A GUIDE to the OHIO GRADUATION TESTS for Students and Families

Reading, Mathematics, Writing, Science, and Social Studies

Ohio | Department of Education

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Overview

The Ohio Graduation Tests (OGT) are a key part of Ohio's education reform to establish an aligned system of standards, assessments and accountability for Ohio schools. The testing requirements were established by the Ohio General Assembly in 2001 based on recommendations by the Governor's Commission for Student Success. Tests in reading, writing, mathematics, science, and social studies make up the OGT.

The graduating class of 2007 was the first class responsible for taking the OGT and passing all five tests as a graduation requirement. Students have multiple opportunities to take the tests during their high school careers.

The purpose of this guide is to provide students and their families with the following information:

- An overview of what may appear on the OGT in reading, mathematics, writing, science, and social studies;
- Sample OGT questions;
- Test-taking tips and strategies that will help students prepare for the OGT;
- Frequently asked questions about the OGT;
- A graduation checklist;
- Information about the Alternative Pathway to Graduation;
- Helpful OGT Web sites.

While this OGT Guide does not provide an exhaustive list of everything students should know to pass the OGT, the Ohio Department of Education has prepared this tool as one of many resources that students can use to review a sampling of the knowledge and skills they will need to master to pass the OGT.

The Ohio Department of Education (ODE) encourages students and families to talk with their high school teachers and/or guidance counselors to find out more detailed information about the OGT. Additional information and resources also can be found on the ODE Web site at **http://education.ohio.gov**, keyword search: "OGT".

READING

The OGT in reading contains 32 multiple-choice, four short-answer and two extended-response test questions that measure student achievement related to the **four academic content standards**.

Reading Academic Content Standards

Acquisition of Vocabulary

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Informational, Technical and Persuasive Text

Literary Text

Questions from different types of reading selections, such as short stories, poetry, essays, and newspaper articles, are used to assess students.

The overview below provides examples of concepts and skills assessed by the OGT in reading for each of the four academic content standards.

Visit **http://education.ohio.gov**, keyword search: "content standards" for a complete list of the reading academic content standards.

ACQUISITION OF VOCABULARY

- Apply word analysis skills to build and extend vocabulary.
- Recognize the importance of figurative language and the meaning it conveys.

CONCEPTS OF PRINT, COMPREHENSION STRATEGIES AND SELF-MONITORING STRATEGIES

- Apply reading comprehension strategies to understand grade-appropriate text.
- Analyze and evaluate reading materials to demonstrate understanding of text.

INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT

- Analyze text structures and draw inferences from them.
- Recognize arguments, bias, stereotyping, and propaganda in informational text sources.

LITERARY TEXT

- Analyze and critique literary text to achieve deep understanding.
- Analyze an author's use of literary techniques to shape plot, set meaning and develop tone.

Sample OGT Reading Multiple-Choice Question

Aligned to Informational, Technical and Persuasive Text Standard

Below is a sample passage and multiple-choice question from the March 2007 Ohio Graduation Test in reading. The question is based on the reading passage entitled *Furikake*.

Furikake

[NOTE: Furikake is a Japanese word, pronounced something like feeyor-ree-ka-kay. Furikake is a seasoning, somewhat like salt or pepper, that is sprinkled onto a bowl of white rice.]

1 Furikake to me is like the little bits of memories all put together to form a mix that tastes so good on plain rice. Without even thinking, I shower my wet rice with furikake, covering the opening halfway so that it doesn't all pour out in a river of harshness. It was a lesson my Grandpa had taught me long ago that has now become a habit. I don't even think about how he had cupped my pudgy hands in his, teaching me how to hold the container correctly, and how I had to use two hands to hold the bottle because it was too big and my hands were too small. All I think about is how this small habit of mine is such a significant memory.

2 I remember the days when I would run halfway up the pink stairs of my grandparents' house as quickly as I could and then run back down, remembering that Grandpa was always in the backyard. He'd always take off his gardening gloves and escort me back up to the house, saying, "Lei-ko, tell Grandma I'll be right up."

3 After I washed my hands for dinner, he would always be there, patting the seat next to him and inviting me to sit in the seat closest to the television. I'd plop myself on the chair and reach for the furikake bottle. Then he'd always pour it for me ("not too much, because you can always have more") and then I'd happily eat while watching TV. But this time was different. This time he let me grab the furikake bottle, and instead of taking it from me, he silently molded my hands to hold the bottle so that my thumb would be halfway over the opening. I could feel the warmth of his love flow from his crinkled hands into the tips of my cool stubby fingers with ease and patience. My hands were so small and cumbersome, my thumb barely reaching the opening as I held the rest of the bottle. I remember asking, "Why do I have to cover the hole?"

4 "Lei-ko Chan, if you didn't, it would all spill out and your rice would be too salty."

5 Determined to make my Grandpa proud of me, I did as he told me. When it got to the part of actually putting the furikake on my rice, my little hand didn't have the strength. My hand slid off the container and I stared at it bewildered and confused. Grandpa smiled at me patiently, his compassionate eyes looking into mine with undying love and understanding. I tried a couple of more times until finally in frustration I grabbed the bottle with both my hands and lightly drizzled my rice, covering the hole just how he had told me. My heart glowed with a feeling of exalting satisfaction.

6 Since then my hands have grown. I no longer have to hold the bottle with two hands and, more important, I understand the significance of his lesson. It was something that I would take with me for the rest of my life, and something I will teach my own children. Putting my thumb halfway over the opening was always a habit, and I didn't really grasp the full meaning of furikake until he died. Ever since the first time he taught me that small lesson, I have held the bottle that way with one hand. Except for the one time right after he passed away, when the

Continued on next page

bottle slipped out of my shaking hands and I yearned for his hands to mold mine again.

7 At first I was angry at God (or whoever decided to take him away) because I didn't think it was fair for such a healthy, good man to die. I was also angry at myself. Why didn't I ask him to teach me more things, like winning strategies in Trumps or how to play golf? I thought that only the big lessons were worthwhile, without even realizing that he has taught me some of the little things I do every day. I realized that when I do those little things he taught me, he is with me. I might forget how to play Trumps or be too old to play golf, but those little habits will always be with me. Even though he is gone, I know his hands are still molding mine, except they are in my heart.

8 Everyone has a lesson to share. Whether it's big or small, it is worthwhile in someone's life. The smallest memories can stay with you forever and affect you every day. Every once in a while, I smile, sprinkling furikake on my steamed rice. And I remember all that my Grandpa has taught me. I think to myself, furikake truly makes life taste good.

"Furikake" by Lei-Ann Lawi from YELL-OH GIRLS! by VICKIE NAM. Copyright © 2001 by Vickie Nam. Used by permission of HarperCollins Publishers.

When the author says (in paragraph 1) that she learned to pour out enough furikake "so that it doesn't all pour out in a river of harshness," what is implied about the use of furikake?

A. Rice is no good without it.

B. Too much will overpower the rice.

C. It is important to put a large quantity on the rice.

D. The amount doesn't matter.

(Correct Answer: "B")

Sample OGT Reading Extended-Response Question

Aligned to Informational, Technical and Persuasive Text Standard

Below is a sample extended-response question from the March 2007 Ohio Graduation Test in reading. Following this test question are two responses by Ohio students, as well as an explanation of why the students received full credit (four points) for their answers.

> Explain how the author wants the reader to see her grandfather. Include three examples from the passage to support your explanation.

The author wants the reader to see her grandfather as kind, understanding, and patient. The grandfather was very kind; he let Lei-ko sit next to the TV when she ate and used to put furikake on her rice. He was very understanding, when Lei-ko had to use two hands instead of one he was still very proud. Lastly, the grandfather was patient. He taught Lei-ko how to pour the furikake on her rice so it wasn't too much or too little and when she had to use both hands he just kept on helping her.

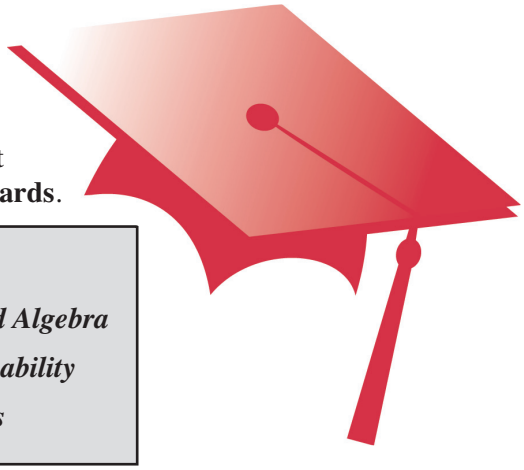
The four-point response above provides a plausible explanation (grandfather was kind, understanding, patient) and supports it with several details paraphrased from the passage (lets her sit next to the TV, puts furikake on her rice, very proud of her even when she had to use two hands instead of one, taught her to pour … so it wasn't too much or too little, would continue to help her when she had to use both hands).

The Ohio student's response below also received all four points.

That he was kind; he would always be there, patting the seat next to him and inviting me to sit in the seat closest to the television. He was loving; He'd always take off his gardening gloves and escort me back up to the house. How he liked to teach me lessons in life; he silently molded my hands to hold the bottle so that my thumb would be halfway over the opening.

The response received all four points because the student provides three plausible explanations (kind, loving, teacher), each supported by details or examples from the passage (patting the seat next to him and inviting me to sit in the seat closest to the television. He'd always take off his gardening gloves and escort me back up to the house. ... silently molded my hands … so that my thumb would be halfway over the opening).

MATHEMATICS



The OGT in mathematics contains 32 multiple-choice questions, five short-answer questions and one extended-response test question that measure student achievement related to the **six academic content standards**.

Mathematics Academic Content Standards

Number, Number Sense and Operations	***Patterns, Functions and Algebra***
Measurement	***Data Analysis and Probability***
Geometry and Spatial Sense	***Mathematical Processes***

Each mathematics question assesses concepts and skills related to one of the five major areas of mathematics: Number, Number Sense and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions and Algebra; and Data Analysis and Probability. Some questions also assess mathematical processes, such as problem-solving, reasoning, communication, and representation skills. Calculators are provided for students when they are taking the OGT in mathematics.

The overview below provides examples of the types of concepts and skills assessed by the OGT in mathematics for each of the six standards.

Visit **http://education.ohio.gov**, keyword search: "content standards" for a complete list of the mathematics academic content standards.

NUMBER, NUMBER SENSE AND OPERATIONS

- Demonstrate number sense, including an understanding of number systems and operations and how they relate to one another.
- Compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

MEASUREMENT

- Estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.
- Use indirect measurement techniques, including proportional reasoning and formulas.

GEOMETRY AND SPATIAL SENSE

- Identify, classify, compare, and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects.
- Use spatial reasoning, properties of geometric objects and transformations to analyze mathematical situations and solve problems.

PATTERNS, FUNCTIONS AND ALGEBRA

- Generalize and explain patterns and functions, and use rate of change to describe, interpret and compare functions and their graphs.
- Analyze, model and solve problems using various representations such as tables, graphs and equations.

DATA ANALYSIS AND PROBABILITY

- Pose questions and collect, organize, represent, interpret, and analyze data to answer those questions.
- Develop and evaluate inferences, predictions and arguments that are based on data.
- Compute probabilities of events and make predictions based on theoretical probabilities and experimental results.

MATHEMATICAL PROCESSES

- Use reasoning and representation skills to solve problems and explain solutions.
- Apply problem-solving and decision-making techniques and communicate mathematical ideas.

Sample OGT Mathematics Short-Answer Question

Aligned to Data Analysis and Probability Standard

Below is a sample short-answer question from the March 2007 Ohio Graduation Test in mathematics. Following this test question are two responses by Ohio students, as well as an explanation of why the students received full credit (two points) for their answers.

> The local newspaper published a list of the five most popular radio stations. Lisa's favorite station is not on the list. At school, she asks two of her friends what their favorite station is and they both choose Lisa's favorite station. Based on this, Lisa decides her favorite station should have been on the list.
>
> Explain why Lisa's conclusion is not valid by giving two reasons why her sample is biased.

Her sample is biased because her friends probably listen to the same music as her (they share similar interests) and because she only polled three people. The newspaper polled a much larger number of people.

This response gives a reason why Lisa's friends may be a biased sample (they share similar interests) and identifies that she had too small a sample (only polled three people … newspaper polled a much larger number).

Lisa's conclusion is not valid because she didn't ask enough people. Also, she asked her friends, and they most likely listen to the same thing.

This response specifies that Lisa did not survey enough people and provides a specific reason why her friends may represent a biased sample (most likely listen to the same thing).

WRITING

The OGT in writing contains 10 multiple-choice test questions, one short-answer question and two writing prompts that measure student achievement related to the **three academic content standards**.

Writing Academic Content Standards

Writing Process

Writing Applications

Writing Conventions

The writing test assesses a student's ability to engage in the processes of writing, to write in different styles or forms and to use English writing conventions. The assessment measures the purposefulness and organization of a student's writing. It also measures effective grammatical choices and a student's understanding of how to revise and edit.

The overview below provides examples of concepts and skills assessed by the OGT questions in writing for each of the three standards.

Visit **http://education.ohio.gov**, keyword search: "content standards" for a complete list of the writing academic content standards.

WRITING PROCESS

- Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- Use strategies to revise style and to improve sentence variety, word choice and transitions between paragraphs, passages or ideas.
- Edit to improve sentence fluency, grammar and usage.
- Apply tools to judge the quality of writing.

WRITING APPLICATIONS

- Compose a narrative that establishes a specific setting, plot and consistent point of view that develops characters.
- Produce an expository essay, which may include a letter, to a specific audience.
- Write a persuasive essay that states a clear position, includes relevant information and offers compelling evidence.

WRITING CONVENTIONS

- Use correct spelling, punctuation and capitalization and demonstrate understanding of the grammatical conventions of the English language.

Sample OGT Writing Short-Answer Question

Aligned to Writing Process Standard

Below is a sample short-answer test question from the March 2007 Ohio Graduation Test in writing. This test question is worth up to two points.

Arrange the sentences in bold print into a clear, logical paragraph. Then correctly use the transition word(s) or phrase(s) from the boxed list that link the sentences as you write the paragraph.

You are ready to begin writing your rough draft.

Several steps are important to complete before you can write a good essay.

After researching your topic, map out your paper by using an outline or another form of planning.

Choose a topic that interests you.

List of Transition Words and Phrases

Finally	Meanwhile
Then	Most importantly
First	For example

A possible full credit response to this question may be:

Several steps are important to complete before you can write a good essay. Most importantly, choose a topic that interests you. After researching your topic, map out your paper by using an outline or another form of planning. Finally, you are ready to begin writing your rough draft.

Scoring Rubric:

2 Response arranges the sentences in a logical order and correctly uses at least one transition word or phrase from the boxed list to connect the sentences.

1 Response arranges the sentences in a logical order OR correctly uses at least one transition word or phrase from the boxed list to connect the sentences.

0 Response indicates little or no understanding of the task.

(Note: Short-answer questions are worth two points. The OGT in writing has one two-point question.)

Sample OGT Writing Prompt

Aligned to Writing Applications Standard

Below is a sample OGT writing prompt. This test question is worth up to 18 points.

In his famous "I Have A Dream" speech, Martin Luther King, Jr. described his vision of equality in America: that his four children "will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Suppose you were asked to share with a group of students your vision for a better society.

Explain to these students what vision for society you would like to see occur. Be specific and support your explanation with detail and examples.

SCIENCE

The OGT in science contains 32 multiple-choice, four short-answer and two extended-response test questions that measure student achievement related to the **six academic content standards**.

Science Academic Content Standards

Earth and Space Sciences	*Science and Technology*
Life Sciences	*Scientific Inquiry*
Physical Sciences	*Scientific Ways of Knowing*

OGT science questions are designed to present data and information in a variety of formats, including text, data, tables, graphs, diagrams, maps, and drawings. To ensure a variety of ways for students to demonstrate science skills and understanding, each OGT question for science will focus on one of four categories: 1) recalling and identifying valid science information and principles; 2) communicating science concepts and analyses of science data; 3) using scientific inquiry and technology design; 4) applying science concepts and ways of knowing.

The overview below provides examples of concepts and skills assessed by the OGT in science for each of the six academic content standards.

Visit **http://education.ohio.gov**, keyword search: "content standards" for a complete list of the science academic content standards.

EARTH AND SPACE SCIENCES

- Evaluate human activities that can conserve or deplete Earth's finite resources.
- Use energy, matter, motion, and force concepts to explain patterns in Earth's systems and history, and the composition and scale of the solar system and physical universe.

LIFE SCIENCES

- Describe how living systems function and interact with the physical environment, including the cycling of matter and the flow of energy in living systems.
- Understand the characteristics, structure and function of cells, principles of heredity, biological evolution, and the diversity and interdependence of life.

PHYSICAL SCIENCES

- Apply concepts of the structure and properties of atoms and molecules and the principles of conservation of matter to explain identifiable physical properties of matter, materials and objects, physical and chemical changes, and the formation of patterns and substances.
- Summarize how the concepts and principles of transfer and conservation of energy, motion and the forces affecting motion, and the nature of waves and interactions of matter and energy describe and predict physical interactions and events in the natural world.

SCIENCE AND TECHNOLOGY

- Use alternative technological designs or devices to solve design problems, including explaining critical factors to consider in relation to short- and long-term use of the design.
- Describe examples of scientific and technological advances, including how they are related and may impact society.

SCIENTIFIC INQUIRY

- Design and evaluate scientific investigations.
- Use mathematics, scientific reasoning and communication skills to interpret, analyze and explain scientific conclusions and evidence from investigations.

SCIENTIFIC WAYS OF KNOWING

- Show how scientific knowledge must be based on scientific evidence to explain how scientific questions can be investigated, and show how scientific ideas can be used to predict and logically explain natural phenomena and events.
- Recognize examples of scientific advancements and guidelines, and recognize how scientific ideas and skills apply to society.

Sample OGT Science Extended-Response Question

Aligned to Life Sciences Standard

Below is a sample extended-response test question from the March 2007 Ohio Graduation Test in science. Following this test question is a response written by an Ohio student, as well as a notation explaining why that student received full credit for the answer. The test question is worth up to four points.

> A study is planned to investigate the potential environmental impact of storing animal wastes in large, open lagoons on commercially owned farms. These lagoons sometimes rupture or overflow, spilling their contents into lakes and waterways.
>
> Identify one negative consequence of increased animal waste in lakes and waterways and describe how the increased animal waste results in this consequence.
>
> Then identify a second negative consequence of increased animal waste in lakes and waterways and describe how the increased animal waste results in this consequence.

The following Ohio student response was awarded all four points.

> One negative consequence is eutrophication. The animal feces is full of phosphates that algea uses for nutrients. This kills fish and other life in the lakes.
>
> Another consequence is disease spreading. This happens when the feces washes ashore and flies come to lay their eggs in the feces. Then the flies spread germs when they feed.

This response provides two acceptable consequences with appropriate explanations for each. The first consequence is described (kills fish and other life in the lakes) and offers an explanation (The animal feces is full of phosphates that algae uses for nutrients). The second consequence is also described (disease spreading) and offers an explanation (flies come to lay eggs in the feces. Then the flies spread germs).

SOCIAL STUDIES

The OGT in social studies contains 32 multiple-choice, four short-answer and two extended-response test questions that measure student achievement related to the **seven academic content standards**.

Social Studies Academic Content Standards

History	*Government*
People in Societies	*Citizenship Rights and Responsibilities*
Geography	*Social Studies Skills and Methods*
Economics	

The content covered by the OGT encompasses world studies from 1750 to the present and United States studies from 1877 to the present. Many test questions present data and information in text, tables, charts, graphs, maps, and illustrations. Students should be able to apply this data and information when answering questions posed in the test.

The overview below provides examples of concepts and skills assessed by the OGT in social studies for each of the seven academic content standards.

Visit **http://education.ohio.gov**, keyword search: "content standards" for a complete list of the social studies academic content standards.

HISTORY

- Explain cause-and-effect relationships among historical developments, including industrialization and imperialism.
- Show connections among historical developments occurring in different decades and centuries, such as World War I, World War II and the Cold War.

PEOPLE IN SOCIETIES

- Describe interrelationships that exist between cultural groups from exchanges of cultural practices to instances of discrimination and conflict.

GEOGRAPHY

- Use maps and geographic data to analyze changes brought about by human activity.
- Analyze the characteristics used to define geographic regions.

ECONOMICS

- Compare how different economic systems determine what goods and services to produce.
- Explain various roles the U.S. government plays in the economy, such as providing public services and regulating economic activities.

GOVERNMENT

- Explain how applications of the U.S. Constitution have changed due to amendments ratified since Reconstruction.
- Analyze how various systems of government, ranging from democracies to theocracies, acquire and use political power.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

- Analyze the methods people use to bring about changes in governmental policy and in systems of government.
- Describe how the exercise of individual rights is balanced against the rights of others and the welfare of the larger community.

SOCIAL STUDIES SKILLS AND METHODS

- Examine sources of information to determine if they are reliable and credible.
- Show how to use evidence to support or refute a position on an issue.

Sample OGT Social Studies Short-Answer Question

Aligned to Geography Standard

Below is a sample short-answer question and a sample multiple-choice question, both from the March 2007 Ohio Graduation Test in social studies. Following the short-answer test question is a response written by an Ohio student, as well as an explanation of why the student received full credit for the answer. The short-answer test question is worth up to two points.

> People from the countries of Scandinavia, Finland, Denmark, Norway, and Sweden immigrated to the United States mainly between the Civil War and World War I. In general, they settled in the American Midwest. Their reasons for leaving their homelands included overpopulation, poor farm production and dissatisfaction with their governments.
>
> Based on your knowledge of immigration patterns to the United States, identify two factors that attracted immigrants such as these to the United States.

The following Ohio student's response was awarded full credit of two points.

> One Factor I think would attract Immigrants to the United States would be better Jobs. Another Factor would be they wanted better education For their kids or they wanted to have more Freedom.

This response accurately identifies two factors that attracted immigrants to the United States (better jobs; better education for their kids). "More freedom" is also a relevant factor.

Sample OGT Social Studies Multiple-Choice Question

Aligned to History Standard

> Many Latin American nations gained their independence early in the 19th century. The relationship between the people and their government changed. Slavery existed under colonial governments, but some of the new nations, such as Haiti, did not permit slavery. The abolition of slavery was based on Enlightenment ideas of
>
> A. liberty as a natural right of man.
> B. separation of governmental powers.
> C. personal rights as less important than civil order.
> D. the authority of absolute monarchs.
>
> (Correct Answer: "A")

Test-Taking Tips and Strategies

General Test-Taking Tips

- Get plenty of rest.
- Eat breakfast on each day of testing.
- Be confident of your ability and give your best effort.

Types of Questions

There are three different kinds of questions on the OGT:

1. Multiple-choice;
2. Short-answer;
3. Extended-response.

Below are tips on how best to answer those types of questions.

Multiple-Choice Tips

- ✔ Read the entire question before attempting to answer it.
- ✔ First, try to answer the question without looking at the choices. Then, look at the choices to see if your answer is the same as, or is close to, one of the choices.
- ✔ Don't keep changing your answer. Usually your first choice is the right one, unless you did not read the question correctly.

Short-Answer and Extended-Response Tips

- ✔ Read the directions carefully.
- ✔ If the question is asking for facts, do not give your personal opinion on the topic.
- ✔ Reread your response once it is completed. Doing so helps you make sure that the required task has been completed thoroughly and accurately.
- ✔ Address all parts of the question.
- ✔ Focus on one main idea per paragraph.
- ✔ If you have time left at the end of the test administration period, proofread your work and correct any errors.

Performance Verbs

When answering short-answer or extended-response questions on the OGT, students need to think about the "performance verbs." A performance verb asks the student to answer, or present information, in a certain way. Review the list below, and note that there are different ways to answer a question.

The definitions of performance verbs below provide generally intended meanings. The list does not include all the performance verbs that may be used on the OGT; however, it does show numerous verbs commonly used on the OGT.

Performance Verb	*What It Means*
Analyze	To think about the different parts of a problem or situation to figure out the traits of the whole (e.g., looking at several two-dimensional perspectives to identify a type of three-dimensional object).
Compare	To look at traits or qualities to find out what is alike and what is different. The question usually says "compare with." You are to highlight similarities, but differences may be mentioned.
Describe	To represent a thought or an idea, noting details such as changes taking place over time.
Evaluate	To determine the value of something for a given purpose based on certain standards or criteria (e.g., explaining the pros, cons and/or results of a decision).
Explain	To make clear or give a reason for something (e.g., telling how or why certain factors cause a certain kind of reaction).
Formulate	To express a thought or an idea based on the review of information (e.g., creating a category to organize objects or events that are not alike).
Infer	To draw out information beyond what is directly stated (e.g., extracting information from data on a graph).
Predict	To use what is already known to make a statement about what will happen in the future.
Summarize	To condense information (e.g., stating the main points of an argument).
Support	To provide evidence to back a conclusion or an argument (e.g., citing people with similar points of view).
Trace	To describe a path or sequence (e.g., to explain the chronology of events).

Time-Management Reminders

- You have more time than you are likely to need.
- Answer the easier questions first so that you can spend more time on the harder questions.
- Be sure to answer all the questions.
- Use any extra time to go back and check your answers, making sure the choice you marked on the answer sheet is the one you wanted.

Frequently Asked Questions

Q: What are the Ohio Graduation Tests (OGT)?

A: The Ohio Graduation Tests are five tests that students must pass to earn an Ohio high school diploma.

Q: What are the purposes of the tests?

A: The purposes of the tests are to

- make sure that Ohio students who receive a high school diploma show at least a high school level of achievement;
- measure the level of reading, mathematics, writing, science, and social studies skills expected of students by the end of the 10th grade;
- meet federal law for high school testing.

Q: What time of year do students take the OGT?

A: Students take the OGT for the first time in the spring of their sophomore year. The tests are also offered in summer and fall to students still needing to pass one or more subject areas after taking the OGT for the first time in spring.

Q: How many chances do students have to pass the OGT before graduation?

A: OGT administrations before graduation:

- Spring of 10th grade;
- Summer between 10th and 11th grade (optional);
- Fall and spring of 11th grade;
- Summer between 11th and 12th grade (optional);
- Fall and spring of 12th grade.

Q: How long will students have to take each test?

A: Students have up to two and one-half hours to take each of the tests.

Q: What types of questions are on the OGT?

A: The OGT includes multiple-choice, short-answer and extended-response questions.

Q: Do exceptional children and English-limited students have to pass the OGT?

A: Students whose Individual Education Program (IEP) excuses them from having to pass the OGT to graduate may be awarded a diploma. However, federal law requires every student to take the OGT or an alternate assessment. English-limited students (those students whose primary language is not English) must achieve passing scores on the OGT in order to be awarded a diploma.

Q: Are there other ways for students to receive a diploma if they don't pass the OGT?

A: Yes, a student may graduate and receive a diploma without passing all five tests of the OGT if he or she meets the criteria for the Alternative Pathway to Graduation. (See page 20.)

Q: If a student doesn't pass the OGT in one or more subject areas, may he or she continue to take the tests after the rest of the class graduates?

A: Yes, the OGT can be taken in the subject area(s) not passed as long as the state continues to offer the tests.

Q: What happens to students who need a different type of test because of their Individual Education Program (IEP)?

A: Students who have an IEP that requires a different test can take an alternate assessment of the OGT.

Q: Do nonpublic school students and those in other schools have to take the OGT?

A: To receive a high school diploma, nonpublic school students and students in the Ohio State School for the Blind and the Ohio School for the Deaf must pass the OGT or satisfy the alternative conditions set by legislation.

Q: How were the tests developed?

A: The Content Advisory Committee, made up of educators and other Ohioans including parents, reviews all the test questions for every test. Another committee, the Fairness and Sensitivity Review Committee, reviews questions to ensure that the questions are not biased. This group makes sure that the test questions are fair and do not promote or inquire about a student's moral or social values or beliefs.

Amended substitute Senate Bill 1, the law that required the OGT, makes it clear that parents, classroom teachers, other school personnel, and administrators must be involved in developing the tests.

Graduation Checklist

What It Takes to Earn an Ohio Diploma

Graduating Classes through 2013

There are curriculum requirements and testing requirements connected with the Ohio diploma; students must meet both requirements to earn an Ohio diploma. See the two checklists below for more information about these two diploma requirements. The third section provides information about the Alternative Pathway for Eligibility for a Diploma.

I. Curriculum Requirements

Curriculum Requirements	State Minimum	Additional Local Credits	Credits Earned to Date	Credits Remaining	Honors Diploma Credits
English Language Arts	4 units	_____	_____	_____	_____
Health	1/2 unit	_____	_____	_____	_____
Mathematics	3 units	_____	_____	_____	_____
Physical Education	1/2 unit	_____	_____	_____	_____
Science	3 units*	_____	_____	_____	_____
Social Studies	3 units**	_____	_____	_____	_____
Electives	6 units***	_____	_____	_____	_____

* Science units must include 1 unit of biological sciences and 1 unit of physical sciences.
** Social Studies units must include 1/2 unit of American history and 1/2 unit of American government.
*** Elective units must include 1 unit or 2 half units in business, technology, fine arts, or foreign language.

II. Graduation Tests Information

For Students Who Need to Pass the Ohio Graduation Tests (OGT):

A) Students and parents should be aware of the following:

- The importance of earning a diploma.
- The need to meet both testing and curriculum requirements to earn a diploma.
- Additional local graduation requirements.
- The district's policy about participation in commencement ceremonies.

B) Information (test blueprints, practice tests) about the OGT is available on the Web at **http://education.ohio.gov**, keyword search: "OGT".

C) OGT administrations occurring before graduation:

- Spring of 10th grade;
- Summer between 10th and 11th grade (optional);
- Fall and spring of 11th grade;
- Summer between 11th and 12th grade (optional);
- Fall and spring of 12th grade.

D) Previous graduation tests can be accessed on the Web:

- OGT Reading, Mathematics, Writing, Science and Social Studies can be found at **http://education.ohio.gov**, keyword search: "released test materials".

E) Curriculum requirements for the classes of 2014 and beyond can be found on page 19 in this Family Guide. Additional information on the OGT and graduation can be found at **http://education.ohio.gov**, keyword search: "Ohio graduation tests".

What It Takes to Earn an Ohio Diploma

Graduating Classes of 2014 and Beyond

Students must meet both testing requirements and curriculum requirements in order to earn a diploma. These requirements apply to students entering their freshman year in 2010 and beyond. See the two checklists below for more information about these two diploma requirements. The third section provides information about an alternative way to meet the testing requirements.

I. Curriculum Requirements

Curriculum Requirements	State Minimum	Additional Local Credits	Credits Earned to Date	Credits Remaining	Honors Diploma Credits
English Language Arts	4 units	_____	_____	_____	_____
Health	1/2 unit	_____	_____	_____	_____
Mathematics	4 units[1]	_____	_____	_____	_____
Physical Education	1/2 unit[2]	_____	_____	_____	_____
Science	3 units[3]	_____	_____	_____	_____
Social Studies	3 units[4]	_____	_____	_____	_____
Electives	5 units[5]	_____	_____	_____	_____
Other requirements[6]					
Economics and financial literacy[6]		Requirement met in _____ class/grade level.			
Fine arts[6]		Requirement met in _____ class/grade level.			

1 Mathematics units must include 1 unit of algebra II or the equivalent of algebra II.

2 The Ohio Core allows school districts to adopt a policy that would exempt students from the physical education requirement who participate in interscholastic athletics, band or cheerleading for two full seasons or complete JROTC classes for two years. Students must take another course of at least 60 contact hours in its place.

3 Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.

4 Social studies units must include 1/2 unit of American history and 1/2 unit of American government.

5 Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

6 All students must receive instruction in economics and financial literacy during grades 9–12 and must complete at least two semesters of fine arts taken any time in grades 7–12. Students following a career-technical pathway are exempted from the fine arts requirement.

II. Graduation Tests Requirements

For Students Who Need to Pass the Ohio Graduation Tests (OGT):

A) Notify student and parents about:

- Importance of earning a diploma;
- Need to meet both testing and curriculum requirements to earn a diploma;
- Any additional local graduation requirements;
- District's policy about participation in commencement ceremony.

B) How to access information (e.g., test blueprints, previous tests) on the Web about OGT: **http://education.ohio.gov**, keyword search: "OGT".

C) OGT administrations before graduation:

- Spring of 10th grade
- Summer between 10th and 11th grade (optional)
- Fall and spring of 11th grade
- Summer between 11th and 12th grade (optional)
- Fall and spring of 12th grade

D) To access previous graduation tests, go to **http://education.ohio.gov**, keyword search: "OGT previous tests".

III. Alternative Pathway for Eligibility for a Diploma

Criteria for Alternative Pathway to Graduation:

1. Failed to pass in one subject by 10 scaled score points or less

   Note: *This means a scaled score of at least 390 on the failed OGT.*

2. Has a 97 percent school attendance rate in each of the last four school years, excluding any excused absences

   Note: *Excused absences are defined by local school district policy.*

3. Has not been expelled from school in any of the last four school years

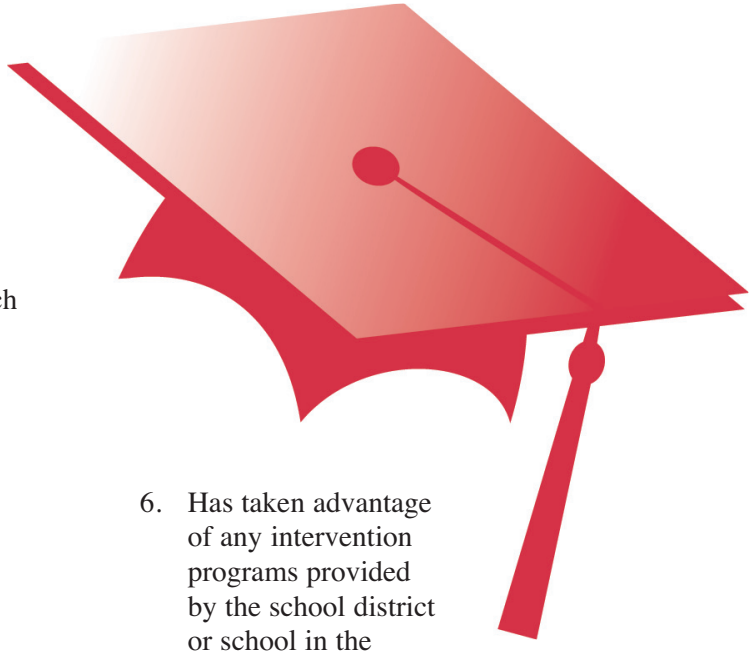
   Note: *The statute does not address other student disciplinary outcomes, such as suspension.*

4. Has a grade point average of at least 2.5 out of 4.0 or its equivalent as designated in rules adopted by the state board of education in the subject area of the failed OGT

   Note: *The conversion chart found on the next page must be used.*

5. Has completed the state high school curriculum requirements in the subject area of the failed test

   Note: *This applies to a student's eligibility to be considered for an alternative pathway only. To receive a diploma, the student must also satisfy school district graduation requirements.*



6. Has taken advantage of any intervention programs provided by the school district or school in the subject area of the failed OGT, and has a 97 percent attendance rate, excluding any excused absences, in any of those programs that are provided at times beyond the normal school day, school week, or school year or has received comparable intervention services from a source other than the school district or school

   Note: *Students are only subject to this criterion if they were offered intervention. If so, the attendance requirement refers to their rate of participation.*

7. Holds a letter recommending graduation from each of the student's high school teachers in the subject area of the failed OGT and from the student's high school principal

   Note: *If the student's teacher from a specific course is no longer available, a person with sufficient knowledge to make an informed recommendation may substitute.*

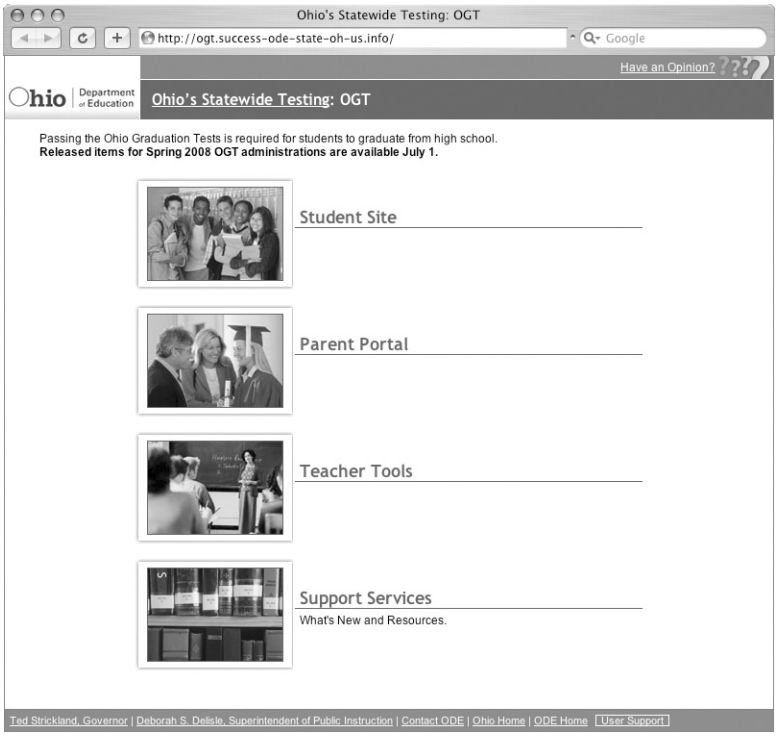
GPA Calculation Chart for Alternative Pathway to Graduation

The following scale has been adopted by the State Board of Education for use in calculating a student's grade point average for the alternative pathway to graduation. It does not need to be used for any other purpose.

GPA Calculation Chart	
A+, A	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
D+	1.3
D	1.0
D–	0.7
F	0.0

Helpful Web Sites for Students Taking the Ohio Graduation Tests

One of the best OGT resources for students, parents and teachers is Ohio's Statewide Testing Web site. It can be accessed at **http://ogt.success-ode-state-oh-us.info**.



Ohio's Academic Content Standards are available at **http://education.ohio.gov**, keyword search: "content standards".

The Ohio Graduation Tests Web page can be found at **http://education.ohio.gov**, keyword search: "OGT".

Notes

Notes

Ohio | Department of Education

25 South Front Street
Columbus, Ohio 43215-4183
1-(877)-OHIOEDU

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