

OHIO GRADUATION TESTS



Performance Level Descriptors



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Purpose of Performance Level Descriptors for the Ohio Graduation Tests

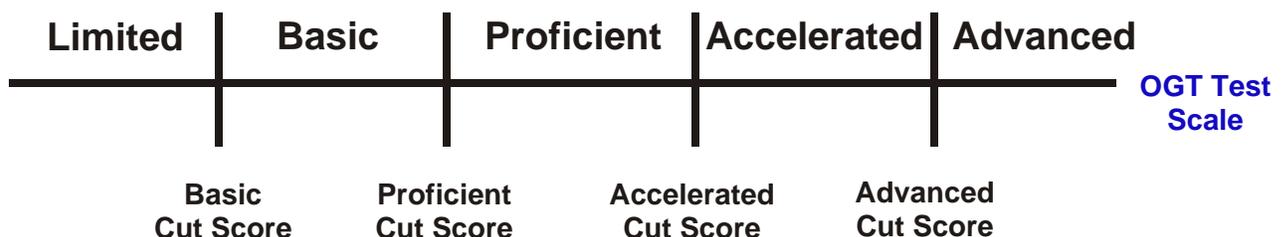
Performance Level Descriptors represent explicit statements about the Ohio Graduation Tests (OGT). Performance Levels are regions on a test score scale that represent what students would need to know and be able to do relative to Ohio Academic Content Standards at predetermined, levels of achievement (such as Below Basic, Basic, Proficient, Accelerated, and Advanced). The Performance Levels are described and defined by the *Performance Level Descriptors (PLDs)*.

A PLD, then, describes what students would need to know and be able to do within each Performance Level.

Each OGT subject test is based upon Ohio Academic Content Standards for grade 10 for that subject, and the PLD for each OGT test:

- λ summarize what a student would need to know and be able to do within each performance level. (limited, basic, proficient, accelerated, or advanced)
- λ describe a range of content-based behaviors expected of students within each performance level.
- λ are the link between the Ohio Academic Content Standards and reporting test performance of the achievement of those standards
- λ are the ultimate content-referenced criteria to which student performance is compared for setting cut-scores for these tests (see graphic below)

OGT Performance Levels



PLDs are the basis for test score reporting and interpretation of student scores on the OGT. PLDs may also be used as an important reference between the OGT and classroom based instructional and assessment strategies for supporting achievement of Ohio's Academic Content Standards.

Ohio Graduation Tests Performance Level Descriptors

**Performance Level Descriptors
Ohio Graduation Tests—Reading
(Adopted by State Board of Education, 2004)**

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| Limited | Students performing at the Limited level demonstrate skill and understanding of Reading below the performance required to reach the Basic level |
| Basic | Students performing at the Basic level can generally define unfamiliar or complex words through contextual clues and can determine resources to define or understand the more complex words. They can demonstrate some understanding, and are able to make some interpretations and judgments of textual information. |
| Proficient | Students performing at the Proficient level use their basic understanding of word structure, context clues and text structures to determine the meaning of unfamiliar or complex words. They can typically show an overall understanding of and make evaluative judgments of textual information. Students are generally able to identify and explain the various ways authors may influence text and assess the appropriateness of provided information. |
| Accelerated | Students performing at the Accelerated level use their understanding of word structure, context clues and text structures to determine the meaning of unfamiliar or complex words. They show an overall understanding of and make evaluative and analytical judgments of textual information. Students are able to explain and analyze the various ways authors may influence text and assess the appropriateness of provided information. |
| Advanced | Students performing at the Advanced level apply their understanding of word structure, context clues and text structures to determine the meaning of unfamiliar or complex words. They consistently demonstrate a firm grasp of the methods used by authors to affect the meaning and appropriateness of text. They are able to explain and analyze the various ways authors may influence text and assess the appropriateness of provided information. |

Ohio Graduation Tests Performance Level Descriptors

**Performance Level Descriptors
Ohio Graduation Tests—Mathematics
(Adopted by State Board of Education, 2004)**

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| Limited | Students performing at the Limited level demonstrate skill and understanding of mathematics below the performance required to reach the Basic level. |
| Basic | Students performing at the Basic level recall and recognize mathematical concepts, terms and properties. Students typically carry out routine procedures, such as reading graphs, performing specified computations and solving simple equations. Students solve problems for which the method or solution is easily recognized and straightforward. |
| Proficient | Students performing at the Proficient level apply mathematical concepts, terms and properties to problem situations. Most times, students can solve problems with two or more steps or decision points. They usually make appropriate decisions about what to do and can use informal reasoning and problem-solving strategies. Students typically can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students communicate mathematical thinking and solutions using a combination of informal and mathematical language. |
| Accelerated | Students performing at the Accelerated level recognize similarities and differences between various mathematical concepts, properties and procedures. They consistently bring together skills and knowledge from various concepts and domains in mathematics to solve problems involving multiple steps and decision points. Students use informal and some formal reasoning to evaluate and justify the reasonableness of a solution. They communicate mathematical thinking and solutions in a clear and concise manner. |
| Advanced | Students performing at the Advanced level routinely identify and connect fundamental mathematical concepts, properties and procedures to more complex and novel problem situations. Students typically demonstrate more abstract and sophisticated thinking in their analysis of, approach to and solutions for problems. They provide a formal mathematical justification using precise mathematical language and notations. Students consistently demonstrate deep knowledge and skills across the standards. |

Ohio Graduation Tests Performance Level Descriptors

**Performance Level Descriptors
Ohio Graduation Tests—Writing
(Adopted by State Board of Education, 2005)**

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| Limited | Students performing at the Limited level demonstrate skills and understanding below the performance required to reach the Basic level. |
| Basic | Students performing at the Basic level demonstrate a marginal understanding of the writing process and a marginal grasp of the purpose of writing and style. They demonstrate some skills at organizing, revising and editing writing. The students write with some focus and engage a reader through a few developed, unified and coherent ideas. The students use some sentence variety and make effective word choices inconsistently. They also have a marginal understanding of grammar, capitalization, punctuation and spelling conventions. |
| Proficient | Students performing at the Proficient level demonstrate an adequate to effective understanding of the writing process and an adequate to effective grasp of the purpose of writing and writing style. They demonstrate developed skills at organizing, revising and editing writing. The students write with a reasonably well-developed focus and engage a reader through reasonably well-developed, unified and coherent ideas. The students use sentence variety and make effective word choices with some consistency. They also, with some consistency, understand grammar, capitalization, punctuation and spelling conventions. |
| Accelerated | Students performing at the Accelerated level demonstrate an excellent understanding of the writing process and an excellent grasp of the purpose of writing and writing style. They demonstrate well-developed skills at organizing, revising and editing writing. The students write with a well-developed focus and engage a reader through well-developed, unified and coherent ideas. The students use sentence variety and make effective word choices with consistency. They also consistently understand grammar, capitalization, punctuation and spelling conventions. |
| Advanced | Students performing at the Advanced level demonstrate a superior understanding of the writing process and a superior grasp of the purpose of writing and writing style. They demonstrate exceptional skills at organizing, revising and editing writing. The students write with an exceptional focus and engage a reader through exceptionally well developed, unified and coherent ideas. The students use sentence variety and make effective word choices with a high degree of consistency. They also understand grammar, capitalization, punctuation and spelling conventions at the same high degree of consistency. |

Ohio Graduation Tests Performance Level Descriptors

**Performance Level Descriptors
Ohio Graduation Tests—Science
(Adopted by State Board of Education, 2005)**

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| Limited | Students demonstrate skills and understanding below Basic level performance. |
| Basic | Students inconsistently identify scientific facts and terms and show a rudimentary understanding of valid scientific concepts, processes and relationships underlying natural phenomena in life, physical, and Earth and space sciences. Given investigative scenarios, they demonstrate an elementary understanding of scientific investigative processes, recognize some laboratory equipment and outline simple procedures. Given sufficiently rich contexts, they classify based on definitions. They understand basic models and identify some parts of living, physical, and Earth and space systems. They demonstrate some familiarity with technological applications. |
| Proficient | Students typically recognize and provide descriptions or explanations showing understanding of scientific concepts and relationships underlying natural phenomena, structures, processes in living, physical, and Earth and space systems and cycles (e.g., food webs, electric circuits, water cycle). Given investigative scenarios, they demonstrate a working ability to design scientific investigations. They organize, represent and analyze data in various forms, and detect and summarize data trends. They use information to provide explanations and to draw reasonable conclusions. They demonstrate understanding of physical and conceptual models. They recognize some inputs and outputs, causes and effects, and interactions and relationships within a system. They recognize factors impacting rate of change (e.g., effects of forces on motion). They recognize the practical application of scientific concepts and principles to problems in the real world and show a developmental understanding of technological applications. |
| Accelerated | Students typically demonstrate solid knowledge and reasoning abilities in the sciences. They design, revise and critique scientific investigations, combining scientific knowledge with information from experience or observation. They use science equations, symbols and chemical formulas to find solutions. They compare and recognize some inherent strengths and limitations of various models. They interpolate, extrapolate or make valid inferences from given information and/or understanding of scientific concepts to describe, explain or draw appropriate conclusions about interactions and relationships within a system. They provide specific, relevant examples to illustrate practical application of scientific concepts and principles to problems in the real world. They design technological solutions for given problems. |
| Advanced | Students consistently demonstrate superior knowledge and the ability to integrate understanding of scientific principles. Students use complex reasoning skills to predict and to design investigations that answer questions about real-world situations. They integrate, |

Ohio Graduation Tests Performance Level Descriptors

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| | <p>interpolate and extrapolate embedded information to draw well-formulated explanations and conclusions. They describe the inherent strengths and limitations of models and revise models based on new information. They recognize relationships within systems and use this knowledge to make reasonable predictions. They describe and explain constant, exponential, or irregular patterns and apply this recognition to make predictions. They evaluate technological solutions for given problems.</p> |
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Ohio Graduation Tests Performance Level Descriptors

**Performance Level Descriptors
Ohio Graduation Tests—Social Studies
(Adopted by State Board of Education, 2005)**

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| Limited | Students demonstrate skills and understandings below the performance required to reach the Basic level. |
| Basic | Students inconsistently demonstrate the ability to explain issues of social studies content. Their explanations of historical sequence may be incomplete. If prompted, they can view issues from a limited number of social and geographic perspectives. They are able to identify some instances when the government has had a role in economic activities and how applications of the U.S. Constitution have changed. They recognize that rights and responsibilities have to be balanced in a democratic society. They can read source materials and suggest how they would be related to a task. |
| Proficient | Students typically demonstrate the ability to explain issues of social studies content. They have a sense of historical sequence and understand that events in history do not exist independently of each other. These students understand that issues can be examined from different social and geographic perspectives. They can explain the roles of government in economic activities and how applications of the U.S. Constitution have changed over time. They can cite examples of balancing rights and responsibilities. They can paraphrase source material and apply it to a task. |
| Accelerated | Students typically demonstrate the ability to analyze issues across most areas of social studies content. They can apply concepts of chronology and causation. They draw from different social and geographic perspectives to examine issues. These students can provide detailed explanations about the role of government in economic activities and how applications of the U.S. Constitution have changed over time. They can analyze examples of balancing rights and responsibilities. They are able to organize source material and apply it to a task. |
| Advanced | Students consistently demonstrate the ability to analyze and evaluate issues across the entire spectrum of social studies content. Their analysis of causation is generally thorough. They accurately critique information from different social and geographic perspectives. They can distinguish among the roles of government in economic activities and analyze how applications of the U.S. Constitution have changed over time. These students are able to make judgments about balancing rights and responsibilities. They can evaluate the usefulness of source material and its applicability to a task. |