

## Using Ohio's Student Success Website To Conduct an Item Analysis

1. Access the Student Success Website at <https://reports.success-ode-state-oh-us.info/>. From there, select the test(s) you wish to study. Select which testing date, grade and subject you would like to view.
2. In the upper left, click the “Analyze Items on Test” link.
3. Print this page and leave the website open for later.
4. This page shows the released questions in groups by question type. This table allows the user to see what percentage of students answered A, B, C, or D. This can be useful in detecting distraction options. An asterisk marks the correct answer. The far right columns contain the average percent correct for each question for the school, district, and state.
5. Look through the *percent correct averages* in the right columns. For multiple choice, if the school average is 10 points below the state average, mark it as below average. If the school average is 10 points above the state average, mark it as above average. These are rough *guidelines*; our goal is to find the most extreme questions. So if you get too many notable questions (more than 5 on an individual test), you can raise the bar (perhaps 15 points) to allow a fewer questions in. For the averages of other question types, refer to the chart provided on the back of this page. With a highlighter or pen, mark the questions you found to be notable.
6. Once you have identified the most notable questions, go back to the item analysis website and click the item number next to those questions. This will open the question in another window.
7. In the question window, you can see the question asked and the answer options available to the student. Above and below the actual question is advice regarding the information needed to answer the question correctly.
8. Make note of the content theme of the question (U.S. History) and the specific material covered (Native Americans). Include any other keywords or comments you believe are important to the question (Hopewell burial mounds, traditions...). Be sure to organize the question's comments in above average and below average groups.
9. Once you have collected comments from each question, take a look at the list you have written down. Using the comments, look for trends in the comments. Does a strong area emerge? Are there any topics that score consistently below state average?

10. Take another look at your score averages. Are above average questions in an acceptable range (Above 60%)? Are below question averages in the low range (Below 40%)? If a question marked as “above average” is in the low range (Below 40%), then it may be necessary to review the question again and give the topic attention.

11. If you have time, look through the score report again and mark all the questions that averaged below 40%. Go back to the website and take a look at those questions. Write down some comments on the questions just like you did before. Does this confirm the trends you found? Does this contradict your trends? You may even find new trends.

**Caution:** When using past test to gauge areas of weakness or strength can, remember not to be too specific with identified trends. These exams test only a sampling of the benchmarks for each standard.

### Notable Deviations from State Average by Question

Question Type	Mark as Above Average if greater than the state average by:	Mark as Below Average if less than the state average by:
Multiple Choice (% Correct)	10	10
Short Answer (2 pts)	.2	.2
Extended Answer/Response (4 pts)	.4	.4
Constructed Response (3 pts)	.3	.3
Constructed Response (10 pts)	1	1
Constructed Response (12 pts)	1.6	1.6
Fill In (1 pt)	.1	.1

### Actual Score Conversion Values

Question Type	Multiply Score By:
Multiple Choice	1
Short Answer (2 pts)	50
Extended Response (4 pts)	25
Constructed Response (3 pts)	33
Constructed Response (10 pts)	10
Constructed Response (12 pts)	8
Fill In (1 pt)	100

# Ohio Core Resources

## To Find Ohio Core Resources:

From the ODE homepage, select on the left menu:

1. “Standards and Instruction”
2. “Graduation Requirements”
3. Scroll down a little and select “Ohio Core Resources”

## Extended Response Rubrics and Strategies

### To Find the Rubrics:

Rubrics can provide a valuable insight into the mind of a grader.

1. Start on the ODE homepage.
2. Near the bottom of the right menu, click on “Testing & Assessments.”
3. On the lighter blue menu below, click on “Released Test Materials.”
4. Select “Released Test Materials for Ohio's Grade 3-8 Achievement Tests.”
5. Select your grade, subject and year of the test. The scoring guides are on the right.

### Keywords:

- Questions contain certain keywords and expect an answer for each one:
  - Ex: Identify, describe, explain, compare, determine, list, draw, graph, give details
- Special keywords: Describe, explain and compare
  - They require more depth and detail. They are worth two points since there is partial credit.
- If there are fewer marks than the number of points, the special keywords need extra attention.
  - For example, instead of a quick description, a detailed description is needed.
- The most common combinations are:
  - 4 keywords
  - 2 special keywords for 1 subject
  - 2 keywords on 2 subjects

### Example of 2 special keywords for 1 subject:

26. The Crusades had a great impact on European culture during the Middle Ages.

In your **Answer Document**, identify and describe two ways the Crusaders' contact with the Middle East changed European culture. (4 points)

### Example of 1 special keyword for 2 subjects:

6. The Framers began writing the Constitution of the United States in May 1787, but it was not ratified by all thirteen states until May 1790. One of the issues debated during the Constitutional Convention was the congressional representation of enslaved Africans.

In your **Answer Document**, explain the positions of both Northern delegates and Southern delegates on the issue of congressional representation of enslaved Africans. (4 points)

## 8 Most Often Used Clue Words

Clue Word	Action Required
Compare	Show both the similarities and differences.
Contrast	Compare by showing differences.
Criticize	Give your judgment or reasoned opinion of something, illustrating its good and bad points. It is not necessary to attack it.
Define	Give the formal meaning by distinguishing it from related terms. This is often a matter of giving a memorized definition.
Describe	Write a detailed account or verbal picture in a logical sequence or story form.
Discuss	Describe giving the details and explaining the pros and cons of the subject.
Explain	Give reasons for.
List	Produce a list of words, sentences, or comments.

## Writing Test Strategies

Graders are given seven basic areas of importance to gauge completeness:

1. Treatment of Prompt/Topic (Directly Addressed/Focused)
2. Awareness of Audience/Purpose (Clearly Adapted)
3. Ideas, Examples and Details (Strong/Compelling/Ample Available)
4. Organization and Development (Clearly Evident/ Exceptional)
5. Sentences and Vocabulary/Word Choice (Consistent Variety/ Appropriate)
6. Sequence and Style (Unified and Coherent/Engaging)
7. Grammar, Punctuation, Spelling, Paragraphing (Few/No Errors - Grade 4)

## Writing Test Recommendations

Questions students should ask after writing an essay:

1. Did I answer the question completely?
2. Did I provide enough evidence or support to make my point?
3. Was my essay organized in a logical way?
4. Did I make good use of word choice and sentence structure?
5. Did I proofread my essay? (fix grammar, spelling, punctuation)