

OHIO GRADUATION TESTS



Family Report Interpretive Guide

Spring 2007



Center for
Curriculum and Assessment

Offices of Curriculum, Instruction and Assessment

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For Assistance:

If you need further assistance with interpreting your Family Report, please contact your student's school and teachers.

Additional resources are available to your family on the Ohio Department of Education Web site at: <http://www.ode.state.oh.us>. You can search the following keywords for additional information:

- **Academic Content Standards.** These standards define what your student should know and be able to do in all subjects. Enter the keyword search "Content Standards."
- **Resources for OGT.** This site provides resources for students and families. The OGT Web site for Students provides students with interactive practice for the OGT. Enter the keyword search "OGT Resources."
- **OGT Full- and Half-Length Practice Tests.** Enter the keyword search "Practice Tests."

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Introduction

This Family Report Interpretive Guide is intended to be a resource for parents and families to understand their student's results on the Spring 2007 Ohio Graduation Tests (OGT). Parents or guardians should receive a Family Report for their student if he/she completed one or more of the Ohio Graduation Tests in March 2007.

This interpretive guide includes the following:

- Interpreting the Results (an explanation of your student's performance)
- Two pages (summary and individual subject) of a sample Family Report
- Performance Level Descriptors for each subject area

Interpreting the Results

Family Report Summary Page (See page 3 of this guide for sample.)

- Under "Student's Overall Test Results," each score your student achieved is displayed as a shaded bar and in the arrow above the end of the shaded bar. In the example on page 3, the student received a score of 428 on the reading test, 440 on the mathematics test, 452 on the writing test, 440 on the science test and 475 on the social studies test. Average scores for all tenth-graders in your student's school (School Average) and school district (District Average), as well as for all tenth-graders in Ohio public and community schools (State Average), are provided for comparison.
- Each score is placed in one of five performance levels: Limited; Basic; Proficient; Accelerated; or Advanced. In the example on page 3, the student performed at the Proficient level on the reading test, the Advanced level on the social studies test and at the Accelerated level on the mathematics, writing, and science tests. A brief description of your student's performance in each subject area is provided under the heading "What Do These Results Mean?". More detailed performance level descriptors for each subject are provided on pages 5–10 of this guide.
- **A score of 400 or higher (Proficient, Accelerated, or Advanced) meets the state graduation standard on each test. A score of 399 or lower (Limited or Basic) does not meet the graduation standard.** Please contact your student's teachers regarding preparation for retesting if your student did not achieve the graduation standard in one or more subjects.
- If your student did not take one or more of the tests, the report will say "Did Not Test" in the box under "What Do These Results Mean?". In addition, the section under "Student Performance In Content Standards," will be blank for the subject not taken. Please contact your student's school if you have a question or concern about this statement.
- If a test score was invalidated, the report will say "Test Score Invalidated" in the box under "What Do These Results Mean?". In addition, the section under, "Student Performance In Content Standards," will be blank for the subject invalidated. Please contact your student's school if you have a question or concern about this statement.

Interpreting the Results (Continued)

Family Report Subject Page (See page 4 of this guide for sample.)

- The five subject pages of the Family Report provide detailed information about your student's performance on each of the tests.
- Under "Student Overall Performance," your student's score and performance level are provided, as well as a brief description of each of the five performance levels. The performance level your student achieved is highlighted in **bold** text.
- Under "Student Performance in Content Standards," each content standard (e.g., "Geometry and Spatial Sense" under the "Ohio Content Standards for MATHEMATICS") is displayed in the left column along with a brief description.
- Diamonds represent how your student's performance compares (Lower, About the Same, or Higher) to the Proficient level within each content standard. A brief description of the performance typical of students at your student's level of performance is provided in the "What These Results Mean" column.
- Recommendations are provided in the "Improving Performance" column to assist you and your student with ways of improving his/her performance. Please contact your student's teachers for further assistance. Additional resources are listed at the bottom of the page.
- The highest and lowest possible scores may vary across test administrations. It is possible that the highest and lowest possible scores in your student's Family Report will not match those in the sample report in this guide.

Disclaimer: The data in the Family Report sample are for display purposes only and do not represent actual results. The student's name on the sample is fictitious, and any similarity to an actual student name is purely coincidental.

Sample Family Report – Summary Page



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FAMILY REPORT

For the Family of Ashley Adams	Dear Family, In March, your student took the Ohio Graduation Tests, which measure whether your student is meeting Ohio's academic standards. These standards, developed by Ohio teachers, parents and the community, spell out what your student is expected to know and be able to do by the end of each grade. Please review the results of these tests with your student and your student's teachers. Using these test results to guide your student in the right academic direction is an important step for ensuring your student's success. Sincerely, Susan T. Zelman Superintendent of Public Instruction
Student ID: 123456789 Grade: 10 Test Date: Spring 2007 School: Aberdeen HS (123456) District: Clarence-Lowden SD (987654)	

STUDENT'S OVERALL TEST RESULTS

Does Not Meet State Standards		Meets State Standards			What Do These Results Mean?
LIMITED	BASIC	PROFICIENT	ACCELERATED	ADVANCED	
READING Student Score 428 383 400 429 448 ▲ 429 School Average ▲ 425 District Average ▲ 435 State Average					Students are able to define unfamiliar words, read for understanding, explain main ideas in informational text and describe and identify elements of literature.
MATHEMATICS Student Score 440 384 400 425 444 ▲ 428 School Average ▲ 425 District Average ▲ 431 State Average					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.
WRITING Student Score 452 378 400 430 476 ▲ 423 School Average ▲ 412 District Average ▲ 430 State Average					Students performing at this level demonstrate a complete understanding of the writing process. They demonstrate very good control of spelling, grammar, punctuation and capitalization and very good skill revising, editing and developing writing.
SCIENCE Student Score 440 372 400 425 445 ▲ 425 School Average ▲ 419 District Average ▲ 435 State Average					Students show solid knowledge and reasoning abilities in the sciences. They revise and critique scientific investigations and technological solutions for problems, and analyze and explain interactions and relationships in living and physical systems.
SOCIAL STUDIES Student Score 475 382 400 429 446 ▲ 434 School Score ▲ 431 District Score ▲ 447 State Average					Students typically can make judgments about social studies issues. They can: discuss causes and effects, choose between roles of government, analyze effects of changes in the Constitution, and balance issues of rights and responsibilities.

Sample Report (summary page) – Provided for illustration purposes only.

Sample Family Report – Subject Page



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STUDENT OVERALL PERFORMANCE

FAMILY REPORT

MATHEMATICS	Ashley Adams Performance Level: Accelerated Mathematics Scale Score: 440
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Limited 260 - 383	Basic 384 - 399	Proficient 400 - 424	Accelerated 425 - 443	Advanced 444 - 568
Students demonstrate inadequate recall and recognition of mathematical concepts and terms. They may have difficulty performing routine computations and communicating ideas using mathematical language.	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.	Students demonstrate understanding of mathematical concepts and terms. They use informal reasoning and some problem-solving strategies. They adequately communicate using mathematical language.	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.	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.

STUDENT PERFORMANCE IN CONTENT STANDARDS

In the chart below, your student's score is compared to the scores of students whose overall performance level is Proficient. Proficient is the minimum target for all students.

Ohio Content Standards for MATHEMATICS	Lower	About the Same	Higher	What These Results Mean	Improving Performance
Number, Number Sense and Operations Students understand number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates.			◆	Students demonstrate a deep understanding of the number system. They compute, make reasonable estimates and apply properties of operations.	Provide activities that are complex and novel problems requiring abstract thinking, multiple operations and properties of the number system.
Measurement Students estimate and measure by selecting and using appropriate units, tools and technologies.		◆		Students demonstrate some understanding of measurement techniques. They typically use basic formulas and some proportional reasoning to solve problems.	Provide multi-step measurement activities involving perimeters, areas, surface areas and volumes of composite figures and objects using tools, formulas and proportional reasoning.
Geometry and Spatial Sense Students use and analyze characteristics, properties and relationships of geometric figures, shapes and objects to solve problems. Students use transformations to solve problems.	◆			Students demonstrate inadequate understanding of the geometric properties of shapes. They may have difficulty using these properties to solve geometric problems.	Provide activities to increase use of geometric vocabulary and reasoning about properties of two- and three-dimensional figures and objects.
Patterns, Functions and Algebra Students analyze problem situations that involve variable quantities. Students use various representations such as tables, graphs and equations.			◆	Students demonstrate strong use of algebraic concepts to represent problem situations. They use tables, graphs, symbols and words to analyze, model and solve problems.	Provide activities requiring use of formal algebraic language, notation and reasoning skills to solve complex or novel problems requiring abstract thinking and multiple decisions.
Data Analysis and Probability Students collect, organize, represent, interpret and analyze data. Students make inferences, predictions and arguments are based on data.			◆	Students demonstrate a deep understanding of using displays of data to make inferences and predictions. They compute probabilities of events and make predictions.	Provide activities involving more complex data and situations in various formats and solve probability problems requiring abstract thinking.

What Additional Resources are Available?
Visit the Ohio Graduation Tests Web site: www.ode.state.oh.us and find the following information by entering keywords in the Search ODE box. Mathematics Academic Content Standards: Enter keywords "Mathematics Academic Content Standards" OGT Website for Students: Provides interactive practice problems. Enter keywords "OGT Website for Students." OGT Full and Half Length Practice Tests: Practice tests. Enter keywords "OGT Practice Tests." OGT Previous Tests: Practice tests. Enter keywords "Released Test Materials." OGT Data: Enter keywords "OGT Statistical Summary."

Sample Report (subject page) – Provided for illustration purposes only.

**Performance Level Descriptors – Reading
Ohio Graduation Tests**

Advanced	Students performing at the Advanced level apply their understanding of word structure, context clues, and text structures to determine the meaning of unfamiliar or complex words. They consistently demonstrate a firm grasp of the methods used by authors to affect the meaning and appropriateness of text. They are able to explain and analyze the various ways authors may influence text and assess the appropriateness of provided information.
Accelerated	Students performing at the Accelerated level use their understanding of word structure, context clues, and text structures to determine the meaning of unfamiliar or complex words. They show an overall understanding and make evaluative and analytical judgments of textual information. Students are able to explain and analyze the various ways authors may influence text and assess the appropriateness of provided information.
Proficient	Students performing at the Proficient level use their basic understanding of word structure, context clues, and text structures to determine the meaning of unfamiliar or complex words. They can typically show an overall understanding of and make evaluative judgments of textual information. Students are generally able to identify and explain the various ways authors may influence text and assess the appropriateness of provided information.
Basic	Students performing at the Basic level can generally define unfamiliar or complex words through contextual clues and can determine resources to define or understand the more complex words. They can demonstrate some understanding, and are able to make some interpretations and judgments of textual information.
Limited	Students performing at the Limited level demonstrate skill and understanding of reading below the performance required to reach the Basic level.

Performance Level Descriptors – Mathematics Ohio Graduation Tests

Advanced	Students performing at the Advanced level routinely identify and connect fundamental mathematical concepts, properties, and procedures to more complex and novel problem situations. Students typically demonstrate more abstract and sophisticated thinking in their analysis of, approach to, and solutions for problems. They provide a formal mathematical justification using precise mathematical language and notations. Students consistently demonstrate deep knowledge and skills across the standards.
Accelerated	Students performing at the Accelerated level recognize similarities and differences between various mathematical concepts, properties, and procedures. They consistently bring together skills and knowledge from various concepts and domains in mathematics to solve problems involving multiple steps and decision points. Students use informal and some formal reasoning to evaluate and justify the reasonableness of a solution. They communicate mathematical thinking and solutions in a clear and concise manner.
Proficient	Students performing at the Proficient level apply mathematical concepts, terms, and properties to problem situations. Most times, students can solve problems with two or more steps or decision points. They usually make appropriate decisions about what to do and can use informal reasoning and problem-solving strategies. Students typically can interpret or provide a visual or symbolic representation to match a problem situation and purpose. Students communicate mathematical thinking and solutions using a combination of informal and mathematical language.
Basic	Students performing at the Basic level recall and recognize mathematical concepts, terms, and properties. Students typically carry out routine procedures, such as reading graphs, performing specified computations, and solving simple equations. Students solve problems for which the method or solution is easily recognized and straightforward.
Limited	Students performing at the Limited level demonstrate skill and understanding of mathematics below the performance required to reach the Basic level.

Performance Level Descriptors – Writing Ohio Graduation Tests

Advanced	Students performing at the Advanced level demonstrate a superior understanding of the writing process and a superior grasp of the purpose of writing and writing style. They demonstrate exceptional skills at organizing, revising, and editing writing. The students write with an exceptional focus and engage a reader through exceptionally well-developed, unified, and coherent ideas. The students use sentence variety and make effective word choices with a high degree of consistency. They also understand grammar, capitalization, punctuation, and spelling conventions at the same high degree of consistency.
Accelerated	Students performing at the Accelerated level demonstrate an excellent understanding of the writing process and an excellent grasp of the purpose of writing and writing style. They demonstrate well-developed skills at organizing, revising, and editing writing. The students write with a well-developed focus and engage a reader through well-developed, unified, and coherent ideas. The students use sentence variety and make effective word choices with consistency. They also consistently understand grammar, capitalization, punctuation, and spelling conventions.
Proficient	Students performing at the Proficient level demonstrate an adequate to effective understanding of the writing process and an adequate to effective grasp of the purpose of writing and writing style. They demonstrate developed skills at organizing, revising, and editing writing. The students write with a reasonably well-developed focus and engage a reader through reasonably well-developed, unified, and coherent ideas. The students use sentence variety and make effective word choices with some consistency. They also, with some consistency, understand grammar, capitalization, punctuation, and spelling conventions.
Basic	Students performing at the Basic level demonstrate a marginal understanding of the writing process and a marginal grasp of the purpose of writing and style. They demonstrate some skills at organizing, revising, and editing writing. The students write with some focus and engage a reader through a few developed, unified, and coherent ideas. The students use some sentence variety and make effective word choices inconsistently. They also have a marginal understanding of grammar, capitalization, punctuation, and spelling conventions.
Limited	Students performing at the Limited level demonstrate skills and understanding below the performance required to reach the Basic level.

Performance Level Descriptors – Science Ohio Graduation Tests

Advanced	<p>Students consistently demonstrate superior knowledge and the ability to integrate understanding of scientific principles. Students use complex reasoning skills to predict and to design investigations that answer questions about real-world situations. They integrate, interpolate, and extrapolate embedded information to draw well-formulated explanations and conclusions. They describe the inherent strengths and limitations of models and revise models based on new information. They recognize relationships within systems and use this knowledge to make reasonable predictions. They describe and explain constant, exponential, or irregular patterns and apply this recognition to make predictions. They evaluate technological solutions for given problems.</p>
Accelerated	<p>Students typically demonstrate solid knowledge and reasoning abilities in the sciences. They design, revise, and critique scientific investigations, combining scientific knowledge with information from experience or observation. They use science equations, symbols, and chemical formulas to find solutions. They compare and recognize some inherent strengths and limitations of various models. They interpolate, extrapolate, or make valid inferences from given information and/or understanding of scientific concepts to describe, explain, or draw appropriate conclusions about interactions and relationships within a system. They provide specific, relevant examples to illustrate practical application of scientific concepts and principles to problems in the real world. They design technological solutions for given problems.</p>
Proficient	<p>Students typically recognize and provide descriptions or explanations showing understanding of scientific concepts and relationships underlying natural phenomena, structures, processes in living, physical, and Earth and space systems and cycles (e.g., food webs, electric circuits, water cycle). Given investigative scenarios, they demonstrate a working ability to design scientific investigations. They organize, represent, and analyze data in various forms, and detect and summarize data trends. They use information to provide explanations and to draw reasonable conclusions. They demonstrate understanding of physical and conceptual models. They recognize some inputs and outputs, causes and effects, and interactions and relationships within a system. They recognize factors impacting rate of change (e.g., effects of forces on motion). They recognize the practical application of scientific concepts and principles to problems in the real world and show a developmental understanding of technological applications.</p>

Performance Level Descriptors – Science (Continued)
Ohio Graduation Tests

Basic	Students inconsistently identify scientific facts and terms and show a rudimentary understanding of valid scientific concepts, processes, and relationships underlying natural phenomena in life, physical, and Earth and space sciences. Given investigative scenarios, they demonstrate an elementary understanding of scientific investigative processes, recognize some laboratory equipment and outline simple procedures. Given sufficiently rich contexts, they classify based on definitions. They understand basic models and identify some parts of living, physical, and Earth and space systems. They demonstrate some familiarity with technological applications.
Limited	Students demonstrate skills and understanding below Basic level performance.

Performance Level Descriptors – Social Studies Ohio Graduation Tests

Advanced	Students consistently demonstrate the ability to analyze and evaluate issues across the entire spectrum of social studies content. Their analysis of causation is generally thorough. They accurately critique information from different social and geographic perspectives. They can distinguish among the roles of government in economic activities and analyze how applications of the U.S. Constitution have changed over time. These students are able to make judgments about balancing rights and responsibilities. They can evaluate the usefulness of source material and its applicability to a task.
Accelerated	Students typically demonstrate the ability to analyze issues across most areas of social studies content. They can apply concepts of chronology and causation. They draw from different social and geographic perspectives to examine issues. These students can provide detailed explanations about the role of government in economic activities and how applications of the U.S. Constitution have changed over time. They can analyze examples of balancing rights and responsibilities. They are able to organize source material and apply it to a task.
Proficient	Students typically demonstrate the ability to explain issues of social studies content. They have a sense of historical sequence and understand that events in history do not exist independently of each other. These students understand that issues can be examined from different social and geographic perspectives. They can explain the roles of government in economic activities and how applications of the U.S. Constitution have changed over time. They can cite examples of balancing rights and responsibilities. They can paraphrase source material and apply it to a task.
Basic	Students inconsistently demonstrate the ability to explain issues of social studies content. Their explanations of historical sequence may be incomplete. If prompted, they can view issues from a limited number of social and geographic perspectives. They are able to identify some instances when the government has had a role in economic activities and how applications of the U.S. Constitution have changed. They recognize that rights and responsibilities have to be balanced in a democratic society. They can read source materials and suggest how they would be related to a task.
Limited	Students demonstrate skills and understandings below the performance required to reach the Basic level.