

A GUIDE to the NEW OHIO GRADUATION TESTS for Students and Families



Reading, Writing, Mathematics, Science, Social Studies

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Overview

Testing and graduation requirements in Ohio are changing for high school students. The Ohio Ninth-Grade Proficiency Tests are being phased out and replaced with the new Ohio Graduation Tests (OGT) to ensure that students are armed with the knowledge they need in this global economy to be successful in the work force and higher education.

The new tests are aligned to Ohio's new academic content standards, which were adopted by the State Board of Education in English language arts, mathematics, science and social studies.

Sophomores in March 2005 (graduating class of 2007) are the first class responsible for taking the OGT and passing all five tests as a graduation requirement. Students will have multiple opportunities to take the tests during their high school careers.



The purpose of this guide is to provide students and their families with the following information:

- An overview of what may appear on the OGT in reading, writing, mathematics, science and social studies;
- Sample OGT questions;
- Test-taking tips and activities that will help students prepare for the OGT;
- Frequently asked questions about the OGT;
- A graduation checklist;
- Helpful OGT Web sites.

While this OGT Guide does not provide an exhaustive list of everything students should know to pass the OGT, the Ohio Department of Education has prepared this tool as one of many resources that students can use to review a sampling of the knowledge and skills they will need to master in order to pass the OGT.

The Ohio Department of Education (ODE) encourages students and families to talk with their high school teachers and/or guidance counselors to find out more detailed information about the OGT. Additional information and resources also can be found on the ODE Web site at **www.OhioAcademicStandards.com** and **www.ode.state.oh.us/proficiency/OGT**.

READING

The OGT in reading contains 32 multiple-choice, four short-answer and two extended-response test items that measure student achievement related to the **four academic content standards**.

Reading Academic Content Standards

Acquisition of Vocabulary

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Informational, Technical and Persuasive Text

Literary Text



Short stories, poetry, essays and newspaper articles are some of the types of reading selections that will be used to assess students.

The overview below describes examples of concepts and skills assessed by the OGT in reading for each of the four academic content standards.

Visit www.ode.state.oh.us/academic_content_standards/acsenglish.asp for a complete list of the reading academic content standards.

ACQUISITION OF VOCABULARY

- Apply word analysis skills to build and extend vocabulary.
- Recognize the importance of figurative language and the meaning it conveys.

CONCEPTS OF PRINT, COMPREHENSION STRATEGIES AND SELF-MONITORING STRATEGIES

- Apply reading comprehension strategies to understand grade-appropriate text.
- Analyze and evaluate reading materials to demonstrate understanding of text.

INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT

- Analyze text structures and draw inferences from them.
- Recognize arguments, bias, stereotyping and propaganda in informational text sources.

LITERARY TEXT

- Analyze and critique literary text to achieve deep understanding.
- Compare and contrast literary works to demonstrate understanding of text.

Sample OGT Reading Multiple-Choice Question

Aligned to Literary Text Standard

Below is a sample multiple-choice question from the March 2003 Ohio Graduation Test in reading.

These questions are based on the reading passage below entitled *The Autobiography of Malcolm X*.

From: *The Autobiography of Malcolm X*

[NOTE: Malcolm X was born in 1925. As a young man, he spent six years in prison before becoming a civil rights leader. He was assassinated in 1965.]

1. I saw that the best thing I could do was get hold of a dictionary—to study, to learn some words. I was lucky enough to reason also that I should try to improve my penmanship. It was sad. I couldn't even write in a straight line. It was both ideas together that moved me to request a dictionary along with some tablets and pencils from the Norfolk Prison Colony school.

2. I spent two days just riffling uncertainly through the dictionary's pages. I'd never realized so many words existed! I didn't know which words I needed to learn. Finally, just to start some kind of action, I began copying.

3. In my slow, painstaking, ragged handwriting, I copied into my tablet everything printed on that first page, down to the punctuation marks.

4. I believe it took me a day. Then, aloud, I read back, to myself, everything I'd written on the tablet. Over and over, aloud, to myself, I read my own handwriting.

5. I woke up the next morning, thinking about those words—immensely proud to realize that not only had I written so much at one time, but I'd written words that I never knew were in the world. Moreover, with a little effort, I also could remember what many of these words meant. I reviewed the words whose meaning I didn't remember. Funny thing, from the dictionary first page right now, that "aardvark" springs to my mind. The dictionary had a picture of it, a long-tailed, long-eared, burrowing African mammal, which lives off termites caught by sticking out its tongue as an anteater does for ants.

6. I was so fascinated that I went on—I copied the dictionary's next page. And the same experience came when I studied that. With every succeeding page, I also learned of people and places and events from history. Actually the dictionary is like a miniature encyclopedia. Finally the dictionary's A section had filled a whole tablet—and I went on into the B's. That was the way I started copying what eventually became the entire dictionary. It went a lot faster after so much practice helped me pick up handwriting speed. Between what I wrote in my tablet, and writing letters, during the rest of my time in prison I would guess I wrote a million words.

7. I suppose it was inevitable that as my word-base broadened, I could for the first time pick up a book and read and now begin to understand what the book was saying. Anyone who has read a great deal can imagine the new world that opened. Let me tell you something: from then until I left that prison, in every free moment I had, if I was not reading in the library, I was reading on my bunk. You couldn't have gotten me out of books with a wedge. Between . . . my correspondence, my visitors—usually Ella and Reginald—and my reading of books, months passed without my even thinking about being imprisoned. In fact, up to then, I never had been so truly free in my life.

From "Saved," in *The Autobiography of Malcolm X* by Malcolm X with the assistance of Alex Haley. Copyright 1964 by Malcolm X and Alex Haley. Copyright 1965 by Alex Haley and Betty Shabazz. Reprinted by permission of Random House Inc.

Which thematic statement best applies to this passage?

- A. Experience is more important than knowledge.
- B. Good can come out of bad situations.
- C. Learning is principally for children.
- D. Decision-making is very difficult.

(Correct Answer "B")

Sample Reading Test Items

Sample OGT Reading Extended-Response Question

Aligned to Literary Text Standard

Below is a sample extended-response question from the March 2003 Ohio Graduation Test in reading. Following this test item is a real Ohio student response, as well as a notation explaining why that student received full credit for the answer.

Explain how the narrator's characterization of himself or herself is designed to convey his or her "message" of self-improvement. Include four examples from the passage to support your explanation.
(from OGT Reading, March 2003)

This test item is worth up to four points. The following response by an Ohio student achieved all four points.

Malcolm X clearly characterizes himself as determined. He knew he was not very bright. He wanted to see himself learn and excel. No one was willing to put time into that ethic for him, so he does it himself. A way that he conveyed his desire for self-improvement was in passage 2 when he says, "I didn't know which words I needed to learn. Finally, just to start some kind of action, I began copying." Malcolm's determination also showed in passage 4 when he says, "over and over aloud to myself, I read my own handwriting." When Malcolm X says "I woke up the next morning, thinking about these words —," this showed his loyalty to his learning process. And finally, after all his writing and reading the dictionary, his work paid off in passage 7 where he describes himself as reading all the time. Malcolm got a lot out of what he taught himself, including fascination and enjoyment.

This response received all four points because the student characterizes Malcolm X as determined to improve his education; Malcolm realizes that his own work ethic is the only way to accomplish this. Four examples that support this are: *I began copying*; *over and over...I read my own handwriting*; *I woke up...thinking about these words*; and finally, Malcolm's habit of reading all the time. All criteria for a score of four have been met.

This Ohio student's response also received all four points.

Instead of spending his time in prison feeling sorry for himself or being angry at the world, he chose the better route. His penmanship had been been horrible, and while writing words from the dictionary, his writing improved. After waking up that first morning of copying words from the day before, he felt a sense of self-improvement and self-worth. He remembered what the words meant which were useful to him when he began reading books. The narrator found freedom where he would have never thought.

This four-point response includes a characterization that conveys a message of self-improvement (instead of spending his time in prison feeling sorry for himself...he chose the better route). Examples that demonstrate this good use of time include: writing words from the dictionary, increased self-worth, remembering what words meant, beginning to read books and finding freedom while imprisoned.

Other possible answers could include:

Malcolm X characterizes himself as a person determined to better himself.

Examples:

- Even though he was locked up in prison, he didn't give up or give in. Instead, he thought of ways he could improve himself.
- He had a habit of being self-critical, deciding, for example, that his poor penmanship needed to be improved.
- He decided that his poor vocabulary needed to be improved.
- Most people wouldn't have the patience to copy the entire dictionary.
- Many people would not spend so much of their free time reading.
- He tried to practice what he was learning by maintaining his correspondence with others.



WRITING

The OGT in writing includes 10 multiple-choice test items, one short-answer question and two writing prompts that measure student achievement related to the **three academic content standards**.

Writing Academic Content Standards

Writing Process

Writing Applications

Writing Conventions

The writing test assesses a student's ability to engage in the processes of writing, to write in different styles or forms and to use writing conventions. The assessment measures the purposefulness and organization of a student's writing. It also measures effective grammatical choices and a student's understanding of how to revise and edit.

The overview below describes examples of concepts and skills assessed by the OGT questions in writing for each of the three standards.

Visit www.ode.state.oh.us/academic_content_standards/acsenglish.asp for a complete list of the writing academic content standards.

WRITING PROCESS

- Formulate writing ideas and identify a topic appropriate to the purpose and audience. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- Use strategies to revise style and to improve sentence variety, word choice and transitions between paragraphs, passages or ideas.

- Edit to improve sentence fluency, grammar and usage, and apply tools to judge the quality of writing.

WRITING APPLICATIONS

- Compose a narrative that establishes a specific setting, plot and consistent point of view that develops characters.
- Produce an expository essay, which may include a letter, to a specific audience.
- Write a persuasive essay that states a clear position, includes relevant information and offers evidence.

WRITING CONVENTIONS

- Use correct spelling, punctuation and capitalization, and demonstrate understanding of the grammatical conventions of the English language.



Sample OGT Writing Short-Answer Question

Aligned to Writing Process Standard

Below is a sample OGT short-answer test question and a sample writing prompt.

Use the sentence below to answer the following question:

Due to the fact of a broken muffler on his car, my grandfather is canceling his drive across town to the bookstore, postponing his visit at the barber shop, and will reschedule his doctor's appointment.

As a peer, you've been asked to edit a fellow student's sentence above. Using the writer's checklist below, give your fellow student feedback by indicating two rules that apply to the errors in the sentence. Then rewrite the sentence correctly.

Writer's Checklist

Good writing includes the following:

- ✓ Standard English
- ✓ Complete sentences
- ✓ Parallel structure
- ✓ Agreement of subject and verb

This test item is worth up to two points.

A possible response to this item may be:

One rule broken relates to standard English. The phrase, "Due to the fact...", is not standard English. The other rule broken relates to parallel structure. The subject in the sentence, the grandfather, is doing three things: canceling, postponing and rescheduling. Each of these actions should be written in this way so that the present participle is used consistently. The sample above shows that the student broke the consistency or lost parallel structure by writing "will reschedule" instead of "rescheduling." If the sentence is rewritten in standard English and with parallel structure, it would read:

As a result of the broken muffler on his car, my grandfather is canceling his drive across town to the bookstore, postponing his visit to the barber shop and rescheduling his doctor's appointment. **OR** As a result of the broken muffler on his car, my grandfather will cancel his trip across town to the bookstore, postpone his visit to the barber shop and reschedule his doctor's appointment.

(Note: Short-answer items are worth two points. The OGT in writing has one two-point item.)

Sample OGT Writing Prompt

Aligned to Writing Application Standard

Think about a time when you faced a challenge and had to decide whether to accept it or not. Write a story about such a time. Make sure your story includes details about the challenge, an explanation of your decision and the consequences that followed.

Note: These sample test items have not been subject to the same rigorous reviews and field testing as have the actual Ohio Graduation Test items.

MATHEMATICS

The OGT in mathematics contains 32 multiple-choice, five short-answer questions and one extended-response test item that measure student achievement related to the **six academic content standards**.

Mathematics Academic Content Standards

Numbers, Number Sense and Operations

Measurement

Geometry and Spatial Sense

Patterns, Functions and Algebra

Data Analysis and Probability

Mathematical Processes

Each mathematics item assesses concepts and skills related to one of the five major areas of mathematics: Number, Number Sense and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions and Algebra; and Data Analysis and Probability. Some items also assess mathematical processes, such as problem-solving, reasoning, communication and representation skills. Calculators are provided for students when taking the OGT in mathematics.

Visit www.ode.state.oh.us/academic_content_standards/acsmath.asp for a complete list of the mathematics academic content standards.

The overview below describes the types of concepts and skills assessed by the OGT in mathematics for each of the six standards.

NUMBERS, NUMBER SENSE AND OPERATIONS

- Demonstrate number sense, including an understanding of number systems and operations and how they relate to one another.
- Compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

MEASUREMENT

- Estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.
- Use indirect measurement techniques including proportional reasoning and formulas.



GEOMETRY AND SPATIAL SENSE

- Identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects.
- Use spatial reasoning, properties of geometric objects and transformations to analyze mathematical situations and solve problems.

PATTERNS, FUNCTIONS AND ALGEBRA

- Generalize and explain patterns and functions, and use rate of change to describe, interpret and compare functions and their graphs.
- Analyze, model and solve problems using various representations such as tables, graphs and equations.
- Solve and graph a variety of equations and inequalities.

DATA ANALYSIS AND PROBABILITY

- Pose questions and collect, organize, represent, interpret and analyze data to answer those questions.
- Develop and evaluate inferences, predictions and arguments that are based on data.
- Compute probabilities of events and make predictions based on theoretical probabilities and experimental results.

MATHEMATICAL PROCESSES

- Use reasoning and representation skills to solve problems and explain solutions.
- Apply problem-solving and decision-making techniques, and communicate mathematical ideas.

Sample OGT Mathematics Short-Answer Question

Aligned to Numbers, Number Sense and Operations Standard

Below is a sample short-answer test item from the March 2003 Ohio Graduation Test in mathematics. Following this test item are two responses by Ohio students, as well as a notation explaining why the students received full credit (two points) for their answers.

Two years ago, Monique paid \$5.50 for the rookie baseball card of her favorite New York Yankees player. The card is now worth \$17.00. Sean, her brother, paid \$12.00 for his favorite card, and it has a current value of \$27.00. Sean says that his card has increased more in value than Monique's card. Monique says that her card has increased more in value than Sean's card.

Show how both Monique and Sean can be correct. Support your answer by showing work or providing an explanation.

Sample Response A:

Sean can be right because his card increased by \$15.00
while Monique's only increase by \$11.50.

$\frac{17.00}{5.50} = \frac{309}{100}$ Monique can be right because her card
had a higher percentage increase.

$\frac{27}{12} = \frac{225}{100}$

The response shows that Sean is correct when the differences between the amount paid and the current value for each card are compared. The response supports Monique's using proportions to determine that the current value of Monique's card is 309% of the amount she paid for the card and the value of Sean's card is 225% of the amount he paid.

Sample Response B:

Sean's card increased by \$15.00
while Monique's card increased by
\$11.50.

Monique's card more than tripled
its value while Sean's card doubled
its value.

The response shows the the same reasoning as Sample Response A. The explanation using everyday, mathematical language ("tripled its value" and "doubled its value") is an acceptable way to show how Monique can be correct.

SCIENCE

The OGT in science contains 32 multiple-choice, four short-answer and two extended-response test items that measure student achievement related to the **six academic content standards**.

Science Academic Content Standards

Earth and Space Sciences

Life Sciences

Physical Sciences

Science and Technology

Scientific Inquiry

Scientific Ways of Knowing



OGT science questions are designed to present data and information in a variety of formats including text, data tables, graphs, diagrams, maps and drawings. To ensure a variety of ways for students to demonstrate science skills and understanding, each OGT test item for science will focus on one of four categories: 1) Recalling and identifying valid science information and principles; 2) Communicating science concepts and analyses of science data; 3) Using scientific inquiry and technological design; 4) Applying science concepts and ways of knowing.

The overview below describes examples of concepts and skills assessed by the OGT in science for each of the six academic content standards.

Visit www.ode.state.oh.us/academic_content_standards/acsscience.asp for a complete list of the science academic content standards.

EARTH AND SPACE SCIENCES

- Evaluate human activities that can conserve or deplete Earth's finite resources.
- Use energy, matter, motion and force concepts to explain patterns in Earth's systems and history, and the composition and scale of the solar system and physical universe.

LIFE SCIENCES

- Describe how living systems function and interact with the physical environment, including the cycling of matter and the flow of energy in living systems.
- Understand characteristics, structure and function of cells, principles of heredity, biological evolution, and the diversity and interdependence of life.

PHYSICAL SCIENCES

- Apply the concepts of the structure and properties of atoms and molecules, and the principles of conservation of matter to explain identifiable physical properties of matter, materials and objects, physical and chemical changes and the formation and patterns of substances.
- Summarize how the concepts and principles of transfer and conservation of energy; motion and forces affecting motion; and the nature of waves and

interactions of matter and energy describe and predict physical interactions and events in the natural world.

SCIENCE AND TECHNOLOGY

- Suggest or choose alternative technological designs or devices, including explaining critical factors to consider in relation to short- and long-term use of the design.
- Describe examples of scientific and technological advances, including how they are related and may impact society.

SCIENTIFIC INQUIRY

- Design and evaluate scientific investigations.
- Use mathematics, scientific reasoning and communication skills to interpret, analyze and explain scientific conclusions and evidence from investigations.

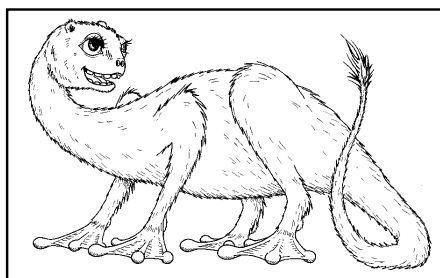
SCIENTIFIC WAYS OF KNOWING

- Show how scientific knowledge must be based on scientific evidence to explain how scientific questions can be investigated, and how scientific ideas can be used to predict and logically explain natural phenomena and events.
- Recognize examples of scientific advancements and guidelines, and recognize how scientific ideas and skills apply to careers, daily work and society.

Sample OGT Science Extended-Response Question

Aligned to Life Sciences Standard

Below is a sample extended-response test item. Following this test item is a response written by an Ohio student, as well as a notation explaining why that student received full credit for the answer.



The picture above shows a make-believe, long furry animal. The animal's head is small compared to its long body. The head has two tiny ears, a flat nose, and a mouth with broad teeth. Its four long, slender legs end in large, webbed feet with four bulbous toes on each foot. The long tail has a tufted end. Describe the type of natural habitat for which the animal is best suited. Identify and explain four traits showing how the animal is best suited for its environment.

The test item is worth up to four points. The following Ohio student response achieved all four points.

The environment that would best suit the animals is a semi-cold temperature where the lake does not freeze with short grassy lands. The animal would fit in the environment because the fur would keep it warm on cold days, it's teeth are perfect for eating plants, the web feet would help it through mud and water, and its long legs would help it get across streams, and run rapid through the grass.

The student received full credit for this answer because the response clearly and completely addresses each of the two parts of the task as follows.

The response "The environment that would best suit the animals is a semi-cold temperature where the lake does not freeze with short grassy lands":

- Communicates understanding of how form follows function in any chosen environment by describing valid inferences regarding the type of habitat for which the animal is best suited based on the information provided.
- Identifies AND clearly explains the functional significance of each of four physical traits showing how the organism is best suited to its environment.
 - "...fur would keep it warm on cold days..."
 - "...teeth are perfect for eating plants..."
 - "...web feet would help it through mud and water..."
 - "...long legs would help it get across streams, and run rapid through the grass."

Note: This sample test item has not been subject to the same rigorous reviews and field testing as have the actual Ohio Graduation Test items.

SOCIAL STUDIES

The OGT in social studies contains 32 multiple-choice, four short-answer and two extended-response test items that measure student achievement related to the **seven academic content standards**.

Social Studies Academic Content Standards

History

People in Societies

Geography

Economics

Government

Citizenship Rights and Responsibilities

Social Studies Skills and Methods



The content covered by the OGT encompasses world studies from 1750 to the present, and United States studies from 1877 to the present. Many test items will present data and information as text, tables, charts, graphs, maps and illustrations. Students should be able to apply this data and information when answering questions posed in the test items.

The overview below describes examples of concepts and skills assessed by the OGT in social studies for each of the seven academic content standards.

Visit www.ode.state.oh.us/academic_content_standards/acssocialstudies.asp for a complete list of the social studies academic content standards.

HISTORY

- Explain cause and effect relationships among historical developments, including industrialization and imperialism.
- Show connections among historical developments occurring in different decades and centuries, such as World War I, World War II and the Cold War.

PEOPLE IN SOCIETIES

- Describe interrelationships that exist between cultural groups from exchanges of cultural practices to instances of discrimination and conflict.
- Analyze the influence of cultural perspectives on the actions of groups.

GEOGRAPHY

- Use maps and geographic data to analyze changes brought about by human activity.
- Analyze the characteristics used to define geographic regions.

ECONOMICS

- Compare how different economic systems determine what goods and services to produce, how to produce them and who will consume them.

- Explain various roles the U.S. government plays in the economy, such as providing public services and regulating economic activities.

GOVERNMENT

- Explain how applications of the U.S. Constitution have changed due to amendments ratified since Reconstruction.
- Analyze how various systems of government, ranging from democracies to theocracies, acquire and use political power.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

- Analyze the methods people use to bring about changes in governmental policy and in systems of government.
- Describe how the exercise of individual rights is balanced against the rights of others and the welfare of the larger community.

SOCIAL STUDIES SKILLS AND METHODS

- Examine sources of information to determine if they are reliable and credible.
- Show how to use evidence to support or refute a position on an issue.

Sample Social Studies Test Items

Sample OGT Social Studies Short-Answer Question

Aligned to Economics Standard

Below is a sample OGT short-answer question and a sample multiple-choice question. Following the short-answer test item is a response written by an Ohio student, as well as a notation explaining why the student received full credit for the answer.

Reserve Requirements for Banks

One way the Federal Reserve System can affect the money supply in the U.S. is by setting the *reserve requirements* for banks. The reserve requirement is the percentage of deposits that a bank must keep on reserve. If, for example, a bank has \$1,000,000 in deposits and the reserve requirement is 12%, it must keep \$120,000 in reserve. This means that the bank can lend up to \$880,000.

Based on the passage and your knowledge of the Federal Reserve System, if the Federal Reserve decided to increase the reserve requirement from 12% to 15% for its member banks, what would the banks do, what would be the effect on money supply, and what would be the general impact on the economy?

The test item is worth up to two points. The following Ohio student's response achieved all two points.

If the Federal Reserve decided to increase the reserve requirement from 12% to 15% for its member banks, then the banks would have to keep more money in reserve. The amount of money the banks would have to lend would decrease. Our economy would not be as productive because there wouldn't be as much money for people to borrow and improve the economy with.

The response shows complete understanding of the task because the student provides a clear and accurate response to each of the three parts of the question; the student explains what the banks would do (*keep more money in reserve*); what the effect on the money supply would be (*amount of money the banks would have to lend would decrease*); and the general impact the increase in the reserve requirement would have on the economy (*economy would not be as productive because...*).

Sample OGT Social Studies Multiple-Choice Question

Aligned to History Standard

During World War II, many Japanese-Americans living along the West Coast of the U.S. were relocated from their homes to government-run internment camps.

Which of the statements below best summarizes the reason this occurred?

- A. the desire to avoid entering the war
- B. the need for workers in factories at the internment camps
- C. the desire of most Japanese-Americans to escape to Japan
- D. the fear that Japanese-Americans might betray the United States

(Correct Answer "D")

Note: These sample test items have not been subject to the same rigorous reviews and field testing as have the actual Ohio Graduation Test items.

Test-Taking Tips and Strategies



General Test Tips

- Get plenty of rest.
- Eat breakfast and dress comfortably on each day of testing.
- Be confident of your ability and give your best effort.

Unlike the Ninth-Grade Proficiency Tests, the Ohio Graduation Tests will include more than just multiple-choice questions.



Types of Questions

There will be three different kinds of questions on the OGT:

- 1) Multiple-choice;
- 2) Short-answer;
- 3) Extended-response.

Below are tips on how to best answer each of those types of questions.

Multiple-Choice Tips

- ✓ Read the entire question before attempting to answer it.
- ✓ First, try to answer the question without looking at the choices. Then, look at the choices to see if your answer is the same as, or close to, one of the choices.
- ✓ Read carefully any question using the words “not” or “except.”
- ✓ Don’t keep changing your answer. Usually your first choice is the right one, unless you did not read the question correctly.



Short-Answer and Extended-Response Tips

- ✓ Read the directions carefully.
- ✓ If the question is asking for facts, do not give your personal opinion on the topic.
- ✓ Make an outline before writing your essay. This way your response will be more organized and fluid.
- ✓ Address all parts of the question.
- ✓ Focus on one main idea per paragraph.
- ✓ If you have time left at the end, proofread your work and correct any errors.



Performance Verbs

When answering short-answer or extended-response items on the OGT, students need to think about the “performance verbs.” A performance verb asks the student to answer, or present information, in a certain way. Review these, and note that there are different ways to answer a question.

The performance verbs below provide generally intended meanings. It is not a complete list of the performance verbs that may be used on the OGT; however, it does show numerous verbs commonly used on the OGT.

<i>Performance Verb</i>	<i>What it means</i>
Analyze	To think about the different parts of a problem or situation to figure out the traits of the whole (e.g., looking at several two-dimensional perspectives to decide a type of three-dimensional object).
Compare	To look at traits or qualities to find out what is alike and what is different. "Compare" is usually stated as “compare with”: you are to highlight similarities, but differences may be mentioned.
Describe	To represent a thought or an idea, such as noting changes taking place over time.
Evaluate	To determine the value of something for a given purpose based on certain standards or criteria (e.g., explaining the pros, cons and/or results of a decision).
Explain	To make clear or give reason for something (e.g., explaining factors that cause a certain kind of reaction).
Formulate	To express a thought or an idea based on the review of information (e.g., coming up with a category to organize what seems to be objects or events that are not alike).
Infer	To extend information beyond what is directly stated (e.g., extracting data from a graph).
Predict	To use what is already known to make a statement about what will happen in the future.
Summarize	To condense information (e.g., stating the main points of an argument).
Support	To show evidence to back a conclusion or argument (e.g., citing people with similar points of view).
Trace	To describe a path or sequence (e.g., to explain the chronology of events).



Time Management Reminders

- You will have more time than you are likely to need.
- Answer the easier questions first so that you can spend more time on the harder questions.
- Be sure to answer all the questions.
- Use any extra time to go back and check your answers, making sure the choice you marked on the answer sheet is the one you wanted.

Frequently Asked Questions

Q: What are the Ohio Graduation Tests (OGT)?

A: The Ohio Graduation Tests are the new tests that students must pass in order to earn an Ohio high school diploma. They will replace the Ninth-Grade Proficiency Tests, starting with the class of 2007.

Q: What are the purposes of the new tests?

A: The purposes of the new tests are to:

- Make sure that Ohio students who receive a high school diploma show at least a high school level of achievement;
- Measure the level of reading, writing, mathematics, science and social studies skills expected of students by the end of 10th grade;
- Meet federal law for high school testing.

Q: Don't we already have graduation tests?

A: The new OGT will replace the Ohio Ninth-Grade Proficiency Tests. The new tests are a more difficult measure of high school students' achievement. They measure content learned through the end of 10th grade in reading, writing, mathematics, science and social studies.

Q: What time of year will students take the OGT?

A: Students take the OGT for the first time in the spring of their sophomore year. Students can continue to take the tests in the fall and spring of their junior and senior years, and in the summer.



Q: How many chances do I have to pass the OGT?

A: OGT test administrations before graduation:

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

Q: How long will students have to take each test?

A: Students have up to two and one-half hours to take each of the tests.

Q: Are the new graduation tests only multiple-choice questions?

A: No. Unlike the Ninth-Grade Proficiency Tests, the OGT will include items other than multiple-choice questions. Students will have to write short-answer and extended-responses to some questions.

Frequently Asked Questions

Q: Are there other ways for students to receive a diploma if they don't pass the OGT?

A: Students may graduate and receive a diploma without passing all five tests of the OGT if they meet **ALL** of the following requirements:

- 1) Pass four of the five tests and have missed passing the fifth test by no more than 10 points;
- 2) Have had a 97 percent attendance rate through all four years of high school and must not have had an expulsion in high school;
- 3) Have a grade point average of at least 2.5 out of 4.0 in the subject area missed and have completed the curriculum requirement in the subject area missed;
- 4) Have participated in any intervention programs offered by the school and must have had a 97 percent attendance rate in any program offered outside the normal school day;
- 5) Obtain letters of recommendation from each teacher in the subject area not yet passed, as well as the principal.

Q: Do exceptional children and English-limited students have to pass the OGT?

A: Students whose Individual Education Plan (IEP) excuses them from the having to pass the OGT to graduate may be awarded a diploma. However, federal law requires every student to take the OGT or an alternate assessment. English-limited students (those students whose primary language is not English) must achieve passing scores on the OGT in order to be awarded a diploma.

Q: What happens to students who need a different type of test because of their Individual Education Plan (IEP)?

A: Students who have an IEP that requires a different test can take an alternate assessment of the OGT. The alternate assessment will be ready for the first administration of the new tests in March 2004.

Q: Do nonpublic school students and those in other schools have to take the OGT?

A: Nonpublic school students and students in the Ohio State School for the Blind and the Ohio School for the Deaf must pass the OGT or satisfy the alternative conditions set by legislation to receive a high school diploma.

Q: How were the tests developed?

A: The Content Advisory Committee, made up of parents, educators and other Ohioans, reviews all test questions for every test. Another committee, the Fairness Sensitivity Review Committee, reviews questions to ensure that the questions are not biased. This group makes sure that test questions are fair and do not promote or inquire about a student's moral or social values or beliefs.

Amended Substitute Senate Bill 1, the law that required the OGT, makes it clear that parents, classroom teachers, other school personnel and administrators must be involved in developing the tests.

Graduation Checklist

What It Takes to Earn an Ohio Diploma If You Graduate AFTER September 15, 2006 (Class of 2007 and Beyond)

There are testing requirements and curriculum requirements connected with the Ohio diploma; students must meet both requirements in order to earn an Ohio diploma. See the two checklists below for more information about these two diploma requirements.

I. Curriculum Requirements

Curriculum Requirements	State Minimum	Additional Local Credits	Credits Earned to Date	Credits Remaining	Honors Diploma Credits
English language arts	4 units	_____	_____	_____	_____
Health	1/2 unit	_____	_____	_____	_____
Mathematics	3 units	_____	_____	_____	_____
Physical education	1/2 unit	_____	_____	_____	_____
Science	3 units*	_____	_____	_____	_____
Social studies	3 units**	_____	_____	_____	_____
Electives	6 units***	_____	_____	_____	_____

* Science units must include 1 unit of biological sciences and 1 unit of physical sciences.
 ** Social studies units must include 1/2 unit of American history and 1/2 unit of American government.
 *** Electives units must include 1 unit or 2 half units in business/technology, fine arts or foreign language.

II. Graduation Tests Requirements

For Students Who Need to Pass the Ohio Graduation Tests (OGT):

- A) Notify student and parents about:
 - Importance of earning a diploma
 - Need to meet both testing and curriculum requirements to earn a diploma
 - Any additional local graduation requirements
 - District's policy about participation in commencement ceremony
- B) How to access information (test blueprints, previous tests) on the Web about OGT:
 - www.ode.state.oh.us/proficiency/OGT/
- C) OGT test administrations before graduation:
 - Spring of 10th grade
 - Summer between 10th and 11th grade (optional)
 - Fall and spring of 11th grade
 - Summer between 11th and 12th grade (optional)
 - Fall and spring of 12th grade
- D) How to access previous graduation tests:
 - OGT Reading and Mathematics – www.ode.state.oh.us/proficiency/ogt/OGTprevious.asp



Helpful Web Sites for the Ohio Graduation Tests

The following list of Web sites includes all of the sites that have been listed throughout this guide. The home page for the Ohio Department of Education is www.ode.state.oh.us.

Academic Content Standards

www.OhioAcademicStandards.com

Ohio Graduation Tests

www.ode.state.oh.us/proficiency/OGT/

Previous Graduation Tests

www.ode.state.oh.us/proficiency/OGT/previous.asp

English Language Arts (reading and writing) Academic Content Standards

www.ode.state.oh.us/academic_content_standards/acsenglish.asp

Mathematics Academic Content Standards

www.ode.state.oh.us/academic_content_standards/acsmath.asp

Science Academic Content Standards

www.ode.state.oh.us/academic_content_standards/acsscience.asp

Social Studies Academic Content Standards

www.ode.state.oh.us/academic_content_standards/acssocialstudies.asp

Notes

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25 South Front Street
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www.OhioAcademicStandards.com