

Ohio Graduation Tests Interpretive Guide Educator Reports



Understanding Your Score Reports Spring 2015

Ohio | Department
of Education

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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)



On-line Reporting Tools

Additional Reporting Tools

1. Log on to www.success.ode.state.oh.us
2. Click "Educator's Workroom"
3. Enter Username and Password
4. Click "Ohio Graduation Test"
5. Click "2015"
6. Click "Spring"
7. Click "Graduation"
8. Click any subject of your choice
9. Click "View All Students' Scores"

Educators can use the online reporting tools to sort students by name, scaled score, overall proficiency level, and content standard performance. For additional tips on how to use the online reporting tools click "User Guide" located beneath the "Help" tab.

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
- re-print 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.

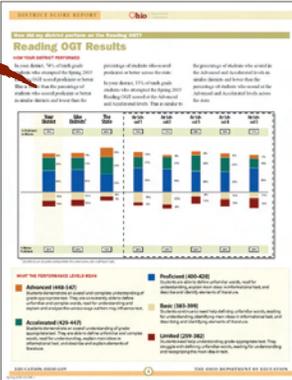
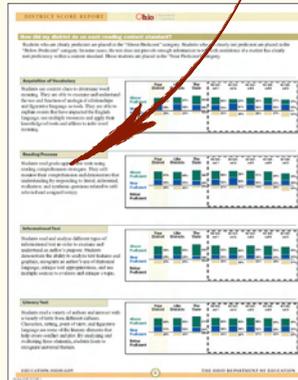


Separate score reports for each grade level provide information about the performance of your students who took the Spring 2015 OGT, by school, by subject and by content standard.



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.



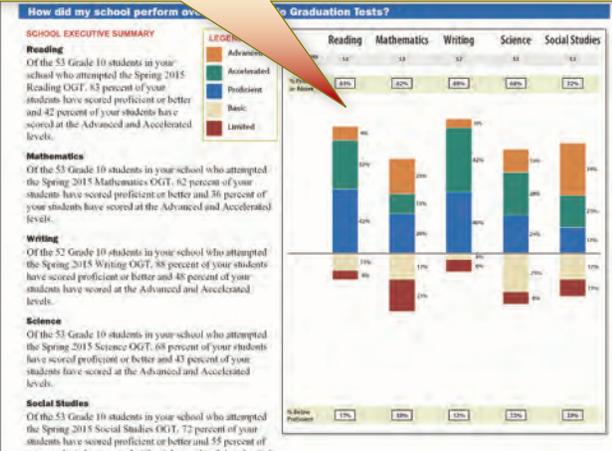
Recommendations for Next Steps are included by subject.

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



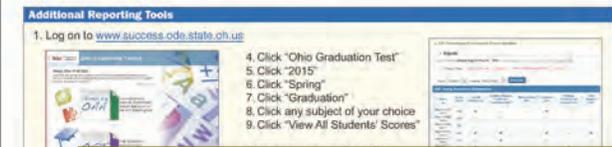
What is in the School Score Report?

Overall performance by subject is displayed by level of performance. These numbers reflect the performance of students attempting each test in spring 2015.

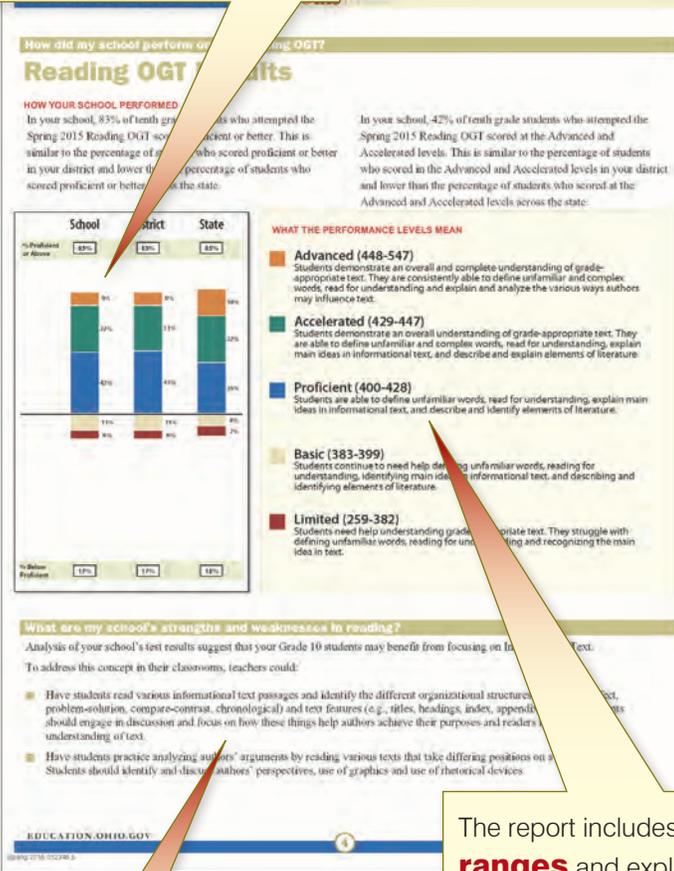


Questions from the spring 2015 OGT will not be released.

Log on to www.success.ode.state.oh.us to access released questions from previous administrations and information on the knowledge and skills necessary for students to successfully respond to each question.



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



Ohio SCHOOL SCORE REPORT

How many students from each group are proficient in reading?
 This table presents the percentage of Grade 10 students from your school who are proficient or above.

	Total	Limited English Proficient	Students with Disabilities	African-American	American Indian	Asian/Pacific Islander	Hispanic	Multi-Racial	White	Migrant
AIR School 1										
% Above Proficient	83%		50%						83%	
Total # of Students	53	0	12	0	0	0	0	0	53	0
Male	25	0	6	0	0	0	0	0	25	0
Female	28	0	6	0	0	0	0	0	28	0
AIR District 1										
% Above Proficient	80%		50%						83%	
Total # of Students	0	12	0	0	0	0	0	0	54	0
Male	0	6	0	0	0	0	0	0	26	0
Female	0	6	0	0	0	0	0	0	28	0
State										
% Above Proficient	72%	44%	67%	78%	91%	74%	83%	89%	43%	
Total # of Students	10294	20074	271	1682	2749	3000	10025	32		
Male	10029	19918	96	834	1380	1457	53987	29		
Female	2186	10172	102	848	1369	1544	51001	27		

The **Grade 10 District and School Score Reports** include disaggregated performance data for each of the No Child Left Behind reporting categories. The district report also includes this information for each school in the district. The chart does not display performance data for a category that has fewer than 10 students.

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 spring 2015. 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 10 student in your school who 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 and also indicates whether the student has passed all subjects and met the state testing requirements to be awarded an Ohio High School Diploma.

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

LEGEND:

- Advanced
- Accelerated
- Proficient
- Basic
- Limited
- Passed all subjects
- Did not pass all subjects

Student Name	All Subjects	Reading		Mathematics		Writing		Science		Social Studies	
		Scaled Score	Level	Scaled Score	Level						
Adams, William	✓	481	3	399	2	406	3	393	2	358	2
Beale, Kara	✓	426	2	423	3	493	3	429	3	432	3
Cameron, James	✓	422	2	407	2	417	3	488	3	431	3
Franklin, Toby	✓	432	3	481	3	448	3	427	3	485	3
Richard, Joshua	✓	418	2	413	2	415	3	406	2	415	3
Mangrove, Timothy	✓	419	2	399	2	412	3	399	2	389	2
Ranker, Christopher	✓	448	3	466	3	493	3	457	3	457	3
Vern, Julia	✓	457	3	456	3	462	3	417	3	461	3
Vogel, Anthony	✓	351	1	345	1	343	1	357	1	345	1
Wathen, Jay	✓	392	2	373	2	393	2	385	2	345	1
East, Jay	✓	382	2	378	2	364	2	373	2	372	2
Tracy, Jay	✓	439	3	436	3	429	3	436	3	448	3
Watts, James	✓	481	3	458	3	448	3	427	3	489	3

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 611 Grade 10 students in your district who attempted the Spring 2015 Reading OGT, 74 percent of your students have scored proficient or better and 33 percent of your students have scored at the Advanced and Accelerated levels.

Mathematics
Of the 639 Grade 10 students in your district who attempted the Spring 2015 Mathematics OGT, 63 percent of your students have scored proficient or better and 36 percent of your students have scored at the Advanced and Accelerated levels.

Writing
Of the 603 Grade 10 students in your district who attempted the Spring 2015 Writing OGT, 76 percent of your students have scored proficient or better and 33 percent of your students have scored at the Advanced and Accelerated levels.

Science
Of the 613 Grade 10 students in your district who attempted the Spring 2015 Science OGT, 49 percent of your students have scored proficient or better and 21 percent of your students have scored at the Advanced and Accelerated levels.

Social Studies
Of the 616 Grade 10 students in your district who attempted the Spring 2015 Social Studies OGT, 65 percent of your students have scored proficient or better and 32 percent of your students have scored at the Advanced and Accelerated levels.

LEGEND

- Advanced
- Accelerated
- Proficient
- Basic
- Limited

NUMBER OF SUBJECTS PASSED BY STUDENTS

The information in the charts below reflects only those Grade 10 students who attempted the OGT.

Your District

The State

Of the Grade 10 Students in the State:

- 63% scored proficient or better in all 5 OGT subjects.
- 11% scored proficient or better in 4 of the 5 OGT subjects.
- 7% scored proficient or better in 3 of the 5 OGT subjects.
- 5% scored proficient or better in 2 of the 5 OGT subjects.
- 5% scored proficient or better in 1 of the 5 OGT subjects.
- 7% scored proficient or better in 0 of the 5 OGT subjects.

Additional Reporting Tools

- Log on to www.success.ohio.state.us
- Click "Educator's Workroom"
- Enter Username and Password
- Click "Ohio Graduation Test"
- Click "2015"
- Click "Spring"
- Click "Graduation"
- Click any subject of your choice
- Click "View All Students' Scores"

Educators can use the online reporting tools to sort students by name, scaled score, overall proficiency level, and content standard performance tips on how to use the online reporting tools click "U" beneath the "Help" tab.

The Grade 10 district and school reports include **pie charts** that display the percentages of students that passed none, one, two, three, four, or five of subjects (from grade 10 students that attempted all five subjects).

DISTRICT SCORE REPORT

How did my district perform on the Reading OGT?

Reading OGT Results

HOW YOUR DISTRICT PERFORMED

In your district, 74% of tenth grade students who attempted the Spring 2015 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, 33% of tenth grade students who attempted the Spring 2015 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 1	Air School 2	Air School 3	Air School 4	Air School 5
% Proficient or Above	74%	73%	85%	76%	71%	78%	75%	71%
% Below Proficient	26%	27%	15%	24%	29%	22%	25%	29%

WHAT THE PERFORMANCE LEVELS MEAN

- Advanced (448-547)**
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 (259-382)**
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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This report shows your district's **performance by school**, by subject and performance level. It also contains summary percentages for scores above and below proficiency.

Performance Levels are explained under each subject's summary.

How did my district do on each reading content standard?

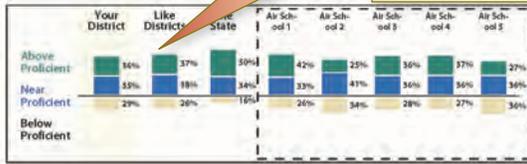
Students who are clearly proficient are placed in the "Above Proficient" category. Students who are clearly not proficient are placed in the "Below Proficient" category. In some cases, the test does not provide enough information to tell with confidence the proficiency within a content standard. These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

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

administration of the OGT will not be released. How based and are available for review at the Success We the skills and knowledge that students require to complete picture of the construction of the test and of st

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.



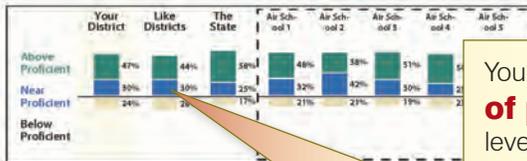
These questions from the Spring 2009 Ohio Graduation Test measure Acquisition of Vocabulary. Past questions should help you understand the test.

Multiple-Choice Questions:

- 7, 9, 24, 27, 31, 32, 39, 41

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).

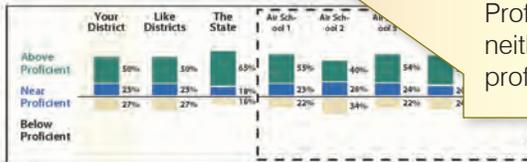


These questions from the Spring 2009 Ohio Graduation Test measure Reading

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.

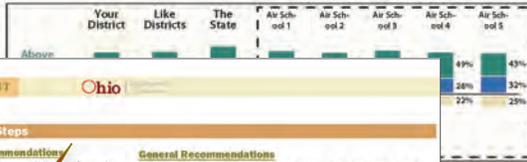


Constructed-Response Questions:

- 14, 29

Literary Text

Students read a variety of authors and interact with a variety of texts from different cultures. Characters, setting language are some help create conflict evaluating these el recognize univers



These questions from the Spring 2009 Ohio Graduation Test measure Literary Text. Past questions should help you understand the test.

Multiple-Choice Questions:

- 3, 5, 6, 33, 35, 37, 38

Constructed-Response Questions:

- 4, 36

Writing Recommended Next Steps

Instructional and Curricular Recommendations
The Grade 10 students in your district show a relative weakness in Writing Applications. Although you should continue to work on all the writing content standards, it may be helpful to review your district's improvement plan to ensure that Writing Applications is included in your district's goals. The school reports for each school in your district identify relative weaknesses in writing 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 writing. The System to Achieve Results for Students (STAR) allows educators to browse available opportunities for events throughout the state. To visit the STAR website, go to education.ohio.gov and search for STAR.

Research shows that the most effective professional development programs are embedded in the job. For example, teachers can meet together and compare assignments and discuss how 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.ohio.ohio.gov 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.

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

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.

Legend:
 + Above Proficient
 = Near Proficient
 - Below Proficient

Student Name	Other Subjects Not Passed in Spring 2015	Reading Scaled Score and Proficiency Level		Performance on Content Standards			
		Limited (259 - 382)	Basic (383 - 399)	Acquisition of Vocabulary	Reading Process	Informational Text	Literary Text
GRADE 10: 7 STUDENTS DID NOT PASS							
Adama, William	M,W,Sc	392		=	=	-	-
Beatie, Kara	M,So	396		=	-	=	=
Cameron, James	Sc,So	378		-	-	-	-
Flenderson, Toby	W,So	394		-	-	-	=
Kirkland, Joshua	So	394		-	-	-	=
Mongoose, Timothy	W,So			-	-	-	-
Tanner, Christopher	M,Sc	392		-	-	-	-
GRADE 11: 1 STUDENT DID NOT PASS							
Verne, Jules	M,W,Sc,So	367		-	-	-	-

The Intervention Plan for each subject shows the students' performance on the content standards and lists other **subjects attempted and not passed** in the spring 2015 OGT.

INTERVENTION PLAN Ohio

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.

Legend:
 + Above Proficient
 = Near Proficient
 - Below Proficient

Student Name	Other Subjects Not Passed in Spring 2015	Mathematics Scaled Score and Proficiency Level		Number, Number Sense and Operations	Performance on Content Standards			
		Limited (259 - 382)	Basic (383 - 399)		Measurement	Geometry and Spatial Sense	Patterns, Functions and Algebra	Data Analysis and Probability
GRADE 10: 7 STUDENTS DID NOT PASS								
Adama, William	R,W,Sc	374		-	-	-	=	-
Beatie, Kara	R,So	399		=	-	-	-	-
Cameron, James	Sc,So	392		-	-	-	=	-
Flenderson, Toby	Sc	397		=	=	=	=	=
Kirkland, Joshua		399		=	=	=	=	=
Mongoose, Timothy		397		-	=	=	=	=
Tanner, Christopher	R,Sc	387		-	=	=	=	-
GRADE 11: 1 STUDENT DID NOT PASS								
Verne, Jules	R,W,Sc,So	351		-	-	-	-	-

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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 replace 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 the 10th grade.

When are the OGT administered?

OGT test administrations:

- 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 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 education.ohio.gov 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 Curriculum and Assessment
25 S. Front Street
Columbus, OH 43215
1-614-466-1317

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: OHHelpDesk@air.org

Web site information

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

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.