante en el año.
- Asegúrese de que su estudiante haya tenido la oportunidad de utilizar la prueba de práctica en línea: okpracticetest.cognia.org/student/login.
- Asegúrese de que el estudiante duerma bien y lleve una dieta equilibrada.

¿Qué está aprendiendo el estudiante?

En 7.º grado, los estudiantes comienzan a leer textos exigentes y complejos con mayor atención y profundidad. Son capaces de citar múltiples ejemplos de evidencia específica de los textos a fin de respaldar sus argumentos e interpretaciones. Para el final del 7.º grado, los estudiantes reconocen el efecto del contexto, de la trama y de los personajes sobre el propósito del autor y el tema de un texto. Los estudiantes no solo reaccionan ante un texto, sino que también proporcionan un resumen objetivo. Los estudiantes comienzan a comparar y contrastar diferentes interpretaciones de un tema en varios textos, identifican cómo los autores elaboran la presentación de información clave y deciden resaltar ciertos hechos y no otros. Los estudiantes investigan cómo se desarrolla una trama dentro de un texto y evalúan la validez de la evidencia. Los estudiantes participan en discusiones, expresan de manera clara sus razonamientos a la audiencia y a los lectores, y reconocen la contribución de diferentes participantes del grupo. Su vocabulario se ha desarrollado a tal punto que distinguen entre significados literales y metafóricos. Los estudiantes desarrollan una comprensión más sofisticada de las estructuras de oraciones y del papel que tienen en la lectura y la escritura.

¿Cómo puede ayudar al estudiante en su hogar?

- Busque un momento para leer con el estudiante. Pueden leer diferentes libros en silencio en la misma habitación, o leer el mismo libro.
- Pídale a su estudiante que describa detalles (personajes, trama, tema, propósito, hechos, opiniones, etc.) sobre el libro o artículo que está leyendo.
- Piense en un tema actual que haya salido en las noticias y busque una página de opinión que trate ese tema. Léala con su estudiante, y analicen los puntos importantes. Luego, compartan argumentos que se opongan a esa perspectiva sobre el tema.
- Como familia, aprendan una palabra nueva cada semana. Úsenla en sus conversaciones y colóquenla en un lugar especial.
- Busque una oración interesante de un libro o una noticia. Cópiela y trabaje con el estudiante a fin de imitar una estructura de oración con una nueva oración creada por ustedes. Analice qué característica hace que la estructura de la oración sea interesante y qué efecto puede tener en el lector.

Preguntas de práctica sobre Artes del Lenguaje Inglés

La evaluación de ELA para 7.º grado del OSTP consiste en preguntas con selección de respuesta (opciones múltiples), elementos mejorados por tecnología (TEI) y desarrollo de respuesta corta diseñadas para medir nuestros Estándares Académicos de Oklahoma. Las preguntas de práctica que tienen aquí representan los tipos de preguntas e interacciones que el estudiante encontrará cuando tome el examen estatal. Los exámenes están diseñados para administrarlos en computadoras y tienen una variedad de herramientas y preguntas interactivas que son más interesantes y están mejor alineadas con las prácticas de enseñanza y aprendizaje del siglo XXI. Se puede acceder a la plataforma del examen de práctica de la OSTP con la información que se muestra a continuación:

Página web: <https://okpracticetest.cognia.org/student/login>

No se requieren credenciales de acceso para el examen de práctica. Utilice el menú desplegable debajo de “Select a Test” (Seleccione una prueba) para seleccionar “OSTP Gr. 3-8 ELA”. Luego, haga clic en “Go” (Ir).

Nota: Si se requieren credenciales de acceso, elimine el caché de su navegador y vuelva a cargar el examen de práctica.

El desempeño de un estudiante en los temas de muestra proporcionados en la plataforma y en esta guía **no anticipa** su desempeño general en la evaluación del OSTP. El propósito de los temas de muestra es permitir que los estudiantes y los padres se familiaricen con los tipos de preguntas que podrían encontrar. La explicación de por qué una respuesta en particular es correcta o incorrecta se encuentra al final de esta guía con las respuestas.

Para obtener más información sobre las calificaciones o la evaluación de ELA para 7.º grado, lea las especificaciones de los temas y los exámenes en oklahoma.gov/education/services/assessments/assessment-materials2.html.



Directions

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

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.

The Book Fair



- 1 Our school holds an annual book fair each January, where new and used books are available for students to purchase. Our librarian, Mr. Egan, is the school sponsor for it. Traditionally, the seventh grade students are responsible for the planning, set-up, and selling at the fair. I am sure that Mr. Egan consulted our teacher, Ms. Cates, for suggestions as to who would be the student directors, and I was pleasantly surprised when he approached me to be one of the students in charge. I was even more surprised when he told me that the student I would be working with was Charlie Lyons.
- 2 Charlie and I have known each other since kindergarten but have never been close. Ever since we were designated partners for the science project last year, there is very little we choose to say to each other. Needless to say, the science project fell short of our expectations. I know that we both had our individual ideas and strategies about the direction the project would go, but we just found it difficult to work together. In light of that event, I was dumbfounded that Mr. Egan and Ms. Cates found us a suitable match.



3 At the initial meeting with Mr. Egan, we divided the responsibilities between us. I would be in charge of setting up the room and getting the volunteers to work the sale for all three days. Charlie would be in charge of all the books. We were both quite satisfied with our jobs, and even more satisfied that there would be little contact between us.

4 I left the meeting and immediately started thinking of what I needed to do. With only two weeks to plan, I knew I could not procrastinate.¹ I enlisted John, Mark, Kaylee, and Rachel to help me with the set-up and twelve other classmates to work at the fair. I figured that, between Mr. Egan, the friends who volunteered to help, and me, we would be just fine. My mom and Kaylee's mom volunteered to help out, too. They would give us more adult supervision in case any unforeseeable problems occurred.

5 The second meeting among Mr. Egan, Charlie, and me was scheduled for exactly one week before the fair was scheduled to open. Charlie was absent that day, and I anticipated that Mr. Egan would postpone the meeting for another day. He said that he would meet with me anyway because he had a librarian's conference to attend the next two days. Mr. Egan said he would be in touch with Charlie when he returned from the conference. He asked about how my preparations were going, and I provided him with a detailed report. He seemed satisfied and said he would see me at the set-up.

6 I tried on two separate occasions to initiate a conversation with Charlie about the progress he was making, but each time his response was, "Everything's cool."

7 On the day of the set-up, my friends and I arrived, only to find Charlie with his head in his hands, surrounded by a zillion boxes of books. I asked him, "Charlie, what's wrong?"

8 He responded, "I think I've got a problem. There are a lot more books here than I anticipated. I thought I could do it all by myself. I'm up a creek without a paddle. Will you help me?"

9 My initial impulse was to say, "No, this is your mess. Figure it out." But instead I responded, "Sure, Charlie. Let me see if I can get some people to lend us a hand."

10 All in all, the book fair was a success, but I would have preferred not to have the last-minute panic situation that we did.

11 After the book fair was over, I could not stop wondering what Mr. Egan was thinking when he put us together, so I asked him. His reply was quite simple, "You see, I knew that this would be a great experience for both of you. It wasn't so much about running the book fair as it was a lesson in how important it is to communicate and to work alongside others when necessary."

12 I think he accomplished his goal.

¹**procrastinate:** to put off doing something



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

A Summer Adventure

- 1 The first month of summer vacation was thrilling.
Swimming
Picnics
Hanging out with friends
- 5 It could not get better.
- Month two was a different story.
My friends and I got bored with the “fun.”
We needed to find something new
To do with our time
- 10 We dreamed of going to the amusement park.
Giant roller coasters
Ferris wheels
Bumper cars
It would be the highlight of the summer
- 15 Our parents agreed that it would be great.
Joe’s mom would drop us off.
Kate’s dad would pick us up.
But they also agreed we had to buy our own tickets.
- Disappointed, we sat around feeling glum.
- 20 None of us had much money.
What could be done?
Then Sheila spoke up.
- A car wash was the answer.



Abby and Mike would make the signs.
25 Sheila, Juan, and Tim would wash.
Kate, Tony, and Maria would dry.
Lucia and Francisco would collect the money.

Excited by the idea of the amusement park,
We worked together to make it successful.
30 People came from around town, and we
Were pleased with our success.

And we decided that our day at the amusement park
Was the best day yet.

"A Summer Adventure." Copyright © 2022 by Cogna, Inc.

**1 Paragraphs 2 and 3 are mainly about**

- A** how Charlie and the narrator first met in school.
- B** the narrator's feelings about his working relationship with Charlie.
- C** the responsibilities that Charlie and the narrator undertake on the project.
- D** Mr. Egan's reasons for why the narrator and Charlie are made partners on the project.

2 Using knowledge of word parts, what does unforeseeable mean in "The Book Fair"?

- A** not able to see at all
- B** not able to see again
- C** not able to see ahead
- D** not able to see correctly

3 The author's use of hyperbole in paragraph 7 of "The Book Fair" helps the reader understand

- A** where Charlie has to go.
- B** the extent of the problem.
- C** how the narrator is feeling.
- D** the satisfaction Charlie feels.



4 In "The Book Fair," how is Mr. Egan important to the plot?

- A** He helps the narrator understand the value of cooperating with others.
- B** He provides the organizational skills needed for the narrator and Charlie to be successful.
- C** He serves as the adult sponsor if there are problems that the students cannot resolve themselves.
- D** He attempts to help the narrator and Charlie become friends by assigning them to work together.

5

This question has 2 dropdown boxes.

Select the word that identifies the genre of "A Summer Adventure" and the word that identifies how it is organized.

To select each answer, click the arrow and then click the answer. To choose a different answer, click the arrow again and click the new answer. Be sure to select an answer for **both** dropdown options.

"A Summer Adventure" is a because it is organized using .

"A Summer Adventure" is a because it is organized using .

- fictional text
- poem

"A Summer Adventure" is a because it is organized using .

- stanzas
- paragraphs



6 Which method did the authors of **both** passages use to entertain the reader?

- A** Both authors introduce a problem that required the young people work together to solve.
- B** Both authors use idioms to help describe the feelings of the young people.
- C** Both authors repeat the idea of teamwork throughout their passages.
- D** Both authors include dialogue to develop key events.



Read this passage. Then answer the questions that follow.

Wang Yani

by Amelie Welden



Wang Yani

- 1 Wang Shiqiang couldn't believe his eyes—his painting was ruined! And the **culprit** was his two-and-a-half-year-old daughter, Yani. She had gotten into his oil paints while he was gone and used them to create her own "masterpiece" right over her father's careful brush strokes. Wang Shiqiang was angry at first, but Yani explained, "Papa, I was helping you paint. I want to paint and paint." At that moment, Wang Shiqiang knew that his daughter's talent and desire would make her an amazing artist.
- 2 Wang Yani was born in Gongcheng, a small town in southern China. She expressed an interest in painting at a very young age, and her father, an art teacher and painter, gave her the materials she needed. By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work.
- 3 This young, inspired artist was only four years old when she held her first art exhibition in Shanghai. By age six, Yani had completed over four thousand paintings, and when she was eight, one of her paintings was made into a Chinese postage stamp.



- 4 Over the next few years, Yani's work was shown throughout Asia, Europe, and North America. Then, in 1989, she achieved something truly unheard of in the art world: at just fourteen years of age she became the youngest person ever to have a one-person show at the famous Smithsonian Institution in Washington, D.C. Her exhibition was called "Yani: The Brush of Innocence."
- 5 Amazingly, Yani has never had any formal art training or painting classes. She paints just because she loves it. Her painting has been called "fresh" and "vigorous." Although her style is unique, she paints with traditional Chinese materials: brushes, inks, pigments, and special paper. Yani relies on her memory of real life experiences for inspiration, but she also uses her imagination to bring the paintings to life.
- 6 Before starting a painting, Yani tries to clear her mind. Often she listens to music while she works—Beethoven's Fifth Symphony is her favorite. After deciding what to paint, Yani begins to work, sweeping her brush smoothly across the paper.
- 7 Usually it takes Yani about thirty or forty minutes to complete a painting. When she's done, she marks the painting with her personal red seal which, like a signature, identifies Yani as the artist.
- 8 Yani's favorite subjects in her early paintings were animals, especially cats and monkeys. She paints these animals playing and being mischievous. Yani's later work portrays landscapes and people, and many of her paintings tell a story. She often uses her art as a way to communicate. Once, to show her mom that she was hungry, Yani painted a picture of a monkey eating fruit.
- 9 Yani devotes a lot of her time to painting. Even when she was in school, Yani managed to paint about three pictures a day. But she also made time for her other hobbies and interests like singing, dancing, reading, writing, sports, and music. Yani's talent has brought her international acclaim, but it is her love for painting that inspires her to keep creating new work.

"Wang Yani" by Amelie Welden, from *Girls Who Rocked the World: Heroines from Sacagawea to Sheryl Swoopes*. Copyright © 1998 by Amelie Welden. Reprinted by permission of Beyond Words Publishing.



7 In paragraph 1, what does **culprit** mean?

- A** genius
- B** painter
- C** offender
- D** youngster

8

Wang Shiqiang, Wang Yani's father, gave up his career as an artist when Wang Yani was eight years old. He did not want her to be influenced by his style of painting. He was determined for her to develop her own style. In order to broaden her experience, he took her on tours to numerous countries. He felt that this experience would give her inspiration for her paintings.

Which statement is the **best** summary of the information above and the information from paragraph 2 of the passage?

- A** Wang Shiqiang wanted his daughter's art to be unique.
- B** Wang Shiqiang made sure that his daughter's art was similar to his.
- C** Wang Shiqiang felt that his daughter's art should reflect Chinese tradition.
- D** Wang Shiqiang thought his daughter's art should focus on Chinese sceneries.



- 9 A student wants to use this sentence from paragraph 2 of the passage in a report.

By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work.

What is the correct way to cite this information within the report?

- A "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden 58).
 - B "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden 1998, 58).
 - C "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden Amelie, 1998, 58, Beyond Words Publishing).
 - D "By the time she was three years old, Yani had already created paintings in the bold dynamic style that would characterize all her work" (Welden Amelie. *Girls Who Rocked the World*, 1998. 58).
- 10 How does the sequential structure of paragraphs 2–4 **best** support the author's purpose of informing readers about how Wang Yani's talent became widely recognized?
- A by sharing the name of Wang Yani's exhibition
 - B by naming the town where Wang Yani was born
 - C by revealing the places Wang Yani exhibited her art
 - D by explaining that Wang Yani's father gave her art supplies

**11**

A student is creating a paraphrase of paragraph 8. Drag two sentences into the boxes in the correct order to complete the paraphrase.

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

Yani liked to paint animals as they rested in the wild.

Yani believed that monkeys were the most fun to paint.

Yani used her art to share her thoughts and feelings with others.

Once, Yani painted food to tell her mom she wanted something to eat.

Paraphrase of Paragraph 8

As a young painter, Yani enjoyed painting animals.

After painting for some time, Yani expanded her subjects to include people and nature.



12 Complete the analogy.

Artist is to exhibition as **actor** is to _____ .

- A** play
- B** script
- C** costume
- D** audience

13 Which sentence from the passage contains an **opinion**?

- A** Wang Yani was born in Gongcheng, a small town in southern China.
- B** Over the next few years, Yani's work was shown throughout Asia, Europe, and North America.
- C** Amazingly, Yani has never had any formal art training or painting classes.
- D** Even when she was in school, Yani managed to paint about three pictures a day.

14 Which characteristic of the passage **best** classifies it as nonfiction?

- A** It uses specific vocabulary.
- B** It has organized paragraphs.
- C** It tells about the life of a real person.
- D** It contains a conflict and a resolution.



A student wrote a report on how people have made candles throughout history. Read the first part of the report, think about what suggestions you would make, and then answer the question.

Making Candles—Part 1

1 Did you ever wonder who developed the first candles? Well, surprisingly, there is
2 no one clear answer, but it is known that candles have been around.
3 Early Egyptians are the first to use wickless candles where cloth was
4 soaked in an oily substance. Ancient Romans created candles with wicks by
5 dipping papyrus, a tall marsh plant, in beeswax over and over again. Historians
6 are certain that candles have been burning around the world for a very long time.
7 All candles are made from some type of fat oil gel or waxy substance that came
8 from either a plant, insect, or animal—and sometimes even from a rock. Colonial
9 women are known to have produced the first candles in the United States by
10 boiling berries from the bayberry bush. When burned, these berries have a sweet
11 smell which creates a clean, pleasant aroma in the room.

“Making Candles—Part 1.” Copyright © 2022 by Cognia, Inc.



16 Where is the **best** place to add the prepositional phrase **for over 5,000 years** in lines 1 and 2?

- A after the word "surprisingly"
- B after the word "answer"
- C after the word "known"
- D after the word "around"

17 What change, if any, should be made to **are** in line 3?

- A is
- B was
- C were
- D no change

18 What change should be made to **fat oil gel or waxy substance** in line 7?

- A fat: oil: gel: or waxy substance
- B fat; oil; gel; or waxy substance
- C fat, oil, gel, or waxy substance
- D fat-oil-gel-or waxy substance



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

Making Candles—Part 2

12 This process proved to be too time-consuming, however, so other options were
13 developed to be more efficient. Beeswax became the most popular substance to
14 use in candle making. Paraffin wax is currently the most-used product in creating
15 candles. Beeswax is still used today.

16 Although there are several ways to make candles by using molds; most traditional
17 candles are made by one of two other methods. One method is to dip a wick
18 over and over in melted wax repeatedly until the desired thickness is achieved. The other
19 method is to use a sheet of softened wax and roll it tightly around a wick.

"Making Candles—Part 2." Copyright © 2022 by Cogna, Inc.



19 What change should be made to lines 14 and 15 to **best** combine these sentences into a compound sentence?

- A** Paraffin wax is currently the most-used product in creating candles since beeswax is still used today.
- B** Even though paraffin wax is currently the most-used product in creating candles, beeswax is still used today.
- C** Paraffin wax is currently the most-used product in creating candles while beeswax is still used today.
- D** Paraffin wax is currently the most-used product in creating candles, but beeswax is still used today.

20 What change, if any, should be made to the sentence in lines 16 and 17?

- A** Although there are several ways to make candles by using molds, most traditional candles are made by one of two other methods.
- B** Although there are several ways to make candles by using molds most traditional candles are made by one of two other methods.
- C** Although there are several ways to make candles by using molds: most traditional candles are made by one of two other methods.
- D** No change



¿Qué está aprendiendo el estudiante?

Los estudiantes de 7.º grado expanden su conocimiento sobre números enteros. Utilizan este conocimiento para resolver problemas matemáticos y del mundo real que incluyen sumas, restas, multiplicaciones, divisiones y exponentes. Los estudiantes desarrollan la comprensión de relaciones proporcionales, representan estas relaciones de diferentes maneras y las utilizan para resolver problemas matemáticos y del mundo real. Los estudiantes expanden su conocimiento sobre figuras geométricas bidimensionales y tridimensionales para conocer el área de la superficie, el volumen, la superficie total y el perímetro/la circunferencia. Los estudiantes recolectan, exponen y analizan datos, y expanden su conocimiento sobre probabilidades. Esta información es una muestra del aprendizaje en matemáticas para el 7.º grado.

¿Cómo puede ayudar al estudiante en su hogar?

- ¡Sea positivo sobre las matemáticas! Cuando uno es positivo, existe una mayor probabilidad de que el estudiante tenga una actitud positiva.
- Todos los días, pídale al estudiante que le haga un resumen de la clase de matemáticas y le enseñe el concepto que aprendió ese día.
- Pídale a su estudiante que busque 3 latas de diferentes tamaños y calcule la circunferencia de cada tapa.
- Haga que el estudiante le explique cómo sabe que las respuestas son correctas.
- Suponga que su familia quiere hacer un patio con ladrillos. ¿Cuántos ladrillos de 6" x 8" se necesitan para cubrir un patio de 108" x 144"?

Preguntas para hacerle al estudiante de matemáticas de 7.º grado:

- *En la tienda de comestibles:* ¿Cuál es el precio unitario de esta caja de artículos? ¿Cuánto costaría llevar cinco de estos artículos?
- *En la tienda:* ¿Cuál es la mediana del costo de estos cuatro artículos?
- *Camino a casa:* Conduzco a 50 mph durante 12 minutos, luego quedo atascado en el tráfico y conduzco a 15 mph durante 20 minutos. ¿Cuánta distancia conduje?
- *Observa el mapa:* Si una pulgada representa 50 millas en distancia real, ¿cuán lejos queda Oklahoma City de nuestro hogar?
- *En la feria:* Cuesta \$5 ingresar a la feria y \$1.50 cada juego. ¿A cuántos juegos puedo ir si tengo \$20?

Preguntas de práctica sobre Matemáticas

La evaluación de matemáticas de 7.º grado de OSTP consiste en preguntas con selección de respuesta (opciones múltiples) y elementos mejorados por tecnología (TEI) diseñados para medir nuestros Estándares Académicos de Oklahoma. Las preguntas de práctica que tienen aquí representan los tipos de preguntas e interacciones que el estudiante encontrará cuando tome el examen estatal. Los exámenes están diseñados para administrarlos en computadoras y tienen una variedad de herramientas y preguntas interactivas que son más interesantes y están mejor alineadas con las prácticas de enseñanza y aprendizaje del siglo XXI. Se puede acceder a la plataforma del examen de práctica de la OSTP con la información que se muestra a continuación:

Página web: <https://okpracticetest.cognia.org/student/login>

No se requieren credenciales de acceso para el examen de práctica. Utilice el menú desplegable debajo de “Select a Test” (Seleccione una prueba) para seleccionar “OSTP Spanish Gr. 3-8 Math”. Luego, haga clic en “Go” (Ir).

Nota: Si se requieren credenciales de acceso, elimine el caché de su navegador y vuelva a cargar el examen de práctica.

El desempeño de un estudiante en los temas de muestra proporcionados en la plataforma y en esta guía **no anticipa** su desempeño general en la evaluación del OSTP. La finalidad de los elementos de práctica es permitirles a los estudiantes y padres familiarizarse con los tipos de preguntas con las que se pueden encontrar. Al final de la guía, en la página de respuestas, encontrará una explicación de por qué una respuesta en particular es correcta o incorrecta.

Los estudiantes de 7.º grado tendrán acceso a una hoja de referencia y a una calculadora básica para usar durante la evaluación de matemáticas. La hoja de referencia está disponible en oklahoma.onlinehelp.cognia.org/testing-materials-resources, y la calculadora se puede encontrar en <https://www.desmos.com/scientific>. Para conocer la política sobre la calculadora, visite oklahoma.gov/education/services/assessments/assessment-materials2.html.

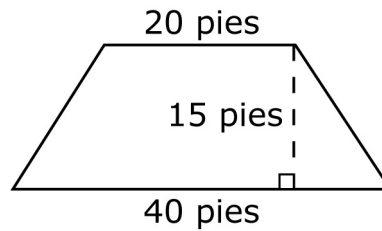
Para obtener más información sobre las calificaciones o la evaluación de matemáticas para 7.º grado, lea las especificaciones de los temas y los exámenes en oklahoma.gov/education/services/assessments/assessment-materials2.html.



Instrucciones

Lee cada pregunta y escoge la mejor respuesta. Luego, marca tu respuesta en el documento de respuestas. Asegúrate de encontrar el número de la pregunta en el documento de respuestas que coincida con el número de pregunta en el examen de Matemáticas.

- 1** Se muestran la forma y las medidas de un piso.

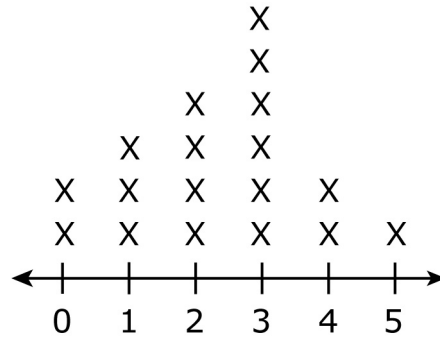


¿Cuál es el área del piso?

- A** 190 pies cuadrados
- B** 320 pies cuadrados
- C** 450 pies cuadrados
- D** 900 pies cuadrados



2 El gráfico lineal muestra la cantidad de llamadas telefónicas realizadas en un día por estudiantes de una clase de Dorothy.



Cantidad de llamadas telefónicas

Según la información del gráfico lineal, ¿cuál es la probabilidad de que ese día un estudiante escogido al azar haga 2 o 3 llamadas telefónicas?

- A $\frac{1}{3}$
- B $\frac{1}{10}$
- C $\frac{2}{9}$
- D $\frac{5}{9}$



3 Haz coincidir cada número de la columna izquierda con el número equivalente de la columna derecha. Para conectar los números, haz clic en un número de la columna izquierda y luego en un número de la columna derecha, y una recta se dibujará automáticamente entre ellos. Para eliminar la conexión, mantén el cursor sobre la recta hasta que quede en rojo y luego haz clic en ella. Cada número de la columna izquierda coincide con solo un número de la columna derecha.

$$\frac{3}{4}$$

1

4

$$\frac{3.33}{8}$$

3

8

$$\frac{0.25}{10}$$

1

5

$$\frac{2}{10}$$

9

12

0.375

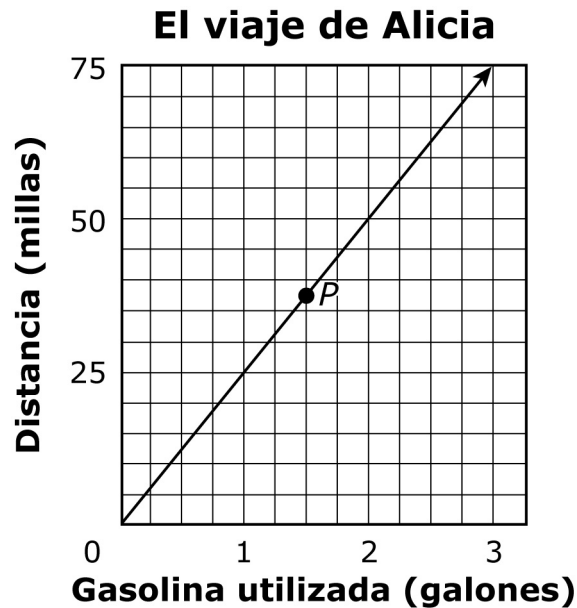
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10

3



- 4** Alicia condujo hacia la casa de su abuelo. El gráfico de abajo muestra la cantidad de galones de gasolina utilizada y la distancia recorrida durante el viaje.



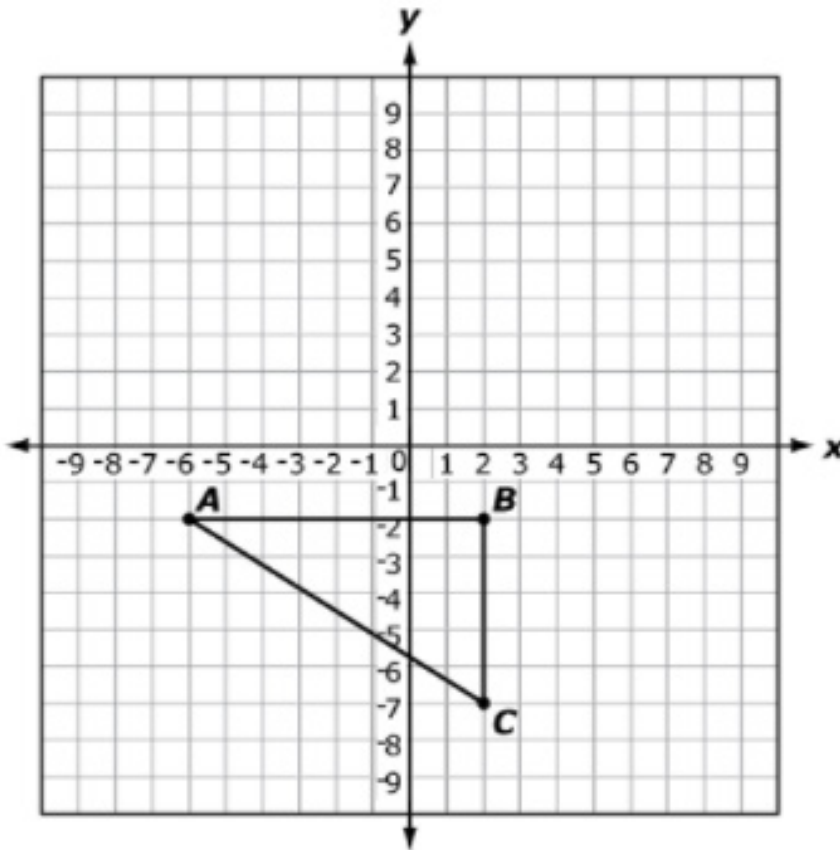
Según el gráfico, ¿qué declaración describe mejor el punto P?

- A** Alicia usó 1.5 galones para recorrer una distancia de 37.5 millas.
 - B** Alicia usó 37.5 galones para recorrer una distancia de 1.5 millas.
 - C** Alicia viajó a una velocidad de 37.5 millas por hora.
 - D** Alicia viajó a una velocidad de 1.5 millas por hora.
-
- 5** Gabrielle tenía \$300 en su cuenta corriente y \$125 en su cuenta de ahorros. Si Gabrielle transfirió de su cuenta corriente a su cuenta de ahorros el dinero suficiente para duplicar el saldo de la cuenta de ahorros, ¿cuál es el nuevo saldo de su cuenta corriente?
- A** \$350
 - B** \$250
 - C** \$175
 - D** \$125



6

Triángulo ABC se trasladará 8 unidades hacia arriba para crear el nuevo triángulo $A'B'C'$



¿Cuál par ordenado muestra las coordenadas de los vértices para el triángulo $A'B'C'$?

Para seleccionar las coordenadas para un vértice, haz clic en el par ordenado. Para deseleccionar las coordenadas, haz clic en el par ordenado de nuevo.

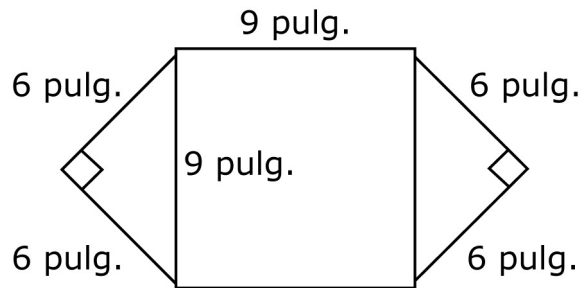
- | | | | |
|-----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> (2, -2) | <input type="checkbox"/> (-6, 6) | <input type="checkbox"/> (-6, -10) | <input type="checkbox"/> (2, 6) |
| <input type="checkbox"/> (2, -10) | <input type="checkbox"/> (10, -7) | <input type="checkbox"/> (2, 1) | <input type="checkbox"/> (10, -2) |



7 ¿Qué ecuación representa una relación proporcional?

- A** $y = -2x$
- B** $y = 5 - 2x$
- C** $y = 2x - 5$
- D** $y = 2x + 5$

8 Esta figura muestra el mantel que Kenneth hizo usando dos hojas cuadradas de papel medidas en pulgadas. Cortó una hoja de papel por la mitad.



¿Cuál es el área del mantel de Kenneth?

- A** 42 pulgadas cuadradas
- B** 54 pulgadas cuadradas
- C** 99 pulgadas cuadradas
- D** 117 pulgadas cuadradas



9

En un juego de una feria escolar, los jugadores lanzan bolsas de frijoles sobre una mesa con cuadrados del mismo tamaño y diferentes colores.

En la mesa, hay lo siguiente:

- 7 cuadrados verdes;
- 5 cuadrados anaranjados;
- 8 cuadrados azules.

Estas declaraciones describen las probabilidades para los diferentes resultados de una única bolsa de frijoles lanzada que cae en una ubicación al azar sobre la mesa. Selecciona el número que mejor completa cada declaración. Para seleccionar un número, haz clic en el menú y luego haz clic en el número deseado. Para elegir un número diferente, haz clic en el menú y luego haz clic en el número nuevo.

La probabilidad de que el resultado sea verde es

0.28

0.35

0.54

0.7

4

7

La probabilidad de que el resultado sea anaranjado es

$\frac{1}{12}$

$\frac{1}{7}$

$\frac{1}{5}$

$\frac{2}{7}$

$\frac{3}{5}$

$\frac{3}{4}$

La probabilidad de que el resultado no sea anaranjado es

15%

25%

50%

75%

85%



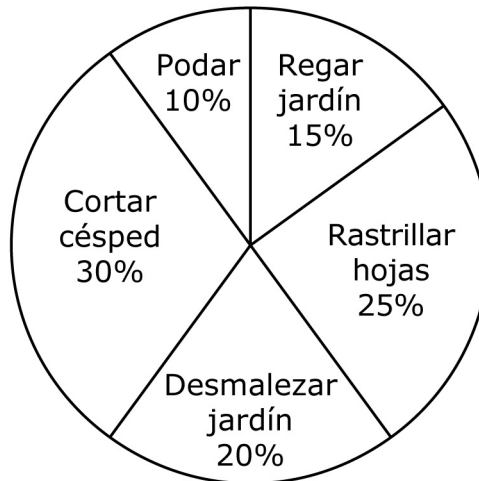
10 Un prisma rectangular tiene una base cuadrada. La altura del prisma es igual al doble de la longitud de la arista de su base. La base se puede cubrir completamente, sin superposición, con 16 cuadrados que tienen una longitud de arista de 1 pulgada.

¿Cuál es el área total de la superficie del prisma rectangular?

- A 16 pulgadas cuadradas
- B 32 pulgadas cuadradas
- C 128 pulgadas cuadradas
- D 160 pulgadas cuadradas

11 El mes pasado, Gavin pasó 40 horas haciendo tareas al aire libre. Este gráfico circular muestra cuánto tiempo pasó en cada tarea.

Tareas al aire libre de Gavin



¿Cuántas horas pasó Gavin cortando el césped?

- A 8 horas
- B 10 horas
- C 12 horas
- D 30 horas



12

Simone ordenó paquetes de semillas en una tienda. Los paquetes cuestan \$2.50 cada uno más una tarifa de envío de \$4.00 para el pedido completo.

Arrastra los números hasta la tabla para mostrar cuántos paquetes de semillas puede ordenar Simone para cada cantidad en la columna "Costo total". Para ubicar un número la tabla, haz clic y sostén el número, y luego arrástralo hasta el espacio deseado. Para cambiar un número, haz clic y sostenlo, y luego arrástralo de regreso al final.

Cantidad de paquetes de semillas ordenados	Costo total, incluido el envío (\$)
	9.00
	16.50
	21.50
	29.00

1	2	3	4	5
6	7	8	9	10

13

Caleb fue a patinar en la pista local. La pista circular medía 70 pies de lado a lado a través del centro. ¿Qué distancia patinó Caleb en una vuelta a lo largo del borde de la pista?

- A 35π pies
- B 70π pies
- C 140π pies
- D $4,900\pi$ pies



Usa esta información para responder las dos preguntas siguientes.

Se muestran tres expresiones.

Expresión 1	$\frac{36}{20}$
Expresión 2	$5(3x - 1)$
Expresión 3	$-\frac{1}{2}(4x - 2)$

14 ¿Qué número es equivalente a la Expresión 1?

- A** $\frac{5}{9}$
- B** $\frac{9}{5}$
- C** $\frac{9}{4}$
- D** $\frac{21}{5}$

15 ¿Qué expresión es equivalente a la suma de la Expresión 2 y la Expresión 3?

- A** $7x - 6$
- B** $7x - 4$
- C** $13x - 4$
- D** $13x - 6$



English Language Arts		
Number	Reporting Category	Item Distractor Rationales
1	Reading and Writing Process	<p>A. Paragraph 2 mentions that Charlie and the narrator have known each other since kindergarten, but paragraph 3 mentions nothing about their history.</p> <p>B. Correct. Paragraphs 2 and 3 detail the narrator’s negative past experiences working with Charlie and the narrator’s relief that they would not have to work hand-in-hand on the book fair project.</p> <p>C. Paragraph 3 details how the assignment is divided up between Charlie and the narrator, but paragraph 2 mentions nothing about the assignment.</p> <p>D. There is confusion expressed in paragraph 2 from the narrator in regards to why Mr. Egan put him and Charlie together on the project, but there is no evidence in these paragraphs about why Mr. Egan made that decision.</p>
2	Vocabulary	<p>A. While the prefix “un-” means “not,” and the suffix “-able” means “to be able,” in this instance the student is misunderstanding the meaning of the base word “foresee,” which means to be able to predict or be aware of beforehand.</p> <p>B. While the prefix “un-” means “not,” and the suffix “-able” means “to be able,” in this instance the student is misunderstanding the meaning of the base word “foresee,” which means to be able to predict or be aware of beforehand. The student may using the “re-,” meaning “again” as an additional suffix.</p> <p>C. Correct. The prefix “un-” means “not,” and the suffix “-able” means “to be able,” The word “foresee” means to be able to predict or be aware of beforehand. Therefore, the correct meaning of the word means unable to see or predict what’s ahead.</p> <p>D. While the prefix “un-” means “not,” and the suffix “-able” means “to be able,” in this instance the student is misunderstanding the meaning of the base word “foresee,” which means to be able to predict or be aware of beforehand.</p>
3	Critical Reading and Writing	<p>A. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe where Charlie has to go.</p> <p>B. Correct. The reference to Charlie being surrounded by “a zillion boxes of books” describes how overwhelmed Charlie appears in getting his part of the project finished.</p> <p>C. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe how the narrator is feeling.</p> <p>D. The reference to Charlie being surrounded by “a zillion boxes of books” does not describe the satisfaction that Charlie is feeling.</p>
4	Critical Reading and Writing	<p>A. Correct. At the end of the passage when the narrator questions Mr. Egan about his rationale for teaming the narrator and Charlie together, Mr. Egan replies that his intent was for the boys to see the importance of communication and working together.</p> <p>B. Though Mr. Egan meets with Charlie and the narrator periodically about how their preparations are going, based on the passage he did not provide any strategies for their work. He left it all up to them.</p> <p>C. Though Mr. Egan is the school sponsor of the book fair, there is no indication in the passage that he intervened when Charlie was unable to get his part of the project completed.</p> <p>D. Though Mr. Egan paired the narrator and Charlie together, there is no indication in the passage that his motivation was to strengthen a friendship.</p>

English Language Arts		
Number	Reporting Category	Item Distractor Rationales
5	Reading and Writing Process	<p>Correct Response:</p> <p>“A Summer Adventure” is a <input type="text" value="poem"/> because it is organized using <input type="text" value="stanzas"/>.</p>
6	Critical Reading and Writing	<p>A. Correct. In “The Book Fair,” the characters must work together to prepare for a book fair. In “A Summer Adventure,” the characters in the poem work together to come up with an idea to earn money for a visit to an amusement park.</p> <p>B. Only “The Book Fair” uses an idiom (paragraph 8) to show how the character, Charlie, is feeling about his predicament.</p> <p>C. The idea of teamwork is only mentioned a single time in each passage. In “The Book Fair,” the main characters are relieved to work independently until they are faced with a problem. In “A Summer Adventure,” the characters in the poem eventually work together to achieve their goal, but it is a single incidence.</p> <p>D. Only “The Book Fair” contains dialogue.</p>
7	Vocabulary	<p>A. A “culprit” is a person who does something wrong rather than “genius” which means to be exceptionally talented or gifted.</p> <p>B. A painter is a person who, in this context, uses paints to create art. It does not have the negative association the word “culprit” has.</p> <p>C. Correct. The first sentence of the paragraph states that a painting had been ruined. The second sentence says that the culprit, or offender responsible for the misdeed, was his daughter.</p> <p>D. A “youngster” is a young person or child, while a “culprit” is a person who does something wrong.</p>
8	Reading and Writing Process	<p>A. Correct. The paragraph in the stem states, “He did not want her to be influenced by his style of painting. He was determined for her to develop her own style.” The passage states, “. . . her father, an art teacher and painter, gave her the materials she needed.” These lines support the idea that Wang Yani’s father wanted her art to be special.</p> <p>B. The information in the texts makes it clear that Wang Shiqiang wanted his daughter’s art to be unlike his own.</p> <p>C. The information in the passage notes that Wang Yani used traditional Chinese materials, but both texts make it clear that Wang Shiqiang wanted his daughter’s art to be her own.</p> <p>D. According to the paragraph in the stem, Wang Shiqiang “was determined for her to develop her own style.” He did not think that her art should focus on Chinese sceneries.</p>

English Language Arts

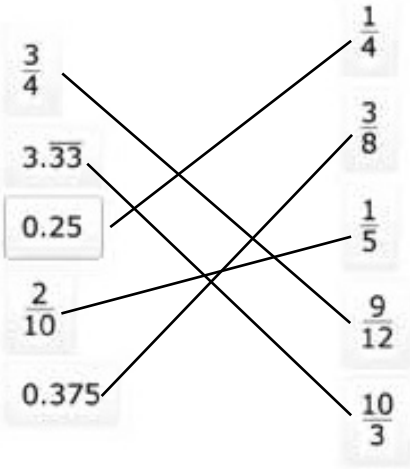
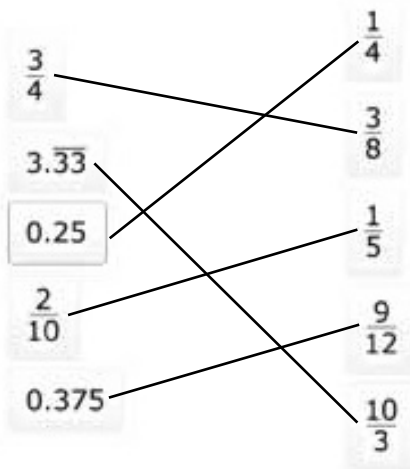
Number	Reporting Category	Item Distractor Rationales										
9	Research	<p>A. In-text citations require the last name of the author, the year of publication, and the page number. This citation is missing the year of publication.</p> <p>B. Correct. This citation contains the last name of the author, the year of publication, and the page number.</p> <p>C. This citation contains extraneous information such as the first name of the author and the publisher.</p> <p>D. This citation contains extraneous information such as the first name of the author and the title of the book.</p>										
10	Critical Reading and Writing	<p>A. This information provides a single detail about Wang Yani but does not provide extended information about her becoming widely recognized.</p> <p>B. This information about Wang Yani does not tell the reader anything about her early years as an artist.</p> <p>C. Correct. The first four paragraphs tell about Wang Yani's interest in painting and then name the different places she showed her art in chronological order.</p> <p>D. This information shares how Wang Yani's interest in art was supported by her father, but does not provide extended information about her development as an artist.</p>										
11	Reading and Writing Process	<p>Sample Distractor Rationales:</p> <p>Correct</p> <table border="1" data-bbox="555 926 1034 1346"> <thead> <tr> <th>Paraphrase of Paragraph 8</th> </tr> </thead> <tbody> <tr> <td>As a young painter, Yani enjoyed painting animals.</td> </tr> <tr> <td>After painting for some time, Yani expanded her subjects to include people and nature.</td> </tr> <tr> <td>Yani used her art to share her thoughts and feelings with others.</td> </tr> <tr> <td>Once, Yani painted food to tell her mom she wanted something to eat.</td> </tr> </tbody> </table> <p>Incorrect</p> <p>This response includes a couple of key details, but others are unimportant or are in the wrong order.</p> <table border="1" data-bbox="555 1476 1034 1896"> <thead> <tr> <th>Paraphrase of Paragraph 8</th> </tr> </thead> <tbody> <tr> <td>As a young painter, Yani enjoyed painting animals.</td> </tr> <tr> <td>After painting for some time, Yani expanded her subjects to include people and nature.</td> </tr> <tr> <td>Yani believed that monkeys were the most fun to paint.</td> </tr> <tr> <td>Yani liked to paint animals as they rested in the wild.</td> </tr> </tbody> </table>	Paraphrase of Paragraph 8	As a young painter, Yani enjoyed painting animals.	After painting for some time, Yani expanded her subjects to include people and nature.	Yani used her art to share her thoughts and feelings with others.	Once, Yani painted food to tell her mom she wanted something to eat.	Paraphrase of Paragraph 8	As a young painter, Yani enjoyed painting animals.	After painting for some time, Yani expanded her subjects to include people and nature.	Yani believed that monkeys were the most fun to paint.	Yani liked to paint animals as they rested in the wild.
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English Language Arts

Number	Reporting Category	Item Distractor Rationales										
12	Vocabulary	<p>A. Correct. The relationship in the first part of the analogy shows what an artist does after working on subjects. An actor performs in a play as the final step in an artistic process.</p> <p>B. A script is a tool used by an actor to prepare for the final product.</p> <p>C. A costume can function as a tool to support an actor in their role.</p> <p>D. The audience is the group of people who enjoy the final product, which in this case would be a play.</p>										
13	Critical Reading and Writing	<p>A. This sentence is a fact because it contains information that can be verified by multiple sources such as a birth certificate or hospital records.</p> <p>B. This information may be confirmed by reviewing primary sources such as museum websites.</p> <p>C. Correct. It may not be “amazing” that Wang Yani does not have formal art training. This is a subjective claim.</p> <p>D. This information could be verified by Yani herself, her parents, or other people Yani was in contact with during this time.</p>										
14	Reading and Writing Process	<p>A. Specific vocabulary may be found in fiction and poetry.</p> <p>B. Fiction text is also organized into paragraphs.</p> <p>C. Correct. A key characteristic of nonfiction is that it is about something that exists and that has elements that can be verified.</p> <p>D. Both fiction and nonfiction can contain a conflict and resolution.</p>										
15	Reading and Writing Process	<p>Correct Response:</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td align="center">2</td> <td>The response fulfills the requirements of the task by explaining why the revision of a first draft is an important step of the writing process.</td> </tr> <tr> <td align="center">1</td> <td>The response fulfills some requirements of the task, but some of the information may lack specificity or is incomplete.</td> </tr> <tr> <td align="center">0</td> <td>The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.</td> </tr> <tr> <td align="center">Blank</td> <td>The response was left blank.</td> </tr> </tbody> </table> <p>Possible correct responses:</p> <ul style="list-style-type: none"> · It allows the writer to clarify ideas. <ul style="list-style-type: none"> – A first draft allows the writer to see where points/information are confusing and make changes. · The writer is able to determine what additions (or subtractions) to make in the piece. <ul style="list-style-type: none"> – Once a draft has been written, the writer can review the document to see if information should be added to support the thesis or remove information that does not. · The writer can verify if the purpose of the paper is met and adjust accordingly. <ul style="list-style-type: none"> – It is important to keep writing focused on the reason the paper is being written and if it has strayed, make changes. · Revision allows the writer to make sure the point of view is consistent. <p>Other responses are acceptable if they are related to the reasons revision is an important step.</p>	Score	Description	2	The response fulfills the requirements of the task by explaining why the revision of a first draft is an important step of the writing process.	1	The response fulfills some requirements of the task, but some of the information may lack specificity or is incomplete.	0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.	Blank	The response was left blank.
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0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.											
Blank	The response was left blank.											

English Language Arts

Number	Reporting Category	Item Distractor Rationales
16	Language	<p>A. The prepositional phrase does describe that there has been no clear answer for over 5,000 years, but this is not the best placement for the phrase.</p> <p>B. The prepositional phrase does not modify this noun because it is an adverbial phrase.</p> <p>C. The prepositional phrase does not modify this verb.</p> <p>D. Correct. This prepositional phrase modifies the adverb “around” and should be placed after the adverb.</p>
17	Language	<p>A. This is a singular present tense verb which is incorrect for subject and verb agreement in this sentence.</p> <p>B. This is singular past tense verb which is incorrect for subject and verb agreement in this sentence.</p> <p>C. Correct. The report is written in the past tense, and because the subject “Egyptians” is plural then the verb must be the plural past tense form “were” in order to have correct subject and verb agreement.</p> <p>D. Since the report is written in the past tense, a past tense verb is required.</p>
18	Language	<p>A. Colons are used to give emphasis, present dialogue, introduce lists or texts, and to clarify titles. Colons are not used to separate items in a series.</p> <p>B. Semicolons are not used to separate items in a series.</p> <p>C. Correct. Commas are used to separate items in a series.</p> <p>D. Hyphens are not used to separate items in a series.</p>
19	Language	<p>A. This is a complex sentence with the wrong conjunction used in regards to the relationship of ideas being combined.</p> <p>B. This is a complex sentence.</p> <p>C. This is a complex sentence.</p> <p>D. Correct. The use of the conjunction “but” preceded by a comma combines these two sentences into a compound sentence.</p>
20	Language	<p>A. Correct. The introductory dependent clause needs to be separated from the independent clause with a comma.</p> <p>B. The introductory dependent clause needs to be separated from the independent clause with a comma because without the comma this is a run-on sentence.</p> <p>C. The introductory dependent clause needs to be separated from the independent clause with a comma, not a colon.</p> <p>D. The introductory dependent clause needs to be separated from the independent clause with a comma, not a semicolon.</p>

Matemáticas		
Número	Categoría Reportada	Artículo razones de distracción
1	Geometría y medidas	<p>A. Distractor de igualdad.</p> <p>B. El estudiante calculó $20 + \frac{40 \times 15}{2}$.</p> <p>C. Correcta. El estudiante demostró capacidad para determinar el área de un trapecio.</p> <p>D. El estudiante calculó $(20 + 40) \times 15$.</p>
2	Datos y probabilidad	<p>A. El estudiante comparó la cantidad de llamadas telefónicas que se le solicitó, 2, con la cantidad total de llamadas telefónicas que se mostraron, 6.</p> <p>B. Distractor de igualdad</p> <p>C. Distractor de igualdad</p> <p>D. Correcta. El estudiante demostró capacidad para expresar probabilidad como fracción.</p>
3	Numero y operaciones	<p>Razones de distracción de muestra: Respuestas correctas</p>  <p>Incorrectas</p>  <p>Las fracciones de pensamiento del alumno con el mismo numerador son equivalentes.</p>

Matemáticas		
Número	Categoría Reportada	Artículo razones de distracción
4	Razonamiento algebraico y Álgebra	<p>A. Correcta. El estudiante demostró habilidad de poderrepresentar una relación proporcional con una descripción verbal.</p> <p>B. El estudiante confundió los ejes x y y.</p> <p>C. El estudiante se concentró en el valor y y escogió una relación común.</p> <p>D. El estudiante se concentró en el valor x y escogió una relación común.</p>
5	Numero y operaciones	<p>A. Distractor de igualdad.</p> <p>B. El estudiante duplicó el saldo de la cuenta de ahorros.</p> <p>C. Correcta. El estudiante demostró habilidad de resolver un problema de la vida real que implica suma, resta y multiplicación.</p> <p>D. El estudiante descubrió la cantidad que debía transferirse.</p>
6	Geometría y medidas	<p>Razones de distracción de muestra:</p> <p>Respuestas correctas (-6, 6) (2, 6) (2, 1)</p> <p>Incorrectas (2, -2) (10, -2) (10, -7)</p> <p>El estudiante pensó que ABC y $A'B'C'$ eran el mismo triángulo.</p> <p>(-6, -10) (2, -10) (-6, 6)</p> <p>El alumno confundió 8 unidades arriba y 8 unidades abajo.</p>
7	Razonamiento algebraico y Álgebra	<p>A. Correcta. El estudiante demostró capacidad para identificar una ecuación que representa una relación proporcional.</p> <p>B. El estudiante no supo cómo determinar si una ecuación representa una relación proporcional.</p> <p>C. El estudiante no supo cómo determinar si una ecuación representa una relación proporcional.</p> <p>D. El estudiante no supo cómo determinar si una ecuación representa una relación proporcional.</p>
8	Geometría y medidas	<p>A. El estudiante sumó todos los números que se muestran en la figura.</p> <p>B. El estudiante calculó 9×6.</p> <p>C. El estudiante se concentró en el cuadro del medio y observó los dos 9.</p> <p>D. Correcta. El estudiante demostró habilidad para encontrar el área de una figura compuesta.</p>

Matemáticas		
Número	Categoría Reportada	Artículo razones de distracción
9	Datos y probabilidad	<p>Razones de distracción de muestra:</p> <p>Respuestas correctas La probabilidad de que el resultado sea verde es 0.35. La probabilidad de que el resultado sea naranja o verde es $\frac{3}{5}$. La probabilidad de que el resultado no sea naranja es del 75%.</p> <p>Incorrectas La probabilidad de que el resultado sea verde es 0.7. La probabilidad de que el resultado sea naranja o verde es $\frac{1}{12}$. La probabilidad de que el resultado no sea naranja es del 75%. El estudiante eligió 0.7 para verde porque hubo 7 resultados para verde. El estudiante eligió $\frac{1}{12}$ para naranja o verde porque hubo 12 resultados para naranja o verde.</p> <p>La probabilidad de que el resultado sea verde es de 0.35. La probabilidad de que el resultado sea naranja o verde es $\frac{3}{5}$. La probabilidad de que el resultado no sea naranja es del 25%. El estudiante dio la probabilidad de naranja en lugar de no naranja para el último espacio en blanco.</p>
10	Geometría y medidas	<p>A. El estudiante encontró el área de superficie de una sola base. B. El estudiante encontró solo el área de superficie de las bases. C. El estudiante confundió volumen y área de superficie. D. Correcta. El estudiante demostró capacidad para encontrar el área de superficie de un prisma rectangular.</p>
11	Datos y probabilidad	<p>A. El estudiante confundió 25% y 30%. B. El estudiante calculó $40 - 30$. C. Correcta. El estudiante demostró capacidad para razonar con proporciones para interpretar datos en gráficos circulares. D. El estudiante pensó que 30% significaba 30 horas.</p>

Matemáticas

Número	Categoría Reportada	Artículo razones de distracción																														
12	Razonamiento algebraico y Álgebra	<p>Razones de distracción de muestra:</p> <p>Respuestas correctas</p> <table border="1"> <thead> <tr> <th>Cantidad de paquetes de semillas ordenados</th> <th>Costo total, incluido el envío (\$)</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>9.00</td> </tr> <tr> <td>5</td> <td>16.50</td> </tr> <tr> <td>7</td> <td>21.50</td> </tr> <tr> <td>10</td> <td>29.00</td> </tr> </tbody> </table> <p>Incorrectas</p> <table border="1"> <thead> <tr> <th>Cantidad de paquetes de semillas ordenados</th> <th>Costo total, incluido el envío (\$)</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>9.00</td> </tr> <tr> <td>4</td> <td>16.50</td> </tr> <tr> <td>5</td> <td>21.50</td> </tr> <tr> <td>7</td> <td>29.00</td> </tr> </tbody> </table> <p>El estudiante confundió los \$2.50 y los \$4.00 y usó la ecuación $y = 4x + 2.50$.</p> <table border="1"> <thead> <tr> <th>Cantidad de paquetes de semillas ordenados</th> <th>Costo total, incluido el envío (\$)</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>9.00</td> </tr> <tr> <td>4</td> <td>16.50</td> </tr> <tr> <td>6</td> <td>21.50</td> </tr> <tr> <td>8</td> <td>29.00</td> </tr> </tbody> </table> <p>El estudiante encontró la cantidad correcta de paquetes de semillas por \$9.00 y luego asumió que la cantidad de paquetes de semillas aumentaría en 2 por cada fila.</p>	Cantidad de paquetes de semillas ordenados	Costo total, incluido el envío (\$)	2	9.00	5	16.50	7	21.50	10	29.00	Cantidad de paquetes de semillas ordenados	Costo total, incluido el envío (\$)	2	9.00	4	16.50	5	21.50	7	29.00	Cantidad de paquetes de semillas ordenados	Costo total, incluido el envío (\$)	2	9.00	4	16.50	6	21.50	8	29.00
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13	Geometría y medidas	<p>A. El estudiante pensó que la fórmula para la circunferencia era πr.</p> <p>B. Correcta. El estudiante demostró capacidad para encontrar la circunferencia de un círculo en términos de π.</p> <p>C. El estudiante pensó que la fórmula para la circunferencia era $2\pi d$.</p> <p>D. El estudiante pensó que la fórmula para la circunferencia era $d^2\pi$</p>																														

Matemáticas

Número	Categoría Reportada	Artículo razones de distracción
14	Numero y operaciones	<p>A. El estudiante confundió el numerador y el denominador.</p> <p>B. Correcta. El estudiante demostró habilidad de reconocer representaciones equivalentes de números racionales.</p> <p>C. El estudiante tuvo un error de multiplicación en el denominador.</p> <p>D. El estudiante restó 15 del numerador y denominador.</p>
15	Razonamiento algebraico y Álgebra	<p>A. El estudiante calculó $-\frac{1}{2} \cdot 4x$ como $8x$ en vez de $-2x$ y $-\frac{1}{2}x \cdot -2$ como $-1x$ en vez de $1x$.</p> <p>B. El estudiante calculó $-\frac{1}{2} \cdot 4x$ como $8x$ en vez de $-2x$.</p> <p>C. Correcta. El estudiante demostró habilidad de usar las propiedades de las operaciones para generar expresiones algebraicas equivalentes.</p> <p>D. El estudiante calculó $-\frac{1}{2} \times -2$ como -1 en vez de 1.</p>

Blanco



HOJA DE RESPUESTAS



ARTES DEL LENGUAJE INGLÉS

- | | | | | | | | | | | |
|----|-----|-----|-----|-----|----|-----|-----|-----|-----|--|
| 1 | (A) | (B) | (C) | (D) | 11 | TEI | | | | |
| 2 | (A) | (B) | (C) | (D) | 12 | (A) | (B) | (C) | (D) | |
| 3 | (A) | (B) | (C) | (D) | 13 | (A) | (B) | (C) | (D) | |
| 4 | (A) | (B) | (C) | (D) | 14 | (A) | (B) | (C) | (D) | |
| 5 | TEI | | | | 15 | CR | | | | |
| 6 | (A) | (B) | (C) | (D) | 16 | (A) | (B) | (C) | (D) | |
| 7 | (A) | (B) | (C) | (D) | 17 | (A) | (B) | (C) | (D) | |
| 8 | (A) | (B) | (C) | (D) | 18 | (A) | (B) | (C) | (D) | |
| 9 | (A) | (B) | (C) | (D) | 19 | (A) | (B) | (C) | (D) | |
| 10 | (A) | (B) | (C) | (D) | 20 | (A) | (B) | (C) | (D) | |



MATEMÁTICAS

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| 1 | (A) | (B) | (C) | (D) | 11 | (A) | (B) | (C) | (D) | |
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OKLAHOMA
Education