Ohio Graduation Tests Interpretive Guide Educator Reports

Understanding Your Score Reports

Summer 2013

Ohio | Department of Education

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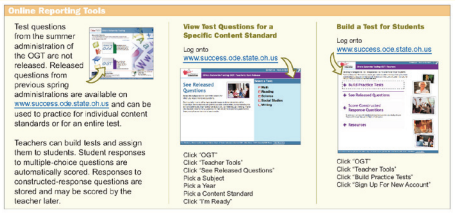
What resources do you have to determine the best instructional program for the students?

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

Online Reporting Tools



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

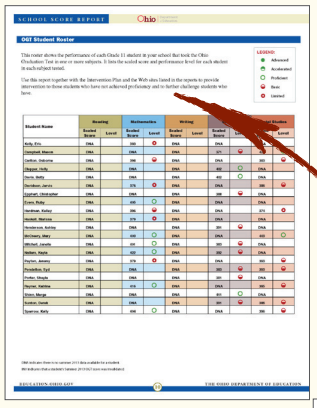
What can you do with these resources?

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

What information is in these reports?

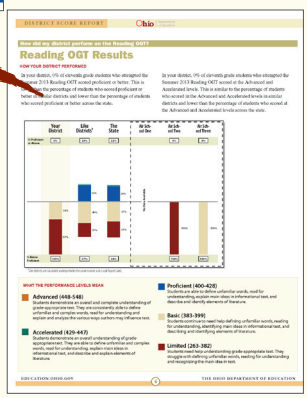
The front page of each report contains an important message from the Ohio Superintendent of Public Instruction.

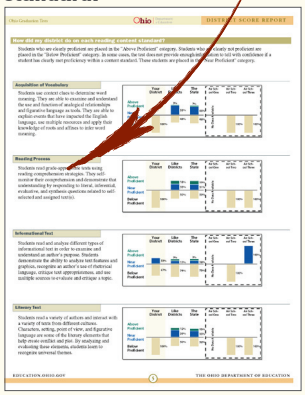
Separate score reports for each grade level provide information about the performance of your students who took the Summer 2013 OGT, by school, by subject and by content standard.



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

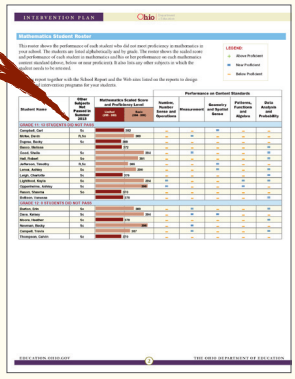
The District Score Report provides an Executive Summary and school-by-school comparison data by subject and by content standard.





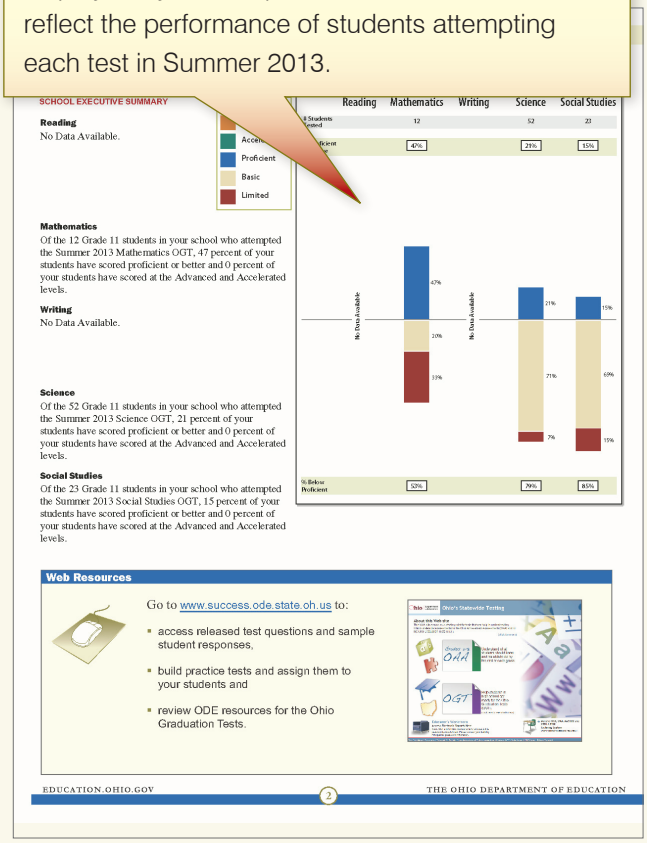
Recommendations for Next Steps are included by subject.

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.

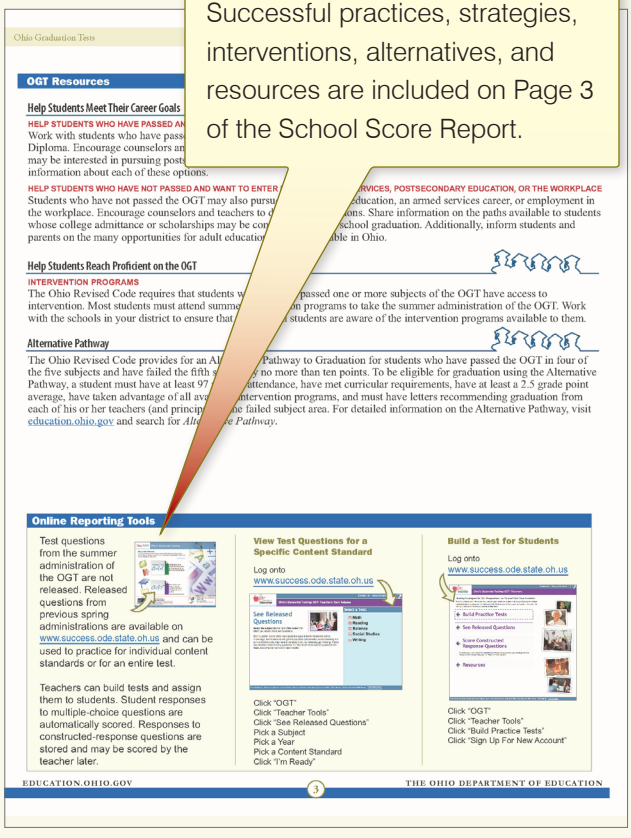


What is in the School Score Report?

Overall performance by subject is displayed by level of performance. These numbers reflect the performance of students attempting each test in Summer 2013.

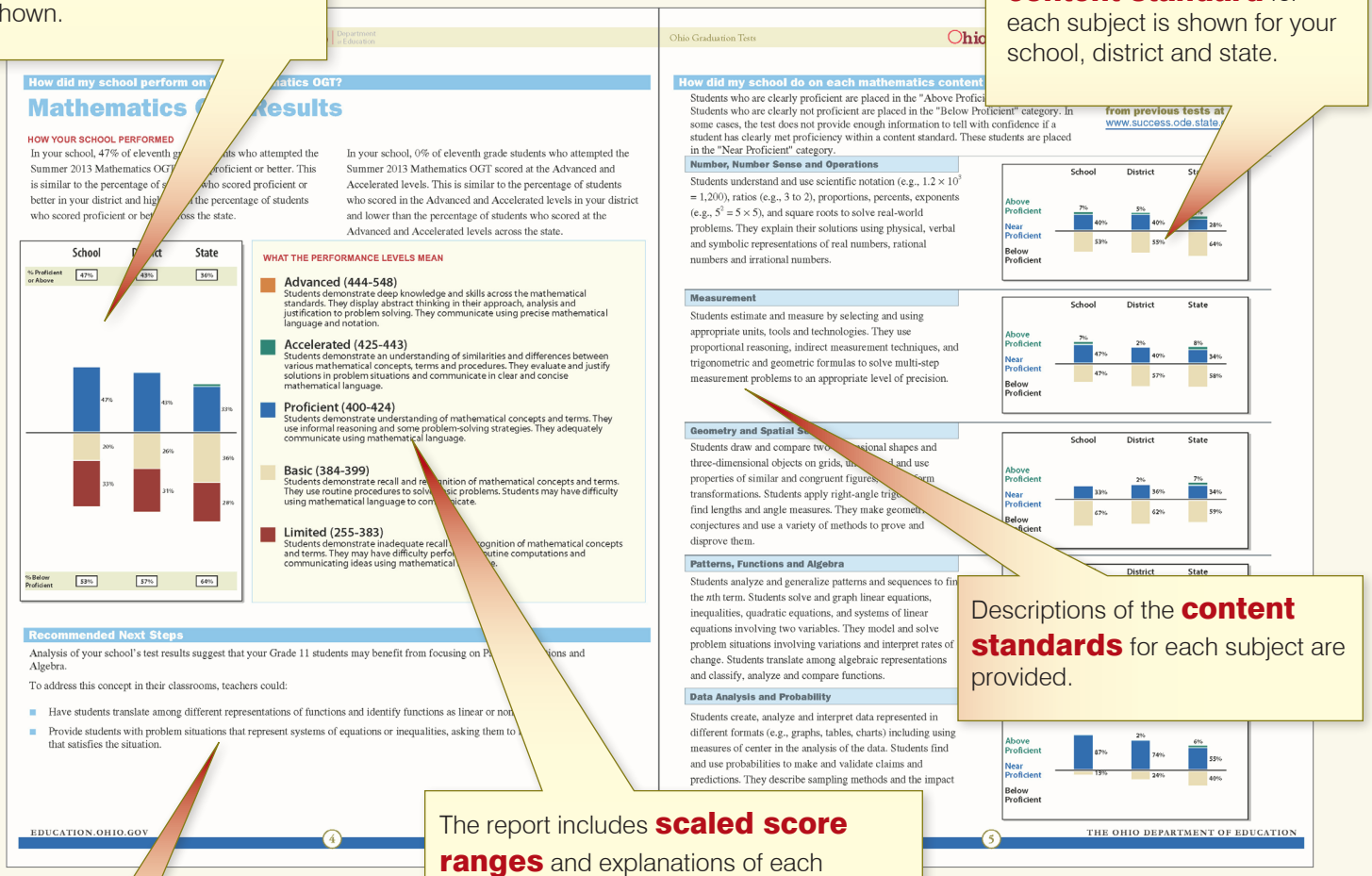


Online Reporting Tools
Successful practices, strategies, interventions, alternatives, and resources are included on Page 3 of the School Score Report.



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

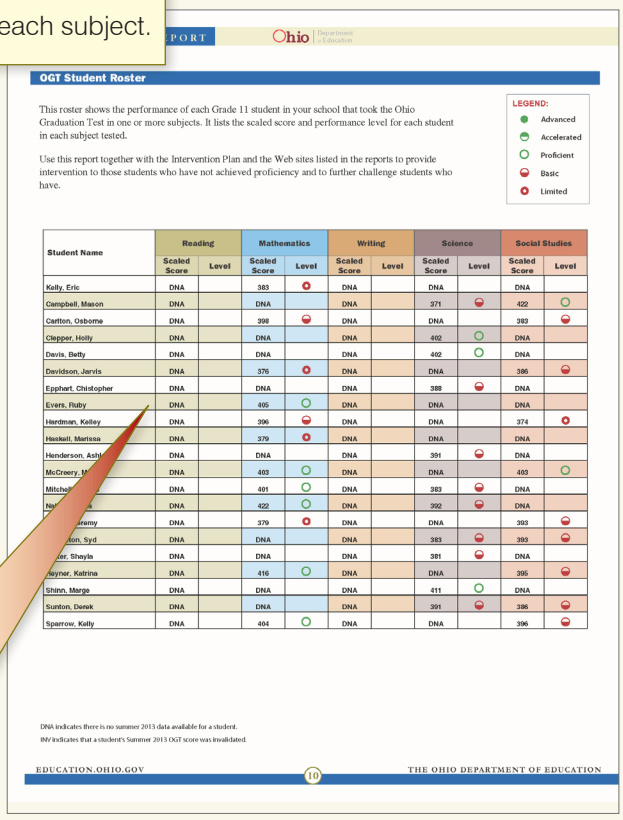
Performance by content standard for each subject is shown for your school, district and state.



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

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

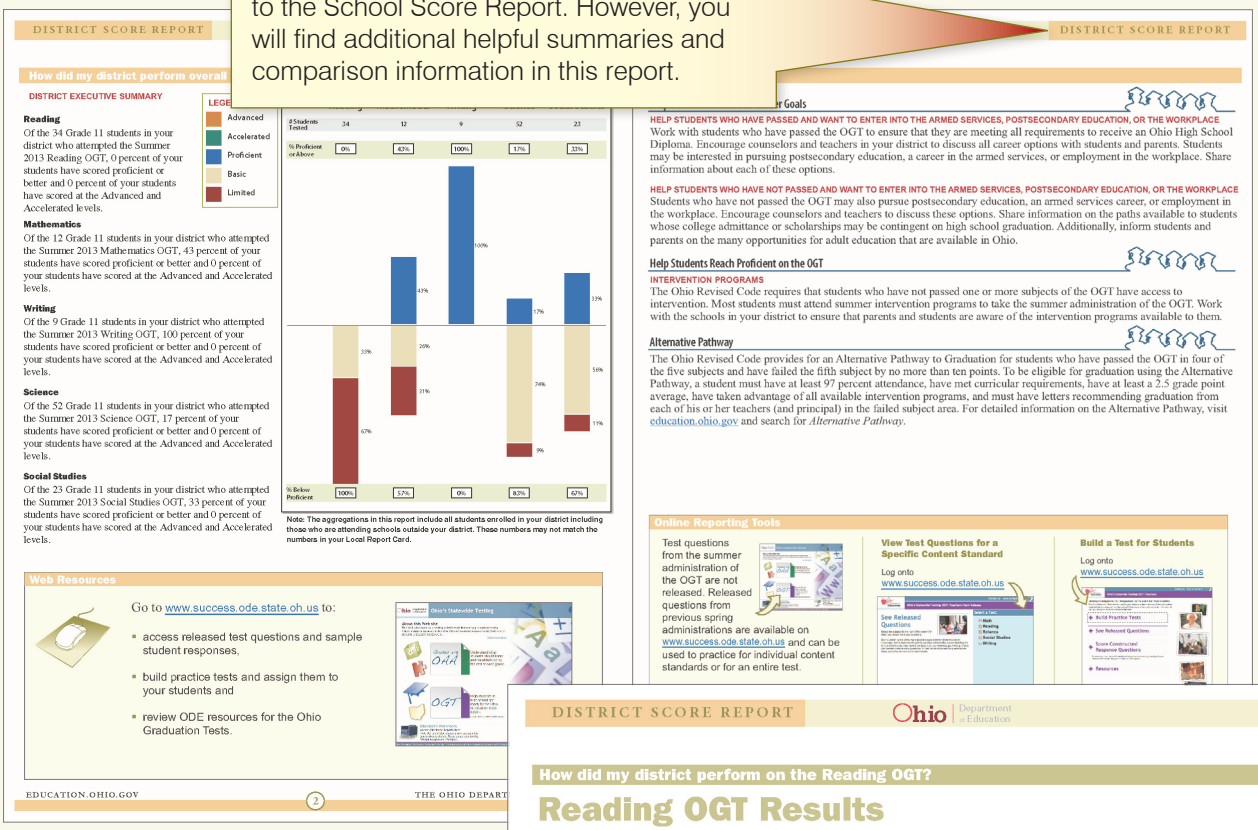
Recommended Next Steps
A summary and **suggestions for improvement** are included for each subject at the bottom of the page.

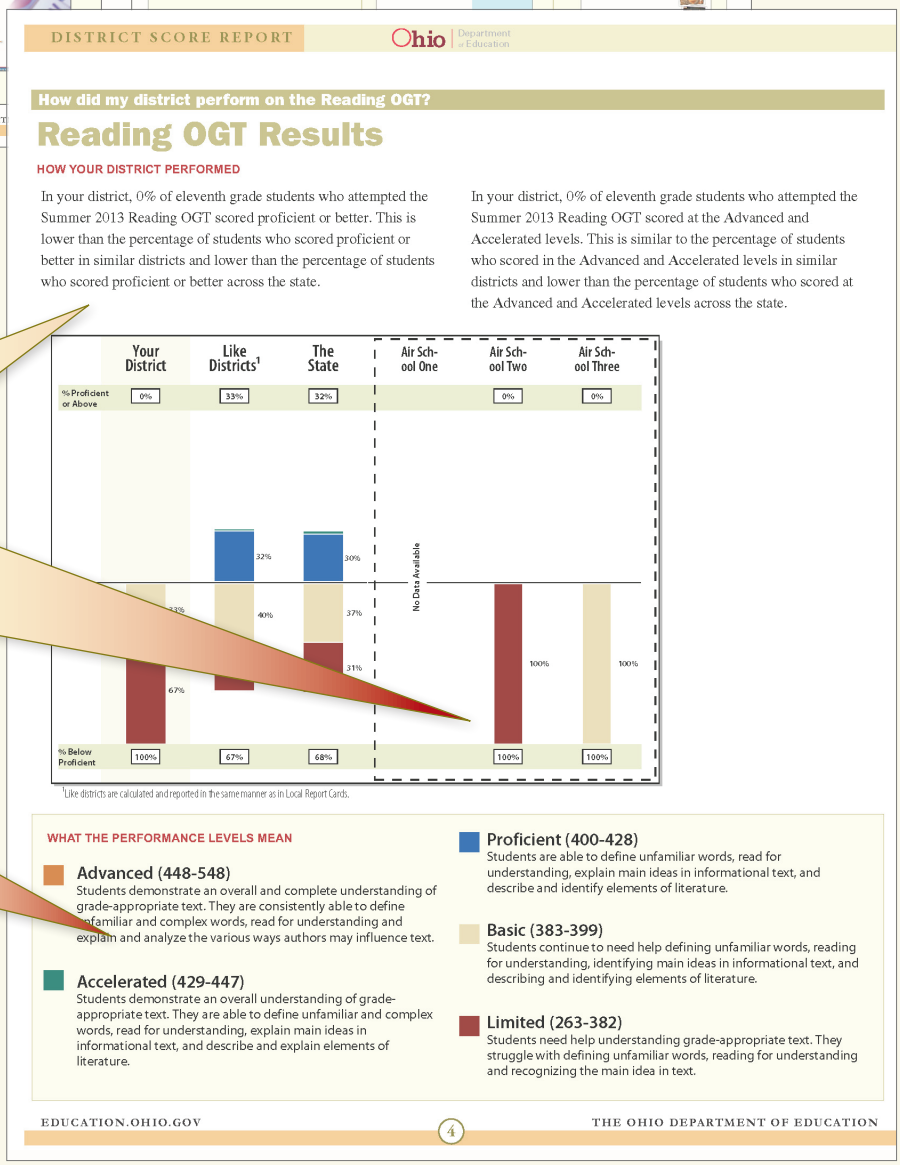


A **student roster** lists all students and summarizes performance by scaled score and performance level for each subject tested in Summer 2013. Easy-to-read graphics help you quickly identify students requiring additional resources and support.

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.

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





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.

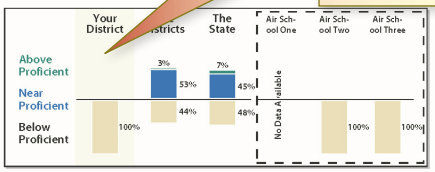
Ohio Graduation Tests

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 cl... placed in the "Below Proficient" category. In some cases, the test does not provide enough inform... student has clearly met proficiency within a content standard. These students are placed in the "...

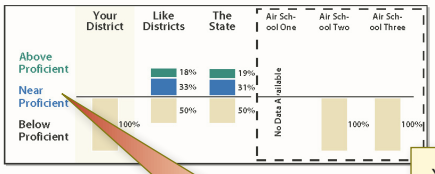
Acquisition of Vocabulary

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.



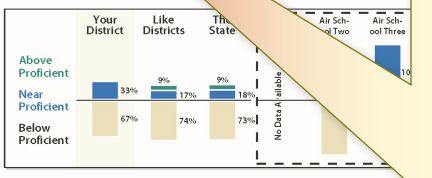
Reading Process

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).



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 creat... evaluating... recognize...

EDUCATIO...

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

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.

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 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 foundational knowledge about reading development and instruction supported by research. In addition to SIRI sessions, principals and administrators may want to register for Partnership Connections to SIRI to help them support their continued professional development in literacy. The Stars 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 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.

Ohio Graduation Tests

DISTRICT SCORE REPORT

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 education.ohio.gov and search for *STARS*.

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General Recommendations

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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.

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

What is in the Intervention Plan?

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 ... oficiency in reading in your school. The students are listed alphabetically and by ... e roster shows the scaled s... and performance of each student in reading and his or ... rmance on each reading content standard (above, below or near proficient). It also li... other subjects in which the student needs to be retested.

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

LEGEND:
+ Above Proficient
= Near Proficient
– Below Proficient

Student Name	Other Subjects Not Passed in Summer 2013	Reading Scaled Score and Proficiency Level		Performance on Content Standards			
		Limited (263 - 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 2013 for each student listed.

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.

LEGEND:
+ Above Proficient
= Near Proficient
– Below Proficient

Student Name	Other Subjects Not Passed in Summer 2013	Mathematics Scaled Score and Proficiency Level		Performance on Content Standards				
		Limited (255 - 383)	Basic (384 - 399)	Number, Number Sense and Operations	Measurement	Geometry and Spatial Sense	Patterns, Functions and Algebra	Data Analysis and Probability
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		–	–	–	–	=
Lightfood, Kayla	Sc		394	=	–	–	=	=
Oppenheime, Ashley	Sc		396	=	–	–	=	–
Rason, Shawna	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	–	=	–	–	–
Campell, Travis			387	–	=	–	–	=
Thompson, Calvin	Sc	370		–	–	–	–	–

EDUCATION.OHIO.GOV

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.