

OHIO GRADUATION TESTS



Interpretive Guide

Spring and Summer 2007
Administrations



Center for
Curriculum and Assessment

Offices of Curriculum, Instruction and Assessment

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STATEMENT OF INTENDED PURPOSES

Ohio R.C. 3301.0710(B) provides for a statewide achievement testing program for Ohio high-school students. The tests collectively are known as the Ohio Graduation Tests (OGT) and are administered in five subjects, three times each year. The intended purposes of this program are described below.

Required for graduation: The Ohio Graduation Tests are intended to ensure that all Ohio high-school graduates are able to demonstrate at least a tenth-grade level of proficiency in reading, mathematics, writing, science, and social studies. **Starting with the graduating class of 2007**, students must attain the score established by the State Board of Education as indicative of a tenth-grade level of proficiency for each test area, as well as meet all local curriculum requirements, in order to earn a diploma from a public, community, or chartered non-public high school.

Measurement of curriculum-based objectives: The Ohio Graduation Tests are standards-based. Each test is designed to measure the degree of mastery of the Ohio Academic Content Standards in English Language Arts, Mathematics, Science, and Social Studies adopted by the State Board of Education in 2001 and 2002. The content standards measured by each test are defined by the end-of-tenth-grade benchmarks and represent the level of knowledge and skill necessary to demonstrate a tenth-grade achievement level in the subject area tested. For more information regarding the Academic Content Standards, please go to <http://www.ode.state.oh.us>. Enter the keyword search "Content Standards."

Intervention for students who have not achieved proficiency: School districts are to provide intervention in an effort to help students who have not achieved at least a proficient score to acquire the knowledge and skills needed to do so.

School and district accountability: Results are aggregated and summaries are reported by grade for each school and district. School and district results indicate how well schools are preparing students to meet the content and performance standards represented by these tests.

A different form of each test is administered each time the tests are given. Each form contains a different set of items. However, each form is designed to assess the same academic content standards that were measured on the initial form. The scaled scores that students must attain to demonstrate various levels of achievement are consistent across all forms. To ensure fairness for all Ohio students, all test items are field tested in Ohio schools and reviewed by Ohio educators, parents, business members, and community members to ensure freedom from bias and appropriateness of content.

This guide is divided into two major sections. The INTERPRETING THE RESULTS section provides important information on report interpretation. The REPORTS section displays sample reports and provides brief descriptions of each report.

Disclaimer: *The data in the sample reports are for display purposes only and do not represent actual results. Each sample has been prepared independently and is not meant to be tied to any other sample in the guide. All student names on the samples are fictitious, and any similarity to actual student names is purely coincidental.*

INTERPRETING THE RESULTS

Performance Standards

In June 2004, the State Board of Education adopted performance standards for the Ohio Graduation Tests in reading and mathematics based on the recommendations from a representative stakeholder committee after the Spring 2004 Administration of these tests. Performance standards were recommended for the writing, science, and social studies tests after the Spring 2005 Administration. The State Board of Education adopted these performance standards at its June 2005 meeting. A student must achieve at least a proficient score on each test to meet graduation requirements.

Raw Scores

A student's raw score is the sum of the points he/she has earned. Multiple-choice items are worth 1 point each. Short-answer and extended-response items are worth 2 points and 4 points respectively, and students can earn "partial credit" on these items. Students can earn up to 18 points – 12 for applications and 6 for conventions – on each of the two prompts on the writing test. Scores on short-answer and extended-response items are the **mean** of two raters' scores, so it is possible for students to earn half-points (e.g., 1.5) on these items. Scores on the writing prompts are the **sum** of two raters' scores, so only whole-number scores are possible for these items.

Content standard raw scores are reported for each student who takes a test. This score represents the number of points earned in each content standard. Content standard raw scores should be used in combination with the performance indicators to identify a student's areas of strength and weakness. The mid-range content standard raw score is typical of the performance of minimally proficient students, that is, those who earned a scaled score of approximately 400. I

Scaled Scores

Each test form contains a different set of test questions. Although efforts are made to hold the difficulty of different forms used in different administrations of the same test relatively constant, the first priority is to ensure content validity, i.e., to measure the content standards approved by the State Board of Education. As a result, it is possible that each test administration will require a different raw score for classifying the student as proficient depending on the difficulty of the questions used on each form. For instance, the performance level equivalent to a raw score of 28 on one administration might represent the same performance level as a raw score of 27 or 29 on a subsequent administration.

Because raw scores may not be comparable across test administrations and provide very limited information for interpretation of performance, raw scores 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.

Performance Level Descriptors

Performance level descriptors (PLDs) for each performance level – Advanced, Accelerated, Proficient, Basic, and Limited – on each of the five tests are provided below and on the following pages.

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	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.
Accelerated	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.
Proficient	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.

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.

Student Performance and Academic Content Standards

The knowledge and skills measured by the Ohio Graduation Tests are defined as benchmarks in the Academic Content Standards adopted by the State Board of Education. These benchmarks are clustered into content standards for reporting and evaluating individual student and group performance. The complete blueprints for each of the tests are presented in Figures 1–5. These blueprints include the range of points assigned to the content standards assessed on each test. Other information, such as item type distribution, levels of complexity, length of reading passages, and tools allowed during testing, is also included in the blueprints.

Performance Indicator Definitions

The performance indicators appear on the *Roster of Student Performance by Content Standard* and the *Summary Frequency by Content Standard*. There are no performance “standards” for each content standard. A student’s scaled score depends solely on the total raw score on the entire test, not on the distribution of points among content standards. It is possible for a student to obtain approximately the same score on each content standard as the minimally proficient student and still fall below the proficient standard for the test as a whole if his/her score is on the low side of the mid-range for most of the content standards.

- + The student’s performance on the content standard is *higher* than the performance typical of students who score at the passing standard established for the subject.
- * The student’s performance on the content standard is *approximately the same* as the performance typical of students who score exactly at the passing standard established for the subject. The raw score mid-range is provided for this indicator for each content standard.
- The student’s performance on the content standard is *lower* than the performance typical of students who score at the passing standard established for the subject.

For example, the highest possible raw score on the Measurement standard on the mathematics test is 8.0 points. If the mid-range on a given form of this test is 5.5–7.0, raw scores within this range would receive a *, raw scores of 7.5 or higher would receive a +, and raw scores of 5.0 or lower would receive a -.

Each test is constructed in accordance with the blueprints that follow.

**Figure 1
Blueprint for Reading**

Ohio Graduation Test (OGT) Blueprint for Reading						
Passage/ # of Items	Length / Type	Standard	Multiple- Choice (1 point each)	Short- Answer (2 points each)	Extended- Response (4 points each)	Total Points
1	900–1200 (L)		(6 – 8)	(1 – 2)	(1)	
(8 – 10)	<i>Literary or Informational Text</i>	Reading Process	1 – 2	0 – 1		1 – 4
		Reading Application	4 – 5	0 – 1	1	8 – 11
		Vocabulary	0 – 2	0 – 1		1 – 4
2	500–900 (M)		(6 – 8)	(0 – 1)	(0 – 1)	
(7 – 9)	<i>Informational Text</i>	Reading Process	1 – 2	0 – 1		1 – 4
		Reading Application	4 – 5	0 – 1	0 – 1	5 – 10
		Vocabulary	0 – 2	0 – 1		1 – 4
3	500–900 (M)		(6 – 8)	(0 – 1)	(0 – 1)	
(7 – 9)	<i>Literary Text</i>	Reading Process	1 – 2	0 – 1		1 – 4
		Reading Application	3 – 4	0 – 1	0 – 1	3 – 10
		Vocabulary	1 – 2	0 – 1		1 – 4
4	under 500 (S)		(3 – 5)	(0 – 1)		
(4 – 6)	<i>Informational Text</i>	Reading Process	1 – 2	0 – 1		1 – 4
		Reading Application	2 – 3	0 – 1		2 – 5
		Vocabulary	0 – 2	0 – 1		0 – 4
5	under 500 (S)		(3 – 5)	(0 – 1)		
(4 – 6)	<i>Literary or Informational Text</i>	Reading Process	1 – 2	0 – 1		1 – 4
		Reading Application	2 – 3	0 – 1		2 – 5
		Vocabulary	0 – 2	0 – 1		0 – 4
	Number of Scored Items		32	4	2	38
	Total Points		32	8	8	48

NOTE: “Length” refers to the number of words in the passage; “L” indicates “long,” “M” indicates “medium,” and “S” indicates “short.”

Figure 1 (Continued) Blueprint for Reading

Passage Combination

If the long passage is an Informational Text then one short reading selection will be a Literary Text.

If the long passage is a Literary Text then both short reading selections will be Informational Text.

Item Distribution

Items are distributed among three item formats on each form of the test according to the following guidelines:

- Each of the four content-related standards is assessed by multiple-choice items.
- The long passage is assessed with one extended-response item and up to two short-answer items.
- A medium passage is assessed with either one short-answer or one extended-response item.
- Short passages will not be assessed with an extended-response item. These passages may have only one short-answer item on each form of the test.

Number of Points by Standard

Each of the standards will have a minimum number of points on each test form. The chart below shows this distribution.

Points by Standard	
Vocabulary	8 – 9
Reading Process	10 – 16
Informational Text	14 – 19
Literary Text	12 – 18

Reporting of Results

Results will be reported using a scaled score for overall achievement as well for the number of points received for each of the following standards:

- Acquisition of Vocabulary
- Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies
- Reading Applications: Informational, Technical, and Persuasive Text
- Reading Applications: Literary Text

The Phonemic Awareness, Word Recognition, and Fluency standard is a K–3 standard and therefore not assessed on the Ohio Graduation Reading Test.

Figure 2
Blueprint for Mathematics

Ohio Graduation Test (OGT) Blueprint for Mathematics					
Standard		Multiple-Choice (1 point)	Short-Answer (2 points)	Extended-Response (4 points)	Total
Number, Number Sense and Operations	Items	4 – 7	0 – 2*	0 or 1*	5 – 8
	Points	4 – 7	0 or 2 or 4	0 or 4	8 – 9
Measurement	Items	4 or 6	0 or 1*	0 or 1*	5 or 7
	Points	4 or 6	0 or 2	0 or 4	8
Geometry and Spatial Sense	Items	4 or 6	0 or 1*	0 or 1*	5 or 7
	Points	4 or 6	0 or 2	0 or 4	8
Patterns, Functions, and Algebra	Items	4 – 9	1 or 2	0 or 1	6 – 10
	Points	4 – 9	2 or 4	0 or 4	10 – 11
Data Analysis and Probability	Items	4 – 9	1 or 2	0 or 1	6 – 10
	Points	4 – 9	2 or 4	0 or 4	10 – 11
Total Scored	Items	32	5	1	38
	Points	32	10	4	46

*A test form will not include both short-answer and extended-response items for these standards.

Item Distribution

Items are distributed among three item formats on each form of the test according to the following guidelines:

- Each of the five standards is assessed by multiple-choice items and at least one constructed-response item on every form of the test.
- Each standard is assessed by at least one, but not more than two, extended-response items over the course of two academic years (six operational forms).
- Each operational form will typically include six Field-Test items.

Figure 2 (Continued) **Blueprint for Mathematics**

Reporting of Results

Results are reported using a scaled score for overall achievement as well as for the number of points received for each of the following standards:

- Number, Number Sense and Operations
- Measurement
- Geometry and Spatial Sense
- Patterns, Functions, and Algebra
- Data Analysis and Probability

Since the Mathematics Process standard is dependent on the other standards for content, the Mathematics Process standard is embedded within each of the other standards and, therefore, is not reported. The Mathematics Process standard is identified with items as they are developed and as test forms are constructed with attention to appropriate balance among benchmarks.

Use of Tools During Test Administration: Calculator and Mathematics Reference Sheet

Scientific calculators are provided to districts for students to use while taking the mathematics test. Only the state-provided OGT calculators can be used during testing. Students are not allowed to use any other calculator. OGT calculators are distributed in sufficient quantities prior to test administration to allow ample time for students to become familiar with the calculator and its use before testing. Support materials are also provided to familiarize students with the calculator functions and operation.

A Mathematics Reference Sheet (or formula sheet) is included in the test materials. Examples of information provided are the quadratic formula, trigonometric ratios, and common area and volume formulas for basic geometric figures and objects. A sample of the Mathematics Reference Sheet is provided in the practice test materials.

Additional Considerations for Item Development

Careful attention is given in the design of the items and tasks to the level of mathematical understanding or cognitive demand that may be asked of the student when responding to items. Levels of complexity ensure that items, tasks, and test forms assess an appropriate balance of content as well as a variety of ways of knowing and doing mathematics.

Figure 2 (Continued)
Blueprint for Mathematics

The levels of complexity categories for item and test form development are aligned with the Levels of Complexity in the Mathematics 2005 Framework for the National Assessment of Educational Progress (NAEP). Each level of complexity describes the mathematical expectations of an item. A brief description of each level is presented below.

Item Type	Characteristics	Proportion of Assessment (Points)
Low Complexity	Items rely heavily on recall and recognition of facts and definitions or carry out a specified, routine procedure.	25 – 35%
Moderate Complexity	Items require interpretation of a problem or situation and use informal reasoning and problem-solving methods.	40 – 50%
High Complexity	Items require significant analysis and reasoning including abstract and sophisticated thinking.	15 – 25%

**Figure 3
Blueprint for Writing**

Ohio Graduation Test (OGT) Blueprint for Writing					
Standard		Multiple-Choice (1 point)	Short-Answer (2 points)	Writing Prompts (18 points)	Total
Writing Processes	Items	10	1		11
	Points	10	2		12
Writing Applications and Conventions (Writing Applications) (Writing Conventions)	Items			2	2
	Points			24	24
	Points			12	12
Total	Items	10	1	2	13
	Points	10	2	36	48

Scoring of the Writing Prompts

On the OGT Writing Test, students respond to two writing prompts. Each response/essay is scored both holistically (Writing Applications) and for correctness (Writing Conventions). The Writing Applications rubric is a six-point scale, and the Writing Conventions rubric is a three-point scale. These rubrics can be viewed and downloaded from: <http://www.ode.state.oh.us>. Enter the keyword search “OGT Resources.”

Each student response/essay is scored independently by two readers. Each reader uses both the Writing Applications rubric and the Writing Conventions rubric to assign a score of 0–6 for Writing Applications and a score of 0–3 for Writing Conventions. The scores from each of the two readers are then added together, not averaged. Therefore, a student’s response to one writing prompt on the OGT may yield as many as 18 points.

Twelve of the 18 points will come from two six-point holistic Writing Applications scores. The remaining six points will come from two three-point Writing Conventions scores. Since each student responds to two prompts, a total of 36 points may be earned on the writing prompt section for the OGT.

Figure 3 (Continued)
Blueprint for Writing

Writing Applications Scoring

Prompt 1:	A possible six holistic points earned from Scorer A =	6 points
	A possible six holistic points earned from Scorer B =	<u>6 points</u>
	Subtotal	12 points

Prompt 2:	A possible six holistic points earned from Scorer A =	6 points
	A possible six holistic points earned from Scorer B =	<u>6 points</u>
	Subtotal	12 points

Writing Applications Total Score 24 points

Writing Conventions Scoring

Prompt 1:	A possible three conventions points earned from Scorer A =	3 points
	A possible three conventions points earned from Scorer B =	<u>3 points</u>
	Subtotal	6 points

Prompt 2:	A possible three conventions points earned from Scorer A =	3 points
	A possible three conventions points earned from Scorer B =	<u>3 points</u>
	Subtotal	6 points

Writing Conventions Total Score 12 points

Writing Prompts Total Score 36 points

Reporting of Results

Results will be reported using a scaled score for overall achievement as well as raw score points received for each of the following standards or combination of standards:

- Writing Processes
- Writing Applications
- Writing Conventions

Figure 4
Blueprint for Science

Ohio Graduation Test (OGT) Blueprint for Science					
Standard		Multiple-Choice (1 point)	Short-Answer (2 points)	Extended-Response (4 points)	Total Points
Science and Technology	Items	1 – 3	0 or 1	0 or 1*	
	Points	1 – 3	0 or 2	0 or 4	3 – 5
Scientific Inquiry	Items	1 – 3	0 or 1	0 or 1*	
	Points	1 – 3	0 or 2	0 or 4	3 – 5
Scientific Ways of Knowing	Items	1 – 3	0 or 1	0 or 1*	
	Points	1 – 3	0 or 2	0 or 4	3 – 5
Subtotal	Items	4 – 8	2	0 – 1*	
	Points	4 – 8	4	0 – 4	12
Earth and Space Sciences	Items	8 or 10	0 or 1	0 or 1	
	Points	8 or 10	0 or 2	0 or 4	12
Life Sciences	Items	8 or 10	0 or 1	0 or 1	
	Points	8 or 10	0 or 2	0 or 4	12
Physical Sciences	Items	8 or 10	0 or 1	0 or 1	
	Points	8 or 10	0 or 2	0 or 4	12
Total	Items	32	4	2	38
	Points	32	8	8	48

* On any test form only 1 of these 3 standards will have an extended-response item.

Figure 4 (Continued) Blueprint for Science

Item Distribution

Items are distributed among three item formats on each form of the test according to the following guidelines:

- Each of the four reportable categories is assessed by multiple-choice items and at least one constructed-response item on every form of the test.
- Each standard is assessed by at least one, but not more than two, extended-response items over the course of two academic years (six operational forms).
- Each operational form will typically include six Field-Test items.

Reporting of Results

Results will be reported using a scaled score for overall achievement as well for the number of points received for each of the following standards:

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

Additional Categories for Item Development

Careful attention is given in the design of the items and tasks to the performance expectations (cognitive demand) for students in regards to science skills and understandings. To assure a balance of a variety of ways for students to demonstrate science skills and understandings, each item on the science test will focus on one of four categories:

Recalling/Identifying Accurate Science: Items test student ability to accurately recall and/or identify fundamental science facts, concepts and relationships.

Communicating Understanding/Analyzing Science Information: Items test student ability to communicate in science with clarity, focus, and organization. Students may be asked to organize, summarize, and evaluate observations and data. Students may be asked to setup or complete computations and/or estimations. Students may be asked to choose among given models or representations in order to summarize observations and data. Students may be asked to make inferences from observations and data, describe patterns and trends in observations, explain concepts, or describe relationships (e.g., structure and function, cause and effect, systems and interactions, constancy, and changes).

Figure 4 (Continued)
Blueprint for Science

Demonstrating Investigation Processes of Science: Items test student ability to think scientifically. Students may be asked to make observations and select appropriate tools. Students may be asked to discuss procedures and methods of science. Students may be asked to describe procedures or to make measurements. Students may be asked to develop and evaluate questions or make predictions from information, including text, graphs, charts, tables, photographs, drawings, or other graphic organizers. Students may be asked to design, evaluate, or revise a given investigation including the effects of different variables.

Applying Concepts/Making Relevant Connections with Science: Items test student ability to apply science in the context of individuals and society and to analyze consequences and alternatives. Students may be asked to propose solutions, use and integrate knowledge and concepts in new situations, and recognize scientific procedures appropriate to given real-world situations.

Each test form will assign approximately equal numbers of points to each category.

**Figure 5
Blueprint for Social Studies**

Ohio Graduation Test (OGT) Blueprint for Social Studies					
Standard		Multiple-Choice (1 point)	Short-Answer (2 points)	Extended-Response (4 points)	Total
History	Items	8	1	1	10
	Points	8	2	4	14
People in Societies and Geography	Items	6 or 10	1	0 or 1	8 or 11
	Points	6 or 10	2	0 or 4	12
Economics, Government, and Citizenship Rights and Responsibilities	Items	7 or 11	1	0 or 1	9 or 12
	Points	7 or 11	2	0 or 4	13
Social Studies Skills and Methods	Items	7	1	0	8
	Points	7	2	0	9
Total Scored	Items	32	4	2	38
	Points	32	8	8	48

Item Distribution

Items are distributed among three item formats on each form of the test according to the following guidelines:

- Each of the four standard categories is assessed by multiple-choice items and at least one constructed-response item on every form of the test.
- Each standard category, except Skills and Methods, is assessed by at least one extended-response item over the course of one academic year (three operational forms).
- Each operational form will typically include six Field-Test items.

Reporting of Results

Results will be reported using a scaled score for overall achievement, as well as for the number of points received for each of the following standard categories:

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

REPORTS

Family Report

- An eight-page Family Report is provided for each student for the Spring 2007 Administration. An abbreviated four-page Family Report is provided for each student for the Summer and Fall 2007 Administrations. The schools are responsible for distributing the Family Reports to the parent or guardian of each student.
- The summary page of the report provides the student's scaled score for each subject area, the corresponding performance level (Limited, Basic, Proficient, Accelerated, or Advanced), the scaled score range corresponding to each level, and a narrative description of the performance typical of students scoring at the student's level. An INV indicates that the student's score has been invalidated; a DNA indicates that the student did not attempt the test. Average scores for the school, district, and state are provided for each test.
- The individual subject pages of the report provide information for each content standard, including the student's performance indicator, a narrative description of the performance typical of students achieving that indicator, and suggested strategies for improving student performance.
- The highest and lowest possible scaled scores vary by test administration. It is possible that the highest and lowest possible scaled scores on any Family Report will not match those on the sample report in this guide.
- A Family Report Interpretive Guide is posted on the ODE Web site at: <http://www.ode.state.oh.us>. Enter the keyword search "OGT Resources." Parents and guardians should use this guide to help them understand the information in the Family Report.



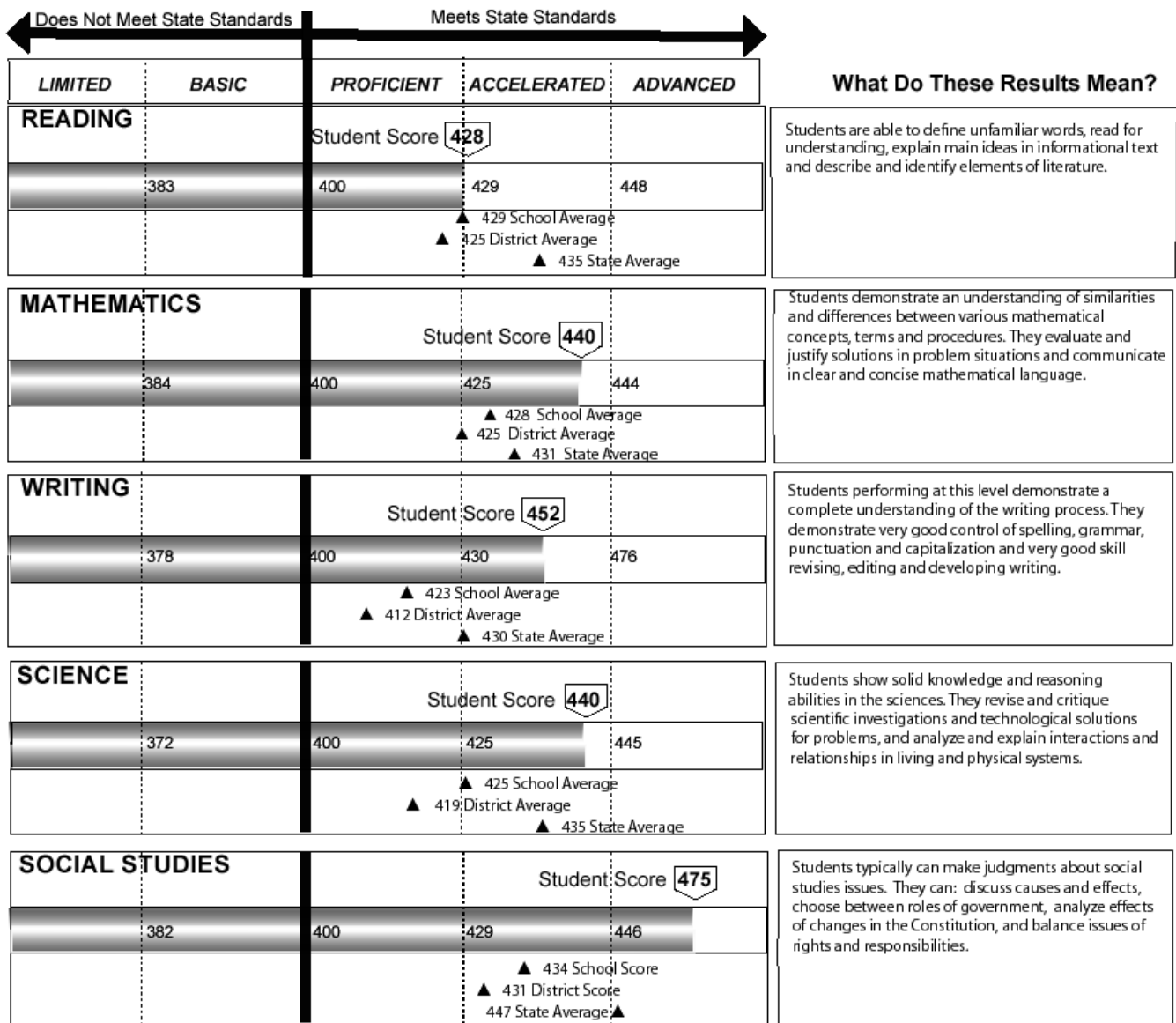
OHIO GRADUATION TESTS



FAMILY REPORT

<p>For the Family of Ashley Adams</p> <p>Student ID: 123456789 Grade: 10 Test Date: Spring 2007 School: Aberdeen HS (123456) District: Clarence-Lowden SD (987654)</p>	<p>Dear Family,</p> <p>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.</p> <p>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.</p> <p>Sincerely,</p> <p>Susan T. Zelman Superintendent of Public Instruction</p>
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STUDENT'S OVERALL TEST RESULTS



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



OHIO GRADUATION TESTS



STUDENT OVERALL PERFORMANCE

FAMILY REPORT

MATHEMATICS

Ashley Adams

Performance Level: **Accelerated**

Mathematics Scale Score: **440**

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	Performance Level			What These Results Mean	Improving Performance
	Lower	About the Same	Higher		
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.

REPORTS

Large Student Label

- One Large Label is provided for each student for the Spring, Summer, and Fall 2007 Administrations. The Large Labels are packaged by school and sent to the districts, for further dissemination to the schools. Schools may return the labels to the students' files.
- Provides the student's performance level (Limited, Basic, Proficient, Accelerated, or Advanced) and scaled score for each subject area. See pages 3–8 for more information on performance level descriptors.
- An INV indicates that the student's score has been invalidated, and a NOT TESTED indicates that the student did not attempt the test.
- Provides specific information for each subject content standard, including the possible number of points (Max points), the mid-range (Minimally Proficient Range), the points obtained by the student (Student Score/Points), and the performance indicator (Student Score/Ind). The mid-range is an approximation of the performance typical of minimally proficient students, i.e., those who earned scaled scores of approximately 400.

Small Student Label (Optional)

- Small Labels are available as an optional service at an additional cost to the school. These can be ordered on the *Additional/Optional Services Order Form* from the OGT contractor for the Spring, Summer, and Fall 2007 Administrations. If ordered, the Small Labels are packaged by school and sent to the districts, for further dissemination to the schools.
- Provides the student's scaled score and indicates the performance level as Limited (L), Basic (B), Proficient (P), Accelerated (A), or Advanced (AD) for each subject area. See pages 3–8 for more information on performance level descriptors.
- An INV indicates that the student's score has been invalidated, and a DNA indicates that the student did not attempt the test.

Large Labels

MAR 2007
 SCHOOL: OHIO SCHOOL
 DISTRICT: OHIO DISTRICT #2

OHIO GRADUATION TESTS
 IRN: 888888
 IRN: 898989

NAME: AL-SHALAL, KENTA J
 GRADE: 10

Reading					Mathematics					Writing					Science					Social Studies				
ADVANCED (520)					ADVANCED (530)					PROFICIENT (430)					ADVANCED (530)					ADVANCED (530)				
Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind
Acq. Vocabulary	9	(4.5 - 7.0)	9.0	+	Number Sense	9	(6.5 - 8.0)	8.5	+	Processes	12	(6.5 - 8.0)	12.0	+	Science & Tech.	12	(6.5 - 8.0)	12.0	+	History	14	(6.5 - 8.0)	12.5	+
Reading Proc.	11	(8.5 - 8.0)	8.0	*	Measurement	8	(5.5 - 7.0)	7.0	*	Applications	24	(5.5 - 7.0)	18.0	+	Earth & Space	12	(5.5 - 7.0)	12.0	+	Geography	12	(5.5 - 7.0)	12.0	+
Inform. Text	16	(9.5-11.0)	15.0	+	Geometry	8	(5.5 - 7.0)	7.0	*	Conventions	12	(5.5 - 7.0)	12.0	+	Life Sciences	12	(5.5 - 7.0)	12.0	+	Econ./Gov./Citz.	13	(5.5 - 7.0)	12.0	+
Literary Text	15	(9.5-11.0)	14.0	+	Algebra	10	(6.5 - 8.0)	6.5	*						Physical Sciences	12	(6.5 - 8.0)	12.0	+	Skills & Methods	9	(6.5 - 8.0)	8.0	*
					Data Analysis	11	(6.5 - 8.0)	6.5	*															

MAR 2007
 SCHOOL: OHIO SCHOOL
 DISTRICT: OHIO DISTRICT #2

OHIO GRADUATION TESTS
 IRN: 888888
 IRN: 898989

NAME: LONG, NATHANIE
 GRADE: 10

Reading					Mathematics					Writing					Science					Social Studies				
NOT TESTED					LIMITED (150)					LIMITED (200)					ADVANCED (530)					BASIC (275)				
Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind	Standard	Max Points	Minimally Proficient Range	Student Score	Ind
Acq. Vocabulary	9	(4.5 - 7.0)			Number Sense	9	(6.5 - 8.0)	5.0	-	Processes	12	(6.5 - 8.0)	12.0	+	Science & Tech.	12	(6.5 - 8.0)	11.0	+	History	14	(9.5 - 11.0)	9.0	*
Reading Proc.	11	(6.5 - 8.0)			Measurement	8	(5.5 - 7.0)	7.0	*	Applications	24	(5.5 - 7.0)	18.5	+	Earth & Space	12	(5.5 - 7.0)	11.0	+	Geography	12	(8.5 - 9.0)	9.0	*
Inform. Text	16	(9.5-11.0)			Geometry	8	(5.5 - 7.0)	7.0	*	Conventions	12	(5.5 - 7.0)	12.0	+	Life Sciences	12	(5.5 - 7.0)	11.0	+	Econ./Gov./Citz.	13	(8.5 - 9.0)	9.0	*
Literary Text	15	(9.5-11.0)			Algebra	10	(6.5 - 8.0)	7.0	*						Physical Sciences	12	(6.5 - 8.0)	11.5	+	Skills & Methods	9	(6.5 - 8.0)	5.0	-
					Data Analysis	11	(6.5 - 8.0)	6.0	-															

Small Labels

MAR 2007 OHIO GRADUATION TESTS NAME: AL-SHALAL, KENTA J SCHOOL: OHIO SCHOOL DISTRICT: OHIO DISTRICT # 2 R: AD(520) M: AD (530) W: P (430) S: AD(530) SS:AD(530)	MAR 2007 OHIO GRADUATION TESTS NAME: LONG, NATHANIE SCHOOL: OHIO SCHOOL DISTRICT: : OHIO DISTRICT # 2 R: M: L(150) W: L (200) S: AD(530) SS: B(275)
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Sample Report – Provided for illustration purposes only.

REPORTS

Roster of Student Performance

- A Roster of Student Performance report is provided for each district and school for the Spring, Summer, and Fall 2007 Administrations. The reports are packaged by school and sent to the districts, for further dissemination to the schools. Early results for seniors are available online, with district access only, for all administrations.
- Provides an alphabetical listing, by grade, of all students in the school for whom answer documents were submitted. Information is provided for all five subject areas.
- For each student, indicates the scaled score and performance level for each test. Performance levels are reported as Limited (L), Basic (B), Proficient (P), Accelerated (A), or Advanced (AD). See pages 3-8 for more information on the performance level descriptors. An INV indicates that the student's score has been invalidated, and a DNA indicates that the student did not attempt the test.
- The Status column indicates students who were IEP Identified (I), LEP Identified (L), or both (I/L), according to information coded in the School Use Only section of the answer document.
- Summary information includes the total number of students tested, the number and percentage of students at each performance level, the mean scaled scores for each subject for the school and district, and the highest (Maximum) and lowest (Minimum) possible scaled scores for each subject.

OHIO GRADUATION TESTS ROSTER OF STUDENT PERFORMANCE

MARCH 2007

SCHOOL NAME: OHIO SCHOOL
DISTRICT NAME: OHIO DISTRICT #2
COUNTY NAME: OHIO COUNTY

SCHOOL IRN: 888888
DISTRICT IRN: 898989
GRADE: 10



STUDENT NAME DATE OF BIRTH STUDENT NUMBER	READING					MATHEMATICS					WRITING					SCIENCE					SOCIAL STUDIES										
	Status	Scale Score	Performance Level					Status	Scale Score	Performance Level					Status	Scale Score	Performance Level					Status	Scale Score	Performance Level							
			L	B	P	A	AD				L	B	P	A	AD				L	B	P	A	AD				L	B	P	A	AD
AL-SHALAL, KENTA J 11/15/86 123456789		520					AD		530					AD		530							AD		530						AD
BARRETT, TINA M 04/13/87 000023456		450					A		400					P		400						P		400						P	
BRADLEY, JASON L 09/17/86 111222333	I	360					B		320					B		320						B		320						B	
BURROWS, WILLIAM J 01/01/87 123123123		390					B		390					B		390						B		390						B	
COFFEE, BRITTANY N 12/28/85 001122334		380					B		280					L		280						L		280						L	
CROSTHWATE, STEVEN 04/03/86 000987654		370					B		390					B		390						B		390						B	
DUCKSON, SEAN A 03/30/87 000002345		430					P		510					AD		510						AD		510						AD	
FIELDS, STEPHANI A 01/17/87 000022334		200					L		DNA							DNA								DNA							
GAMBILL, KATHERIN E 10/20/86 000078654		520					AD		500					AD		500						AD		500						AD	
HALL, ASHLEY M 09/07/87 000066554	I	340					B		190					L		190						L		190						L	
HEDGES, LINDSEY 2/12/86 000000095		420					P		480					A		480						A		480						A	
HUNTER, DONNIE 06/22/86 000344566		300					B		190					L		190						L		190						L	
JOHNSON, ARIANE L 10/24/85 000302051		350					B		350					B		350						B		350						B	
KOCH, DARWIN J 03/30/87 000221035	I/L	375					B		200					L		200						L		200						L	
LONG, NATHANIE D 06/08/87 000302050	L	DNA							150					L		150						L		150						L	
Total Students Tested		14	1	8	2	1	2		14	5	4	1	1	3		14	5	4	1	1	3		14	5	4	1	1	3		14	
Percent by Performance Level			7%	57%	14%	7%	14%			36%	29%	7%	7%	21%			36%	29%	7%	7%	21%			36%	29%	7%	7%	21%		36%	
Mean School Score		386	Minimum	Maximum	Maximum	Maximum	Maximum		348	Minimum	Maximum	Maximum	Maximum	Maximum		348	Minimum	Maximum	Maximum	Maximum	Maximum		348	Minimum	Maximum	Maximum	Maximum	Maximum	Maximum	Maximum	
Mean District Score		370	100	520	520	520	520		290	100	530	530	530	530		290	100	530	530	530	530		290	100	530	530	530	530	530	530	

DNA: Did Not Attempt
INV: Invalidated Score
Performance Levels: AD: Advanced A: Accelerated P: Proficient B: Basic L: Limited
Status Codes: I: IEP Identified L: LEP Identified

REPORTS

Roster of Student Performance by Content Standard

- A Roster of Student Performance by Content Standard report is provided for each district and school for the Spring, Summer, and Fall 2007 Administrations. The reports are packaged by school and sent to the districts, for further dissemination to the schools. Early results for seniors are available online, with district access only, for all administrations.
- Indicates the percentage of students at each performance level on the test. A separate report is produced for each subject at each grade level.
- Students are listed alphabetically within each performance level. All Advanced students are listed, followed by all Accelerated students, all Proficient students, all Basic students, and all Limited students.
- Indicates each student's scaled score, as well as the raw score he/she earned in each content standard and the performance indicator associated with that raw score. The possible points and mid-range for each of the content standards are also reported.
- Summary information includes the total number of students tested, the mean scaled score for the test for the school and district, and the mean raw score for each content standard for the school and district.



OHIO GRADUATION TESTS ROSTER OF STUDENT PERFORMANCE BY CONTENT STANDARD

MARCH 2007

SCHOOL NAME: OHIO SCHOOL
DISTRICT NAME: OHIO DISTRICT #2
COUNTY NAME: OHIO COUNTY

SCHOOL IRN: 888888
DISTRICT IRN: 898989
GRADE: 11

STUDENT NAME/ DATE OF BIRTH/ STUDENT NUMBER	Scaled Score	CONTENT STANDARDS FOR READING				
		Acquisition of Vocabulary	Reading Process	Reading Applications		Literary Text
				Informational, Technical and Persuasive Text		
Points Possible Mid-Range		8.0 4.5 - 6.0	12.0 6.5 - 9.0	16.0 9.5 - 11.0	12.0 7.0 - 10.0	
ADVANCED (14% of Students)						
AL-SHALAL, KENTA J 11/15/86 123456789	520	8.0 (+)	10.0 (+)	15.0 (+)	12.0 (+)	12.0 (+)
GAMBILL, KATHERIN E 10/20/86 000078654	520	8.0 (+)	9.5 (+)	15.0 (+)	12.0 (+)	12.0 (+)
ACCELERATED (7% of Students)						
BARRETT, TINA M 04/13/87 000023456	450	8.0 (+)	8.0 (+)	15.0 (+)	10.5 (+)	10.5 (+)
PROFICIENT (14% of Students)						
DUCKSON, SEANA 03/30/87 000002345	430	6.0 (*)	7.5 (*)	11.0 (*)	8.0 (*)	8.0 (*)
HEDGES, LINDSEY 02/12/86 000000095	420	6.0 (*)	7.0 (*)	11.0 (*)	9.0 (*)	9.0 (*)
BASIC (57% of Students)						
BRADLEY, JASON L 09/17/86 111222333	360	6.0 (*)	7.5 (*)	9.0 (*)	6.0 (-)	6.0 (-)
BURROWS, WILLIAM J 01/01/87 123123123	390	6.0 (*)	7.0 (*)	9.0 (*)	6.0 (-)	6.0 (-)
COFFEE, BRITTANY N 12/28/85 001122334	380	6.0 (*)	9.0 (+)	8.0 (-)	6.0 (-)	6.0 (-)
CROSTHWAITTE, STEVEN 04/03/87 000987654	370	5.0 (*)	8.0 (+)	8.0 (-)	6.5 (-)	6.5 (-)
HALL, ASHLEY M 09/07/87 000066554	340	4.0 (-)	4.0 (-)	3.0 (-)	11.5 (+)	11.5 (+)
HUNTER, DONNIE 06/22/86 000344566	300	6.5 (+)	3.5 (-)	4.0 (-)	9.0 (*)	9.0 (*)
JOHNSON, ARIANE L 10/24/85 000302051	350	3.0 (-)	4.5 (-)	12.0 (+)	9.5 (+)	9.5 (+)
KOCH, DARWIN J 03/30/87 000221035	375	3.0 (-)	4.0 (-)	12.0 (+)	10.0 (*)	10.0 (*)
LIMITED (7% of Students)						
FIELDS, STEPHANI A 01/17/87 000022334	200	3.0 (-)	0.0 (-)	2.5 (-)	4.0 (-)	4.0 (-)
Total Students Tested	14					
School Mean	386	5.4 (*)	6.5 (*)	9.6 (*)	8.3 (*)	8.3 (*)
District Mean	380	5.0 (*)	5.0 (-)	8.5 (-)	8.5 (*)	8.5 (*)

Obtained Raw Score for Items Related to Academic Content Standard:

- + Performance higher than expected of minimally proficient students.
- * Performance approximately the same as expected of minimally proficient students.
- Performance lower than expected of minimally proficient students.

REPORTS

District Performance by School

- A District Performance by School report is provided for each district for the Spring, Summer, and Fall 2007 Administrations.
- Indicates the total number of students tested in each school and in the district (District Summary) in each subject area.
- Indicates the mean scaled score for each school and for the district (District Summary).
- Indicates the percentage of students at each performance level (L=Limited, B=Basic, P=Proficient, A=Accelerated, and AD=Advanced) for each school and for the district (District Summary).
- Summary information provides the range of scaled scores in each performance level for each test.
- Separate reports are produced for each grade level.



OHIO GRADUATION TESTS DISTRICT PERFORMANCE BY SCHOOL

MARCH 2007

DISTRICT NAME: OHIO DISTRICT #2
COUNTY NAME: OHIO COUNTY

DISTRICT IRN: 898989
GRADE: 10

SCHOOL - IRN	Total Students Tested	Mean Scaled Score	Percent of Students at each Performance Level				
			L	B	P	A	AD
READING							
SCHOOL #1 - 888999	14	405	0.0%	0.0%	75.0%	24.3%	0.0%
SCHOOL #2 - 888888	18	410	0.0%	5.8%	94.4%	0.0%	0.0%
SCHOOL #3 - 888777	32	409	0.0%	3.1%	90.6%	6.3%	0.0%
District Summary	64	408	23.4%	18.1%	47.9%	9.0%	1.1%
MATHEMATICS							
SCHOOL #1 - 888999	14	405	0.0%	0.0%	75.0%	24.3%	0.0%
SCHOOL #2 - 888888	10	410	0.0%	5.8%	94.4%	0.0%	0.0%
SCHOOL #3 - 888777	33	409	0.0%	3.1%	90.6%	6.3%	0.0%
District Summary	57	408	23.4%	18.1%	47.9%	9.0%	1.1%
WRITING							
SCHOOL #1 - 888999	24	405	0.0%	0.0%	75.0%	24.3%	0.0%
SCHOOL #2 - 888888	8	410	0.0%	5.8%	94.4%	0.0%	0.0%
SCHOOL #3 - 888777	35	409	0.0%	3.1%	90.6%	6.3%	0.0%
District Summary	67	408	23.4%	18.1%	47.9%	9.0%	1.1%
SCIENCE							
SCHOOL #1 - 888999	21	405	0.0%	0.0%	75.0%	14.3%	0.0%
SCHOOL #2 - 888888	8	410	0.0%	5.8%	94.4%	0.0%	0.0%
SCHOOL #3 - 888777	36	400	0.0%	3.1%	90.6%	6.3%	0.0%
District Summary	65	405	23.4%	18.1%	47.9%	9.0%	1.1%
SOCIAL STUDIES							
SCHOOL #1 - 888999	21	405	0.0%	0.0%	75.0%	14.3%	0.0%
SCHOOL #2 - 888888	8	410	0.0%	5.8%	94.4%	0.0%	0.0%
SCHOOL #3 - 888777	35	390	0.0	100%	0.0%	0.0%	0.0%
District Summary	66	402	23.4%	18.1%	47.9%	9.0%	1.1%

Performance Levels	Reading	Mathematics	Writing	Science	Social Studies
AD: Advanced	432 - 503	432 - 503	432 - 503	432 - 503	432 - 503
A: Accelerated	415 - 431	415 - 431	415 - 431	415 - 431	415 - 431
P: Proficient	400 - 414	400 - 414	400 - 414	400 - 414	400 - 414
B: Basic	385 - 399	385 - 399	385 - 399	385 - 399	385 - 399
L: Limited	280 - 384	280 - 384	280 - 384	280 - 384	280 - 384

Sample Report - Provided for illustration purposes only.

REPORTS

Summary of School Performance

- A Summary of School Performance report is provided for each district and school for the Spring, Summer, and Fall 2007 Administrations. The reports are packaged by school and sent to the districts, for further dissemination to the schools. A Summary of District Performance report (not shown in this Interpretive Guide) is also provided for each district for the Spring, Summer, and Fall 2007 Administrations.
- Indicates, by subject and grade, the total number of students tested by gender and by gender within each ethnic group.
- Indicates the mean scaled score of the total group of students, the mean scaled score by gender, and the mean scaled score by gender within each ethnic group.
- Indicates the number and percentage of students at each of the performance levels: Limited, Basic, Proficient, Accelerated, and Advanced.
- For each performance level, indicates the number and percentage of students by gender, and by gender within each ethnic group.
- Any ethnic group that has fewer than ten students is reported in the "Other" line of this report.
- Indicates, by subject and grade, the total number of IEP and LEP students tested, the mean scaled score by IEP and LEP students, and the number and percentage of IEP and LEP students at each performance level. If either the IEP or LEP total number of students tested is less than ten, only the total number (IEP Total/LEP Total) students tested will be displayed.

**OHIO GRADUATION TESTS
SUMMARY OF SCHOOL PERFORMANCE**

MARCH 2007



SCHOOL NAME: OHIO SCHOOL
DISTRICT NAME: OHIO DISTRICT #2
COUNTY NAME: OHIO COUNTY

SCHOOL IRN: 888888
DISTRICT IRN: 898989
GRADE: 10

	Total Tested	Mean Scaled Score	SOCIAL STUDIES						Advanced			
			Limited		Basic		Proficient		Accelerated			
			Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Total Group	170	401	16	9%	80	47%	34	20%	10	6%	30	18%
Male	86	396	2	20%	56	65%	16	19%	0	0%	10	12%
Female	84	406	19	11%	24	29%	18	21%	10	14%	20	24%
Other												
IEP/LEP Groups												
IEP Total	11	390	4	36%	5	45%	2	18%	0	0%	0	0%
LEP Total	3											
Ethnicity												
American Indian												
Male												
Female												
Other												
Asian/Pacific Islander												
Male												
Female												
Other												
Black/African American												
Male	30	395	6	20%	10	33%	14	47%	0	0%	0	0%
Female	16	395	2	13%	6	38%	6	38%	0	0%	0	0%
Other	14	395	9	64%	4	29%	8	57%	0	0%	0	0%
Hispanic												
Male												
Female												
Other												
White												
Male	140	401	10	7%	70	50%	20	14%	10	7%	30	21%
Female	70	396	0	0%	50	71%	10	14%	0	0%	10	14%
Other	70	406	10	14%	20	29%	10	14%	10	14%	20	29%
Multi-Racial												
Male												
Female												
Other												
Other/No Response												
Male												
Female												
Other												

Note: N-counts of 9 or fewer in an ethnic group are reported in "OTHER"

REPORTS

Summary of School Performance (Summary Page)

- Appears on the last page of the Summary of School Performance report (for schools and districts) and the Summary of District Performance report (for districts only) for the Spring 2007 Administration. This summary page is not produced for the Summer and Fall 2007 Administrations.
- Summaries include only tenth-grade students who attempted all five tests.
- Indicates the number and percentage of students who were proficient or above on all five tests (5 of 5), four of five (4 of 5), three of five (3 of 5), two of five (2 of 5), one of five (1 of 5) and none of five (0 of 5) tests.
- Indicates the number and percentage of students by gender and by gender within each ethnic group.
- Any ethnic group that has fewer than ten students is reported in the "Other" line of this report.



OHIO GRADUATION TESTS SUMMARY OF SCHOOL PERFORMANCE

MARCH 2007

SCHOOL NAME: OHIO SCHOOL
DISTRICT NAME: OHIO DISTRICT #2
COUNTY NAME: OHIO COUNTY

SCHOOL IRN: 888888
DISTRICT IRN: 888889
GRADE: 10

	Total Tested (5 Tests)	Proficient & Above 5 of 5		Proficient & Above 4 of 5		Proficient & Above 3 of 5		Proficient & Above 2 of 5		Proficient & Above 1 of 5		Proficient & Above 0 of 5	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Group	170	30	18%	10	6%	34	20%	80	47%	5	3%	11	6%
Male	86	10	12%	0	0%	16	19%	56	65%	0	0%	2	2%
Female	84	20	24%	10	14%	18	21%	24	29%	5	6%	14	17%
Other													
IEP/LEP Groups													
IEP Total	11	0	0%	0	0%	2	18%	5	45%	0	0%	4	36%
LEP Total	3												
Ethnicity													
American Indian													
Male													
Female													
Other													
Asian/Pacific Islander													
Male													
Female													
Other													
Black/African American	30	0	0%	0	0%	14	47%	10	33%	0	0%	6	20%
Male	16	0	0%	0	0%	6	38%	6	38%	0	0%	2	13%
Female	14	0	0%	0	0%	8	57%	4	29%	0	0%	9	64%
Other													
Hispanic													
Male													
Female													
Other													
White	140	30	21%	10	7%	20	14%	70	50%	5	4%	5	4%
Male	70	10	14%	0	0%	10	14%	50	71%	0	0%	0	0%
Female	70	20	29%	10	14%	10	14%	20	29%	5	4%	5	4%
Other													
Multi-Racial													
Male													
Female													
Other													
Other/No Response													
Male													
Female													
Other													

Note: N-counets of 9 or fewer in an ethnic group are reported in "OTHER". Includes only those students who took all 5 tests.

REPORTS

Scaled Score Frequency Distribution

- A school Scaled Score Frequency Distribution report is provided for each district and school for the Spring, Summer, and Fall 2007 Administrations. The reports are packaged by school and sent to the districts, for further dissemination to the schools. A district Scaled Score Frequency Distribution (not shown in this Interpretive Guide) is also provided for each district for the Spring, Summer, and Fall 2007 Administrations.
- The five performance levels are shown separately (but displayed on the same page) for each subject on the report. Each subject is shown on separate pages of the report.
- A separate report is produced for each grade level.
- Indicates the number and percentage of students achieving each possible scaled score.
- Indicates the cumulative frequency (number and percentage) of each scaled score. Statewide cumulative percentages are included for comparison. The cumulative figures increase as one reads upward, so they reflect the cumulative frequency of students scoring **at or below** a given scaled score. To determine the cumulative number or percentage of students who scored **at or above** a given scaled score, subtract the cumulative number or percentage in the row below the one corresponding to the scaled score in question from the total number of students or from 100%. For example, if you wanted to know what percentage of students statewide achieved at least a proficient scaled score, you would subtract 22.5%, which is the cumulative percentage in the line below the lowest proficient scaled score, from 100%. According to this report, 77.5% (100.0-22.5) of students statewide were proficient or higher in writing.
- The minimum and maximum scaled scores are reported in the lower left corner of the report (shown as a footnote).
- The mean, median, and standard deviation for the school, district, and state are reported in the lower right corner of the report.

REPORTS

Summary Frequency by Content Standard

- A school Summary Frequency by Content Standard report is provided for each district and school for the Spring, Summer, and Fall 2007 Administrations. The reports are packaged by school and sent to the districts, for further dissemination to the schools. A district Summary Frequency by Content Standard (not shown in this Interpretive Guide) is also provided for each district for the Spring, Summer, and Fall 2007 Administrations.
- A separate report is produced for each grade level.
- The total points possible are reported (in parentheses) for each content standard on each test.
- Three performance indicators are reported for each content standard: Above Standard (+), At Standard (*), and Below Standard (-).
- For each performance indicator, the raw score mid-range, the number (Freq.) and percentage (Pct.) of students scoring within that range, and the statewide percentage (State Pct.) of students scoring within that range, are reported. The cumulative frequency (Cum. Freq.), which is the number scoring at or below that level, is also indicated.



**OHIO GRADUATION TESTS
SUMMARY FREQUENCY BY CONTENT STANDARD**

MARCH 2007

SCHOOL NAME: OHIO SCHOOL
DISTRICT NAME: OHIO DISTRICT #2
COUNTY NAME: OHIO COUNTY

SCHOOL IRN: 888888
DISTRICT IRN: 898989
GRADE: 10

WRITING					SCIENCE						
Content Standard	Mid-Range	Freq.	Pct.	Cum. Freq.	State Pct.	Content Standard	Mid-Range	Freq.	Pct.	Cum. Freq.	State Pct.
Writing Processes (12 Points)											
Above Standard (+)	8.5 – 12.0	6	42.9%	14	25.0%	Above Standard (+)	10.0 – 12.0	2	14.3%	14	25.0%
At Standard (*)	7.0 – 8.0	4	28.6%	6	50.0%	At Standard (*)	8.0 – 9.5	7	50.0%	12	50.0%
Below Standard (-)	0.0 – 6.5	4	28.6%	4	25.0%	Below Standard (-)	0.0 – 7.5	5	35.7%	5	25.0%
Writing Applications (24 Points)											
Above Standard (+)	12.5 – 24.0	2	14.2%	14	25.0%	Above Standard (+)	8.0 – 12.0	2	14.3%	14	25.0%
At Standard (*)	10.5 – 12.0	5	35.7%	12	50.0%	At Standard (*)	6.5 – 7.5	7	50.0%	12	50.0%
Below Standard (-)	0.0 – 10.0	7	50.0%	7	25.0%	Below Standard (-)	0.0 – 6.0	5	35.7%	5	25.0%
Writing Conventions (12 Points)											
Above Standard (+)	10.0 – 12.0	3	21.4%	14	25.0%	Above Standard (+)	8.0 – 12.0	2	14.3%	14	25.0%
At Standard (*)	8.0 – 9.5	4	28.4%	11	50.0%	At Standard (*)	6.0 – 7.5	9	64.3%	12	50.0%
Below Standard (-)	0.0 – 7.5	7	50.0%	7	25.0%	Below Standard (-)	0.0 – 5.5	3	21.4%	3	25.0%
Life Sciences (12 Points)											
Above Standard (+)						Above Standard (+)	8.5 – 12.0	2	14.3%	14	25.0%
At Standard (*)						At Standard (*)	6.5 – 8.0	9	64.3%	12	50.0%
Below Standard (-)						Below Standard (-)	0.0 – 6.0	3	21.4%	3	25.0%
Physical Sciences (12 Points)											
Above Standard (+)						Above Standard (+)					
At Standard (*)						At Standard (*)					
Below Standard (-)						Below Standard (-)					

Above Standard (+) Performance higher than range expected of minimally proficient students.
At Standard (*) Performance at level expected of minimally proficient students.
Below Standard (-) Performance lower than range expected of minimally proficient students.

REPORTS

Item Analysis Report

- A school Item Analysis report is provided for each district and school for the Spring 2007 Administration only. There is no Item Analysis report for Summer and Fall 2007 Administrations. The reports are packaged by school and sent to the districts in early July, for further dissemination to the schools. A district Item Analysis report (not shown in this Interpretive Guide) is also provided for each district for the Spring 2007 Administration.
- A separate report is provided for each subject and grade level.
- The items are divided into three sections: multiple-choice, short-answer, and extended-response items.
- For each item, the report provides the item number (Item), content standard (Std.), and benchmark (Bmk.). Mathematics process (Proc.) is provided for mathematics items, where applicable.
- Items are sorted by content standard within their item type.
- For multiple-choice items, the percentage of students (Percent Responding) selecting each response (A, B, C, or D) is indicated. The percentage of students who did not respond to an item or marked more than one response is indicated under the double asterisks (**). The percentage of students responding correctly (Percent Correct) to each item are reported for the school, district, and state.
- For short-answer and extended-response items, the percentage of students at each possible score point is provided. The possible score points for short-answer items are 0.0, 0.5, 1.0, 1.5, and 2.0, and the possible score points for extended-response items are 0.0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, and 4.0. The possible score points for Writing Applications and Writing Conventions are indicated on the item analysis report for the writing test. The percentage of students who did not respond to an item is indicated under the double asterisks (**). The mean score for each item is reported for the school, district, and state.
- Data are not reported for Field-Test items. These items are not considered when determining a student's score.
- The total number of students tested in the school, district, and state are indicated at the lower right corner of the report.



OHIO GRADUATION TESTS ITEM ANALYSIS

MARCH 2007

SCHOOL NAME: OHIO SCHOOL
 DISTRICT NAME: OHIO DISTRICT #2
 COUNTY: OHIO COUNTY

SCHOOL IRN: 888888
 DISTRICT IRN: 898989
 GRADE: 10

READING																
Multiple Choice Items			Percent Responding					Percent Correct								
Item	Std.	Bmk.	**	(A)	(B)	(C)	(D)	Item	School	District	State					
04	AV	B	00	00	05	15	80*	04	80	77	79					
16	AV	A	00	10	00	00	90*	16	90	85	88					
13	AV	F	00	01	15	65*	19	13	65	69	62					
14	AV	F	01	00	59*	34	06	14	59	56	62					
31	AV	B	00	79*	12	05	04	31	79	74	75					
23	AV	B	00	69*	15	15	01	23	69	61	69					
35	AV	A	00	03	58*	30	09	35	58	68	60					
40	AV	D	00	90*	00	10	00	40	90	88	88					
17	IT	A	00	68*	02	20	10	17	68	69	68					
30	IT	C	00	07	05	82*	06	30	82	81	79					
24	IT	A	01	00	59*	34	06	24	59	56	62					
26	IT	D	00	00	82*	18	00	26	82	72	79					
27	IT	D	00	04	04	79*	13	27	79	79	72					
34	IT	E	00	71*	21	08	00	34	71	70	67					
37	IT	B	00	00	10	10	80*	37	80	70	76					
39	IT	D	00	00	00	100*	00	39	100	89	97					
41	IT	D	00	05	05	05	85*	41	85	82	76					
43	IT	D	00	05	05	80*	10	43	80	80	77					
01	LT	A	00	25	73*	02	00	01	73	71	66					
02	LT	A	03	15	59*	23	00	02	59	50	65					
05	LT	A	00	10	10	70*	10	05	70	71	65					
15	LT	E	00	75*	20	05	00	15	75	50	70					
25	LT	B	00	07	05	82*	06	25	82	81	79					
33	LT	B	00	01	15	65*	19	33	65	69	62					
03	RP	A	00	85*	10	04	01	03	85	78	82					
19	RP	B	00	00	00	25	75*	19	75	75	62					
20	RP	A	00	05	10	60*	25	20	60	50	59					
29	RP	A	00	05	10	60*	25	29	60	50	59					
42	RP	C	00	00	82*	18	00	42	82	72	79					
21	RP	A	00	75*	20	05	00	21	75	50	70					
38	RP	A	00	03	03	69*	35	38	69	62	60					
44	RP	E	00	05	05	40	50*	44	50	35	37					
Short Answer Items			Percent at Each Score Point					Mean Score								
Item	Std.	Bmk.	**	(0)	(0.5)	(1.0)	(1.5)	(2.0)	Item	School	District	State				
22	IT	B	00	00	00	00	00	100	22	2.00	1.95	1.81				
28	IT	C	00	00	00	100	00	00	28	1.00	1.00	1.00				
06	LT	C	05	00	05	50	10	30	06	1.28	1.77	1.51				
18	RP	B	05	00	50	40	00	00	18	.85	1.10	1.05				
Extended Response Items			Percent of Each Score Point								Mean Score					
Item	Std.	Bmk.	**	(0)	(0.5)	(1.0)	(1.5)	(2.0)	(2.5)	(3.0)	(3.5)	(4.0)	Item	School	District	State
36	IT	D	05	05	00	10	00	20	00	30	10	20	36	2.55	2.10	2.00
32	LT	C	00	00	00	30	05	30	05	20	05	05	32	2.08	2.05	1.09
Total Students Tested									14	97	110740					

Legend

Std. Standard
 Bmk. Benchmark
 * Correct answer for multiple choice item
 ** Percentage of students who did not respond or marked more than one response.
 N/A Not available

Reading Standards

AV Acquisition of Vocabulary
 IT Informational, Technical and Persuasive Text
 LT Literary Text
 RP Reading Process

Field Test Items – #7 through 12 – Not Reported

The state, district and school % reflect the percent of students selecting the correct response for multiple choice items.

The state, district and school *mean* reflects the average scores of students for short and extended response items.

For benchmark definitions please visit the ODE Web site "<http://www.ode.state.oh.us>" and enter "benchmark definitions" into the search box.

Sample Report – Provided for illustration purposes only.

REPORTS

Electronic Data Files

Student Data File (District):

- A student data file is sent to the district (unless the district has requested that it be sent to the ITC) with the final reports for the Spring, Summer, and Fall 2007 Administrations.
- Provided in ASCII format only on CD or diskette.
- This file is used to load test data into EMIS and may also facilitate additional analysis of test-related data.
- The file includes each student's name, ID, date of birth, grade, gender, ethnicity, and migrant student status; the name and IRN of the student's district and school; the test administration date; IEP identified for each test, LEP identified, and English-limited Identified; the performance level, scaled score, and raw score achieved on each test; the raw score and performance indicator achieved on each content standard; accommodation used for each test, class, session and teacher information for each test (if provided), and the DAS. The length of each record is 585 characters.
- The file layout is located on the CD or diskette. It is also located on the ODE Web site at: <http://www.ode.state.oh.us>. Enter the keyword search "Documents and Forms." The link to the file layout is located under "DOCUMENTS." The bullet is labeled "Ohio Achievement Tests and OGT Student File Layout, including Alternate Assessments and OTELA/ELDA (Excel)."

Student Data File (School):

- A student data file is sent to the schools for the Spring 2007 Administration only. The student data file is not distributed to schools for the Summer and Fall 2007 Administrations.
- Provided in Excel (csv) format only on CD or diskette.

Item Analysis Data File (District):

- An Item Analysis data file is sent to the district (unless the district has requested that it be sent to the ITC) in early July for the Spring 2007 Administration only. There is no Item Analysis data file provided for Summer and Fall 2007 Administrations.
- Provided in ASCII format only on CD.

PROCEDURES FOR RESCORE/VERIFICATION

When a school or district has reason to believe that an error may have been made in scoring a student's answer document and/or reporting the student's results on one or more Ohio Graduation Tests, the school or district may request that the test(s) be rescored or verified. To request a rescoring or verification, the district superintendent or head administrator submits a **Request for Rescore/Verification form** to the State Superintendent of Public Instruction at the Ohio Department of Education (ODE) Office of Assessment **within thirty (30) days** of receipt of the results in question. **The Request for Rescore/Verification form is located on the ODE Web site at: <http://www.ode.state.oh.us>. Enter the keyword search "Documents and Forms."**

RESCORING: There are two types of rescoring situations that will incur a charge:

1. When a student responds in the incorrect section of the Answer Document;
2. When a student's performance on a test(s) is significantly lower than would be expected given his/her performance in the classroom or on other standardized assessments.

Before a rescoring is performed, all requested information on the Request for Rescore/Verification form should be completed and a purchase order (no checks or money orders) should be made out to the scoring contractor. Mail or fax the form and Purchase Order to the Ohio Department of Education. The mailing address and fax number are provided on the Request for Rescore/Verification form.

VERIFICATION: A verification is requested when a DNA (did not attempt) is reported for a test that the school or district believes the student attempted, when a student receives a score for a test the school or district believes he/she did not take, when the district believes two students' scores were exchanged, or when a student is not listed in the report at all. **There is no charge for verifications.**

ODE shall notify the scoring contractor, who will rescore the test(s) in question and inform ODE of the results. Within 2 business days of receiving notification of the rescore/verification results, ODE will inform the district superintendent, head administrator, or designee of the results.

The results of the rescoring or verification cannot be appealed for a second request. At the time of a subsequent test administration, any student who has a rescore/verification request pending and/or has had a rescore/verification denied should retake the test(s) in question. If a request for a "Proficient/Not Proficient" decision is reversed and/or the student passes the test at a subsequent test administration, the student shall be given credit for passing on the earliest applicable test date.