

Ohio Graduation Tests Interpretive Guide Educator Reports



Understanding Your Score Reports Summer 2014



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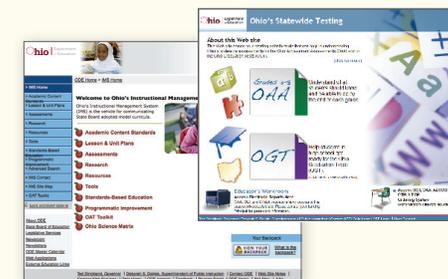
What resources do you have to determine the best instructional program for the students?

Printed Score Reports (Student Score Report, School Score Report, District Score Report, Intervention Plan, and Interpretive Guides for the Family and Educator Reports)



Online Reporting Tools

Multiple Web sites (www.success.ode.state.oh.us; <http://ims.ode.state.oh.us>)



What can you do with these resources?

- Re-roster students
- Analyze data
- Download data
- Reprint PDF student reports

What information is in these reports?

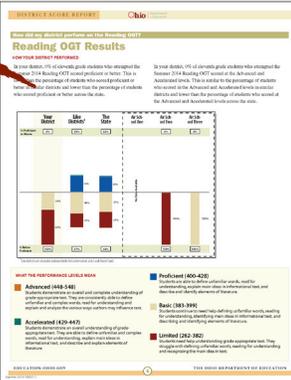
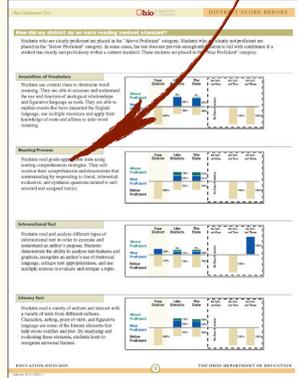
The front page of each report contains an important message from the Ohio Superintendent of Public Instruction.



Separate score reports for each grade level provide information about the performance of your students who took the Summer 2014 OGT, by school, by subject and by content standard.

In addition, the School Score Report provides summary performance, rosters of all students' performance and comparison information.

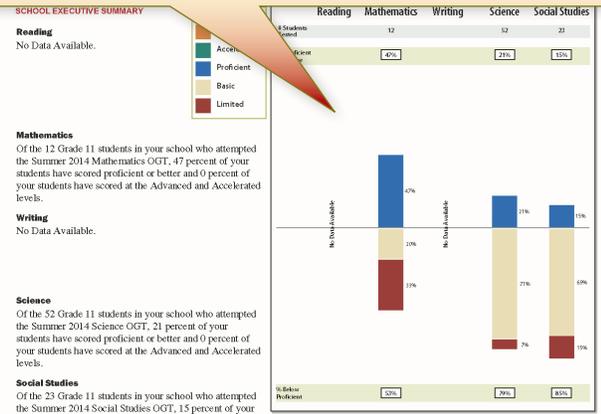
The District Score Report provides an Executive Summary and school-by-school comparison data by subject and by content standard.



Recommendations for Next Steps are included by subject.

Separate Intervention Plan(s) for each subject accompany the School Score Report(s) and contain a roster of all students across all grades who did not pass. These reports should be used along with other resources to design customized programs for your students.

Overall performance by subject is displayed by level of performance. These numbers reflect the performance of students attempting each test in Summer 2014.



- Go to www.success.ode.state.oh.us to:
 - access released test questions and sample student responses,
 - build practice tests and assign them to your students and
 - review ODE resources for the Ohio Graduation Tests.

Online Reporting Tools Successful practices, strategies, interventions, alternatives, and resources are included on Page 3 of the School Score Report.

HELP STUDENTS WHO HAVE PASSED AN OGT
Work with students who have passed the OGT. Encourage counselors and teachers to be interested in pursuing postsecondary education for these students.

HELP STUDENTS WHO HAVE NOT PASSED AND WANT TO ENTER POSTSECONDARY EDUCATION, OR THE WORKPLACE
Students who have not passed the OGT may also pursue postsecondary education or enter the workforce. Encourage counselors and teachers to be interested in pursuing postsecondary education for these students.

HELP STUDENTS WHO HAVE PASSED AN OGT AND WANT TO ENTER THE WORKPLACE
Students who have passed the OGT may also pursue postsecondary education or enter the workforce. Encourage counselors and teachers to be interested in pursuing postsecondary education for these students.

Test questions from the summer administration of the OGT are not released. Released questions from previous spring administrations are available on www.success.ode.state.oh.us and can be used to practice for individual content standards or for an entire test.

Teachers can build tests and assign them to students. Student responses to multiple-choice questions are automatically scored. Responses to constructed-response questions are stored and may be scored by the teacher later.

View Test Questions for a Specific Content Standard
Log onto www.success.ode.state.oh.us
Click "OGT"
Click "Teacher Tools"
Click "See Released Questions"
Pick a Subject
Pick a Year
Pick a Content Standard
Click "I'm Ready"

Build a Test for Students
Log onto www.success.ode.state.oh.us
Click "OGT"
Click "Teacher Tools"
Click "Build Practice Tests"
Click "Sign Up For New Account"

How your school compares to the district and state for each subject is shown.

Performance by content standard for each subject is shown for your school, district and state.

How did my school perform on the Mathematics OGT?

Mathematics OGT Results

HOW YOUR SCHOOL PERFORMED
 In your school, 47% of eleventh grade students who attempted the Summer 2014 Mathematics OGT scored proficient or better. This is similar to the percentage of students who scored proficient or better in your district and higher than the percentage of students who scored proficient or better across the state.

Performance Level	School	District	State
Above Proficient	2%	5%	2%
Near Proficient	45%	40%	40%
Proficient	45%	35%	38%
Below Proficient	53%	55%	64%

WHAT THE PERFORMANCE LEVELS MEAN

- Advanced (444-553)**
Students demonstrate deep knowledge and skills across the mathematical standards. They display abstract thinking in their approach, analysis and justification to problem solving. They communicate using precise mathematical language and notation.
- Accelerated (425-443)**
Students demonstrate an understanding of similarities and differences between various mathematical concepts, terms and procedures. They evaluate and justify solutions in problem situations and communicate in clear and concise mathematical language.
- Proficient (400-424)**
Students demonstrate understanding of mathematical concepts and terms. They use informal reasoning and some problem-solving strategies. They adequately communicate using mathematical language.
- Basic (384-399)**
Students demonstrate recall and recognition of mathematical concepts and terms. They use routine procedures to solve basic problems. Students may have difficulty using mathematical language to communicate.
- Limited (255-383)**
Students demonstrate inadequate recall and recognition of mathematical concepts and terms. They may have difficulty performing routine computations and communicating ideas using mathematical language.

How did my school do on each mathematics content standard?

Students who are clearly proficient are placed in the "Above Proficient" category. Students who are clearly not proficient are placed in the "Below Proficient" category. In some cases, the test does not provide enough information to tell with confidence if a student has clearly met proficiency within a content standard. These students are placed in the "Near Proficient" category.

from previous tests at www.success.ode.state.oh.us

Number, Number Sense and Operations

Students understand and use scientific notation (e.g., $1.2 \times 10^3 = 1,200$), ratios (e.g., 3 to 2), proportions, percents, exponents (e.g., $5^2 = 5 \times 5$), and square roots to solve real-world problems. They explain their solutions using physical, verbal and symbolic representations of real numbers, rational numbers and irrational numbers.

Performance Level	School	District	State
Above Proficient	7%	4%	5%
Near Proficient	40%	40%	38%
Proficient	53%	56%	57%
Below Proficient	40%	40%	44%

Measurement

Students estimate and measure by selecting and using appropriate units, tools and technologies. They use proportional reasoning, indirect measurement techniques, and trigonometric and geometric formulas to solve multi-step measurement problems to an appropriate level of precision.

Performance Level	School	District	State
Above Proficient	2%	2%	8%
Near Proficient	47%	40%	34%
Proficient	47%	57%	58%
Below Proficient	47%	40%	34%

Geometry and Spatial Sense

Students draw and compare two-dimensional shapes and three-dimensional objects on grids, triangles and use properties of similar and congruent figures, transformations. Students apply right-angle trigonometry to find lengths and angle measures. They make geometric conjectures and use a variety of methods to prove and disprove them.

Performance Level	School	District	State
Above Proficient	2%	2%	2%
Near Proficient	39%	36%	34%
Proficient	67%	62%	59%
Below Proficient	31%	32%	35%

Patterns, Functions and Algebra

Students analyze and generalize patterns and sequences to find the n th term. Students solve and graph linear equations, inequalities, quadratic equations, and systems of linear equations involving two variables. They model and solve problem situations involving variations and interpret rates of change. Students translate among algebraic representations and classify, analyze and compare functions.

Performance Level	School	District	State
Above Proficient	2%	2%	6%
Near Proficient	47%	74%	55%
Proficient	47%	24%	49%
Below Proficient	47%	24%	49%

Data Analysis and Probability

Students create, analyze and interpret data represented in different formats (e.g., graphs, tables, charts) including using measures of center in the analysis of the data. Students find and use probabilities to make and validate claims and predictions. They describe sampling methods and the impact

Recommended Next Steps

Analysis of your school's test results suggest that your Grade 11 students may benefit from focusing on Patterns and Algebra.

To address this concept in their classrooms, teachers could:

- Have students translate among different representations of functions and identify functions as linear or nonlinear.
- Provide students with problem situations that represent systems of equations or inequalities, asking them to solve the situation.

Descriptions of the **content standards** for each subject are provided.

The report includes **scaled score ranges** and explanations of each **Performance Level** for each subject.

Recommended Next Steps
 A summary and **suggestions for improvement** are included for each subject at the bottom of the page.

A **student roster** lists all students and summarizes performance by scaled score and performance level for each subject tested in Summer 2014. Easy-to-read graphics help you quickly identify students requiring additional resources and support.

Log on to www.success.ode.state.oh.us to view an electronic roster of all your students that can be expanded to include information on each content standard and sorted to group students in several ways.

OGT Student Roster

This roster shows the performance of each Grade 11 student in your school that took the Ohio Graduation Test in one or more subjects. It lists the scaled score and performance level for each student in each subject tested.

Use this report together with the Intervention Plan and the Web sites listed in the reports to provide intervention to those students who have not achieved proficiency and to further challenge students who have.

Student Name	Reading		Mathematics		Writing		Science		Social Studies	
	Scaled Score	Level	Scaled Score	Level						
Kelly, Eric	DNA		383	○	DNA		DNA		DNA	
Campbell, Mason	DNA		DNA		DNA		422	○	422	○
Carlton, Osborne	DNA		398	○	DNA		DNA		383	○
Clepper, Holly	DNA		DNA		DNA		402	○	DNA	
Devis, Betty	DNA		DNA		DNA		402	○	DNA	
Davidson, Jarvis	DNA		376	○	DNA		DNA		386	○
Epghart, Christopher	DNA		DNA		DNA		388	○	DNA	
Evers, Ruby	DNA		485	○	DNA		DNA		DNA	
Hardman, Kallely	DNA		396	○	DNA		DNA		374	○
Haskell, Marissa	DNA		379	○	DNA		DNA		DNA	
Henderson, Aubrey	DNA		DNA		DNA		391	○	DNA	
McClure, M	DNA		403	○	DNA		DNA		403	○
Mitchell, M	DNA		401	○	DNA		393	○	DNA	
Moore, M	DNA		422	○	DNA		392	○	DNA	
Moore, M	DNA		379	○	DNA		DNA		393	○
Moore, Syd	DNA		DNA		DNA		383	○	393	○
Moore, Shyla	DNA		DNA		DNA		381	○	DNA	
Moore, Katrina	DNA		416	○	DNA		DNA		395	○
Shinn, Marge	DNA		DNA		DNA		411	○	DNA	
Sutton, Derek	DNA		DNA		DNA		391	○	386	○
Spruon, Kelly	DNA		404	○	DNA		DNA		396	○

DNA indicates there is no Summer 2014 data available for a student.
 NY indicates that a student's Summer 2014 OGT score was fraudulent.

EDUCATION.OHIO.GOV THE OHIO DEPARTMENT OF EDUCATION

The **District Score Report** is similar to the School Score Report. However, you will find additional helpful summaries and comparison information in this report.

DISTRICT SCORE REPORT

How did my district perform overall

DISTRICT EXECUTIVE SUMMARY

Reading
Of the 34 Grade 11 students in your district who attempted the Summer 2014 Reading OGT, 0 percent of your students have scored proficient or better and 0 percent of your students have scored at the Advanced and Accelerated levels.

Mathematics
Of the 12 Grade 11 students in your district who attempted the Summer 2014 Mathematics OGT, 43 percent of your students have scored proficient or better and 0 percent of your students have scored at the Advanced and Accelerated levels.

Writing
Of the 9 Grade 11 students in your district who attempted the Summer 2014 Writing OGT, 100 percent of your students have scored proficient or better and 0 percent of your students have scored at the Advanced and Accelerated levels.

Science
Of the 52 Grade 11 students in your district who attempted the Summer 2014 Science OGT, 17 percent of your students have scored proficient or better and 0 percent of your students have scored at the Advanced and Accelerated levels.

Social Studies
Of the 23 Grade 11 students in your district who attempted the Summer 2014 Social Studies OGT, 33 percent of your students have scored at the Advanced and Accelerated levels.

DISTRICT SCORE REPORT

Performance Goals

HELP STUDENTS WHO HAVE PASSED AND WANT TO ENTER INTO THE ARMED SERVICES, POSTSECONDARY EDUCATION, OR THE WORKPLACE
Work with students who have passed the OGT to ensure that they are meeting all requirements to receive an Ohio High School Diploma. Encourage counselors and teachers in your district to discuss all career options with students and parents. Students may be interested in pursuing postsecondary education, a career in the armed services, or employment in the workplace. Share information about each of these options.

HELP STUDENTS WHO HAVE NOT PASSED AND WANT TO ENTER INTO THE ARMED SERVICES, POSTSECONDARY EDUCATION, OR THE WORKPLACE
Students who have not passed the OGT may also pursue postsecondary education, an armed services career, or employment in the workplace. Encourage counselors and teachers to discuss these options. Share information on the paths available to students whose college admittance or scholarships may be contingent on high school graduation. Additionally, inform students and parents on the many opportunities for adult education that are available in Ohio.

Help Students Reach Proficient on the OGT
INTERVENTION PROGRAMS
The Ohio Revised Code requires that students who have not passed one or more subjects of the OGT have access to intervention. Most students must attend summer intervention programs to take the summer administration of the OGT. Work with the schools in your district to ensure that parents and students are aware of the intervention programs available to them.

Alternative Pathway
The Ohio Revised Code provides for an Alternative Pathway to Graduation for students who have passed the OGT in four of the five subjects and have failed the fifth subject by no more than ten points. To be eligible for graduation using the Alternative Pathway, a student must have at least 97 percent attendance, have met curricular requirements, have at least a 2.5 grade point average, have taken advantage of all available intervention programs, and must have letters recommending graduation from each of his or her teachers (and principal) in the failed subject area. For detailed information on the Alternative Pathway, visit education.ohio.gov and search for *Alternative Pathway*.

Online Reporting Tools

- Test questions from the summer administration of the OGT are not released. Released questions from previous spring administrations are available on www.success.ode.state.oh.us and can be used to practice for individual content standards or for an entire test.
- View Test Questions for a Specific Content Standard
Log onto www.success.ode.state.oh.us
- Build a Test for Students
Log onto www.success.ode.state.oh.us

Web Resources

Go to www.success.ode.state.oh.us to:

- access released test questions and sample student responses,
- build practice tests and assign them to your students and
- review ODE resources for the Ohio Graduation Tests.

This report shows your district's **performance by school**, by subject and by performance level. It also contains summary percentages for scores above and below proficiency.

Performance Levels are explained under each subject's summary.

DISTRICT SCORE REPORT

How did my district perform on the Reading OGT?

Reading OGT Results

HOW YOUR DISTRICT PERFORMED

In your district, 0% of eleventh grade students who attempted the Summer 2014 Reading OGT scored proficient or better. This is lower than the percentage of students who scored proficient or better in similar districts and lower than the percentage of students who scored proficient or better across the state.

In your district, 0% of eleventh grade students who attempted the Summer 2014 Reading OGT scored at the Advanced and Accelerated levels. This is similar to the percentage of students who scored in the Advanced and Accelerated levels in similar districts and lower than the percentage of students who scored at the Advanced and Accelerated levels across the state.

	Your District	Like Districts ¹	The State	Air School One	Air School Two	Air School Three
% Proficient or Above	0%	33%	32%		0%	0%
% Below Proficient	100%	67%	68%		100%	100%

¹Like districts are calculated and reported in the same manner as in Local Report Cards.

WHAT THE PERFORMANCE LEVELS MEAN

- Advanced (448-548)**
Students demonstrate an overall and complete understanding of grade-appropriate text. They are consistently able to define familiar and complex words, read for understanding and explain and analyze the various ways authors may influence text.
- Accelerated (429-447)**
Students demonstrate an overall understanding of grade-appropriate text. They are able to define unfamiliar and complex words, read for understanding, explain main ideas in informational text, and describe and explain elements of literature.
- Proficient (400-428)**
Students are able to define unfamiliar words, read for understanding, explain main ideas in informational text, and describe and identify elements of literature.
- Basic (383-399)**
Students continue to need help defining unfamiliar words, reading for understanding, identifying main ideas in informational text, and describing and identifying elements of literature.
- Limited (262-382)**
Students need help understanding grade-appropriate text. They struggle with defining unfamiliar words, reading for understanding and recognizing the main idea in text.

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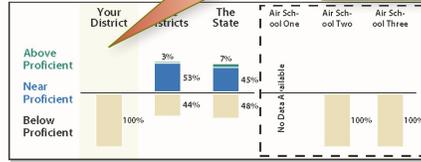
THE OHIO DEPARTMENT OF EDUCATION

How did my district do on each reading content standard?

Students who are clearly proficient are placed in the "Above Proficient" category. Students who are not clearly proficient are placed in the "Below Proficient" category. In some cases, the test does not provide enough information to determine if a student has clearly met proficiency within a content standard. These students are placed in the "Near Proficient" category.

Acquisition of Vocabulary

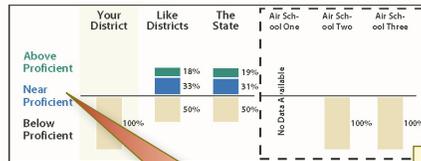
Students use context clues to determine word meaning. They are able to examine and understand the use and function of analogical relationships and figurative language as tools. They are able to explain events that have impacted the English language, use multiple resources and apply their knowledge of roots and affixes to infer word meaning.



Your district's **performance by content standard** in each tested subject, by school, also provides a comparison to similar districts and to the state.

Reading Process

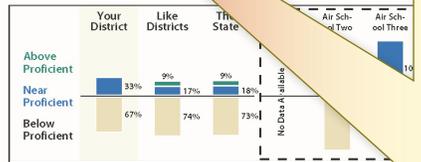
Students read grade-appropriate texts using reading comprehension strategies. They self-monitor their comprehension and demonstrate that understanding by responding to literal, inferential, evaluative, and synthesis questions related to self-selected and assigned text(s).



You'll note that there are three **categories of proficiency** at the content standard level. The number of questions tested by content standard is not sufficient to identify with absolute certainty the Near Proficiency grouping. These students are neither obviously above nor obviously below proficient—their scores are too close to tell.

Informational Text

Students read and analyze different types of informational text in order to examine and understand an author's purpose. Students demonstrate the ability to analyze text features and graphics, recognize an author's use of rhetorical language, critique text appropriateness, and use multiple sources to evaluate and critique a topic.



Literary Text

Students read a variety of authors and interact with a variety of texts from different cultures. Character language help create evaluating and recognizing



DISTRICT SCORE REPORT

Reading Recommended Next Steps

Instructional and Curricular Recommendations
The Grade 11 students in your district show a relative weakness in Reading Process. Although you should continue to work on all the reading content standards, it may be helpful to review your district's improvement plan to ensure that the Reading Process is included in your district's goals. The school reports for each school in your district identify relative weaknesses in reading at the school level. Meet with your building principals to review the specific curriculum recommendations referenced in these reports.

Recommendations for Professional Development
The Ohio Department of Education sponsors professional development opportunities that could help your schools effectively teach reading. The State Institutes for Reading Instruction (SIRI) sessions and study group sessions offer foundations about reading development and instructional practices supported by research. In addition to SIRI sessions, the Partnership Connections to SIRI to help them support student professional development in literacy. The System to Achieve Results for Students (STARS) Web site allows you to browse available opportunities and register online for events throughout the state. To visit the STARS Web site, go to www.education.ohio.gov and search for STARS.

Research has shown that the most effective professional development programs are embedded in the job. For example, when teachers meet together and compare assignments and student work, they all benefit.

General Recommendations

Students will be better prepared for the test if teachers teach to the standards rather than drill specific test items. However, familiarity with test formats increases student confidence during testing. Look at the test online and ensure that leaders in your district help teachers remember to use the language of the standards in instruction and to give students experience with similar items in classroom assessments.

Your curriculum leaders can visit the OGT Student Web site at www.success.ode.state.oh.us to see how each item links to the standards. This information can help them set agendas for curriculum, lesson planning and instructional and classroom assessment.

Mathematics Recommended Next Steps

Instructional and Curricular Recommendations
The Grade 11 students in your district show a relative weakness in Patterns, Functions & Algebra. Although you should continue to work on all the mathematics content standards, it may be helpful to review your district's improvement plan to ensure that Patterns, Functions & Algebra is included in your district's goals. The school reports for each school in your district identify relative weaknesses in mathematics at the school level. Meet with your building principals to review the specific curriculum recommendations referenced in these reports.

Recommendations for Professional Development
The Ohio Department of Education sponsors professional development opportunities that could help your schools effectively teach mathematics. The Ohio Mathematics Academy Programs (OMAP) offer opportunities for teachers to build their knowledge and skill levels, learn about specific tools and strategies for instruction, and collaborate and problem solve with their peers. The System to Achieve Results for Students (STARS) Web site allows educators to browse available opportunities and register online for events throughout the state. To visit the STARS Web site, go to www.education.ohio.gov and search for STARS.

Research has shown that the most effective professional development programs are embedded in the job. For example, when teachers meet together and compare assignments and student work, they all benefit.

Recommended **Next Steps** by subject area are tailored to the specific needs of your district.

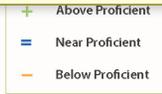
An **Intervention Plan** (one for each subject) is prepared for each school and is a resource to accompany the School Score Report. It contains a roster of students, separated by grade, who did not meet proficiency in the subject.

INTERVENTION PLAN Ohio Department of Education

Reading Student Roster

This roster shows the performance of each student who did not meet proficiency in reading in your school. The students are listed alphabetically and by grade. The roster shows the scaled score and performance of each student in reading and his or her performance on each reading content standard (above, below or near proficient). It also lists any other subjects in which the student needs to be retested.

Use this report together with the School Report and the Web sites listed on the reports to design customized intervention programs for your students.



Student Name	Other Subjects Not Passed in Summer 2014	Reading Scaled Score and Proficiency Level		Performance on Content Standards			
		Limited (262 - 382)	Basic (383 - 399)	Acquisition of Vocabulary	Reading Process	Informational Text	Literary Text
GRADE 11: 2 STUDENTS DID NOT PASS							
Mcfee, Davin	M,So	323		-	-	-	-
Jefferson, Dean	M,Sc	323		-	-	-	-
PROFICIENCY ONLY: 3 STUDENTS DID NOT PASS							
Knox, John	Sc,So	389		-	-	-	=
Roberts, Betty	M,Sc,So			-	-	-	-
Russert, Amanda	M,W,Sc,So			-	-	-	-

The Intervention Plan shows the students' performance on the content standards in the subject and lists other **subjects not passed** in Summer 2014 for each student listed.

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Summer 2014 100001.14

INTERVENTION PLAN Ohio Department of Education

Mathematics Student Roster

This roster shows the performance of each student who did not meet proficiency in mathematics in your school. The students are listed alphabetically and by grade. The roster shows the scaled score and performance of each student in mathematics and his or her performance on each mathematics content standard (above, below or near proficient). It also lists any other subjects in which the student needs to be retested.

Use this report together with the School Report and the Web sites listed on the reports to design customized intervention programs for your students.



Student Name	Other Subjects Not Passed in Summer 2014	Mathematics Scaled Score and Proficiency Level		Number, Number Sense and Operations	Measurement	Geometry and Spatial Sense	Patterns, Functions and Algebra	Data Analysis and Probability
		Limited (232 - 353)	Basic (354 - 399)					
GRADE 11: 13 STUDENTS DID NOT PASS								
Campbell, Carl	Sc	382		-	-	=	-	-
Mcfee, Davin	R,So	389		-	=	-	-	-
Dupree, Becky	Sc	369		-	-	-	-	-
Basco, Melissa		372		-	-	-	-	=
Good, Sheila	Sc	394		-	=	-	-	=
Hall, Robert	So	391		-	-	-	-	=
Jefferson, Timothy	R,Sc	386		-	-	=	-	-
Lenox, Ashley	Sc	390		-	-	=	-	=
Leigh, Charlotte	Sc	376		-	-	-	-	=
Lightfoot, Kayla	Sc	394		=	-	-	=	=
Oppenheimer, Ashley	Sc	396		=	-	-	=	-
Rason, Shavna	So	370		-	-	-	-	=
Bottson, Vanessa		378		-	-	-	-	=
GRADE 12: 8 STUDENTS DID NOT PASS								
Burton, Erin	Sc	389		-	=	-	-	=
Dave, Kelsey	Sc	394		-	=	=	-	-
Moore, Heather	Sc	378		-	-	-	-	=
Newman, Becky	Sc	396		-	=	-	-	-
Campbell, Travis		387		-	=	-	-	=
Thompson, Calvin	Sc	370		-	-	-	-	=

What are the Ohio Graduation Tests (OGT)?

The Ohio Graduation Tests (OGT) are standards-based tests that measure the level of reading, writing, mathematics, science, and social studies skills expected of students by the end of 10th grade.

Why do we administer the OGT?

The OGT are the tests that students must pass in order to earn an Ohio high school diploma. They replaced the Ninth-Grade Proficiency Tests, starting with the class of 2007. The OGT meet the federal law for high school testing. Please see the Operating Standards for Ohio Schools, which may be accessed at www.ode.state.oh.us.

What is the purpose of the OGT?

The purpose of the OGT is to make sure all Ohio students who receive a high school diploma show at least the minimum level of reading, writing, mathematics, science, and social studies skills that are expected of students by the end of 10th grade.

When are the OGT administered?

OGT test administrations:

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

Are there alternatives to the OGT?

There are other ways for students to receive a diploma if they don't pass the OGT. Refer to the Ohio Department of Education (ODE) Web site at www.ode.state.oh.us and search for "Alternative Pathway."

How were the tests developed?

Committees of parents, educators and other Ohioans review all test questions for every test to ensure they are fair to all students. Every tested subject has a blueprint that links the benchmarks and standards to the tested material. It also indicates the types of questions, along with point values. The blueprint for reading lists the types of passages, number of questions, and length and types of questions. For more detailed information about blueprints, please refer to the Ohio Department of Education (ODE) Web site at www.OhioAcademicStandards.com.

May I duplicate this guide?

You may duplicate the Family Interpretive Guide as well as the Educator Interpretive Guide. The guides have been designed to copy in both color and black and white.

For more information

Ohio Department of Education (ODE)
Office of Assessment
25 S. Front Street
Columbus, OH 43215
1-614-466-0223, 1-614-995-5568 (Fax)

American Institutes for Research (AIR)
1000 Thomas Jefferson Street, NW
Washington, DC 20007-3835
1-877-231-7809, 1-877-231-7813 (Fax)
E-mail: ogthelpdesk@air.org

Web site information

The Ohio Department of Education's Web site:
education.ohio.gov

Ohio's Academic Standards:
education.ohio.gov
Search for "Ohio Academic Standards"

Additional Information on OGT:
education.ohio.gov Search for "OGT."

Ohio's Success Portal: www.success.ode.state.oh.us

Glossary of Terms/Definitions

Benchmarks—Benchmarks are the specific components of the knowledge or skill identified by an academic content, performance or operational standard. A benchmark can be characterized as being declarative, procedural or contextual in the type of knowledge it describes. Attainment is communicated through a performance task (the construction of a response) and performance level (the defined score point on a formal assessment). Refer to www.ode.state.oh.us and search for “Academic Content Standards Frequently Asked Questions.”

Blueprints—Test blueprints contain information about individual tests, including the number of test questions and the number of points for each test question. In addition, test blueprints identify the number of test questions by category: short-answer, multiple-choice or extended-response. Blueprints for reading, writing, mathematics, science, and social studies are available in PDF format from the ODE Web site.

Content Areas—Content Areas are also known as subjects: e.g., reading, mathematics, writing, science, and social studies.

Content Standards—Content Standards are the major topics within each subject: e.g., Ohio Content Standards for mathematics are Number, Number Sense and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions and Algebra; and Data Analysis and Probability.

Performance Standards—Performance Standards are the levels of proficiency, adopted by the Ohio Department of Education, that a student must achieve on the Ohio Graduation Tests in order to meet graduation requirements.

Performance Level Descriptors (PLDs)—There are five Performance Level Descriptors or levels of proficiency in each subject area. Three of the performance levels (Advanced, Accelerated and Proficient) are above the “passing” score of 400. Two Performance Level Descriptors (Basic and Limited) are below the “passing” score. Each subject area has its own specific descriptions of each of these performance levels.

Reporting Results—Results are reported using a scaled score for overall achievement as well as for the number of points received for each of the content standards in each subject area.

Raw Scores—A student’s raw score is the sum of the points he or she has earned.

Scaled Scores—Because raw scores may not be comparable across test administrations, they are converted to scaled scores for reporting purposes. Since all test administrations within the same subject are equated to the same scale, scaled scores allow comparisons between different students taking different administrations of the test. Scaled scores are not comparable across different subjects.