



Understand that the difficulty level of questions varies. The questions do not get harder as you proceed through the test. If you reach a particularly difficult question and you cannot answer it right away, mark it in your test booklet and go back to it later; the next question is likely to be easier.

5 GENERAL STRATEGIES

- 1 Before you begin, preview the test. Budget your time. You will have 2 hours to take this test; with 38 questions to complete, you should be through 19 questions by the end of the first hour.
- 2 Be sure you understand the directions and what the question is asking.
- 3 Circle key words in the question and the passage or chart.
- 4 Use all the time allotted for the test. Go over your answers if there is time.
- 5 Respond to all the questions.

Get plenty of rest the night before the test. Eat a good breakfast and dress comfortably on each day of the tests.



Test ANXIETY

A certain amount of anxiety is normal and will help you focus on the test. Too much anxiety can negatively affect your performance. The following strategies may help you in a testing situation.

- ① **Relax, take some deep breaths.** Try some relaxation techniques: tighten your muscles by raising your shoulders to your ears, hold this position and then relax.
- ② **Listen to music before the test.**
- ③ **Remember this test is just one indicator of your learning.**
- ④ **The test makers do not expect all students to know all the answers.**
- ⑤ **Think of the test as an opportunity to show what you know.** You have been well prepared in your classes for the questions on this test.



2

**MULTIPLE CHOICE
STRATEGIES
FOR SUCCESS**



Read the questions FIRST.

- » Prior to reading the selection, review all questions to determine what you will be asked. Do not read the answer choices yet.
- » Make sure you know what is being asked in the question.
- » Beware of trick words like “always” and “never” in a question or answer.

Next, read the passage.

- » When reading the passage, mark places you think will help you answer the questions.
- » You may write on the test booklet. Make notes in the margins of anything you think might help you answer the questions.
- » Be careful not to make stray marks in the answer booklet. Your answers are machine scored; stray marks may be read as an incorrect answer.



Answer the questions.

ELIMINATE WRONG ANSWER CHOICES.

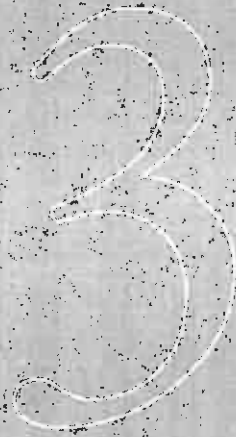
- » Read the question and anticipate what you think the answer might be.
- » Be sure to read **all** your answer choices.
- » Cross out answers you can eliminate.
Even if you have no idea about the answer, by eliminating one or two answers you can increase your chances as much as 50% if you need to make a guess.
- » Don't fall for answers that are partially correct or seem correct because some of the same words or themes are used. These answers can look right because they use facts and language from the text.
- » Watch out for trick words such as "not" or "except."

Reread the question with the answer you picked.

- » Check your notes from the passage if needed.
- » Be sure you have placed your answer in the correct space in your answer booklet.



If you still are not sure of the answer, give it your best guess, circle the question in your booklet and go back to it if you have time.



**OPEN-ENDED
RESPONSES**



One goal for open-ended responses may be to answer questions so that you look good and sound smart. Research shows that the **most** points are lost on state tests in open-ended questions. Following these simple steps will help you to use your knowledge, look good and sound smart!

READING THE QUESTION:

When you read an open-ended question, realize that some of the question may include information needed to respond to the question.

SAMPLE QUESTION

Earth's crust is divided into many crustal plates. Their activities are described as plate tectonics. List two effects of plate tectonics and explain how plate tectonics causes each effect. (4 points)

Information needed to respond to the open-ended question may appear to be a part of the question.

- » The test question will include how many points will be awarded for a complete answer. Some are 2 point questions (short answer) and some are 4 point questions (extended response).
- » Make sure you are addressing each part requiring a response by placing a check mark ✓ above the items that need to be answered.
- » Be sure to go back after your response has been written to make sure you addressed each ✓ you made.

SAMPLE QUESTION

✓ Explain the purpose for writing this article and ✓ give an example from the passage that supports your explanation. (2 points)

Check marks help to keep track of how many and what responses are required.

ANSWERING THE QUESTION:

Write your answer so completely that if a stranger were to come up to you and read your response, he or she would know exactly what you are talking about.

Step 1: Restate the question in your response.

Restating the question within a general statement helps to assure you are addressing the question and staying on topic.

SAMPLE QUESTION

What effect does the constant rain have on the people of the city? Give one example from the passage that supports your choice. (2 points)

SAMPLE ANSWER

Although the rain was needed, the effect that the rain had on the people of the city was that they were caught unprepared for the downpour.

An example from the passage that shows they were caught unprepared was when "the people were shivering in the cooler conditions, their sensation aggravated by sodden clothing."

Each ✓ has been addressed in the answer and has been restated in the response.

TIPS

- Make the most of your written responses!
- Always reread the question with your response to make sure it makes sense.
- Do not erase your notes and supporting information, especially when figuring out mathematics questions. Your notes could count as support for your answer.
- This is the one area in which the most points are lost and/or gained.



Sometimes two responses are required from the same question.

SAMPLE QUESTION

Identify two consequences of the contacts between the new settlers of the West and the Native Americans during the late 1800s. (2 points)

SAMPLE ANSWER

The first consequence of the contacts between the Native Americans and the new settlers of the West was an increased violence during the late 1800s.

The second consequence of the contacts was that the Native Americans were forced off of their land and were forced to live on reservations.

Notice "the first" and then "the second" in your response

Step 2: Provide details that support your answer.

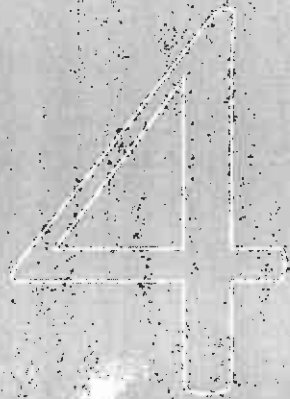
A 2-point question will require two items of support, a 4-point question requires four items of support.

SAMPLE QUESTION

Compare the shapes of the graphed lines from experiment one and the proposed experiment and explain why the predicted values are probable. (2 points)

SAMPLE ANSWER

The comparison of the graphed lines from experiment 1 and the proposed experiment would be different. The graph would be steeper in the proposed experiment because twice the amount of ice (which makes the water colder and the line to go down) was added to the water. The predicted values would be probable because the temperature of the water would drop faster, making the graphed line steeper than if no ice was added to experiment one.



BLUEPRINTS

TIP: Most items will not be in the form of a question; however you will be expected to respond using your knowledge about these terms. Remember to give examples from the text to support your response.

Rubrics are used to score all short answer (2-point) and extended response (4-point) questions.



Ohio Graduation Test Blueprints

	WRITING	READING	MATHEMATICS	SOCIAL STUDIES	SCIENCE
NO. OF ITEMS	13	38	38	38	38
NO. OF POINTS	47	48	46	48	44
NO. OF MULTIPLE-CHOICE	10	32	32	32	32
NO. OF SHORT-ANSWER	1	4	5	4	4
NO. OF EXTENDED RESPONSES	2 writing prompts (36 pts)	2	1	2	2

MISSING POINTS

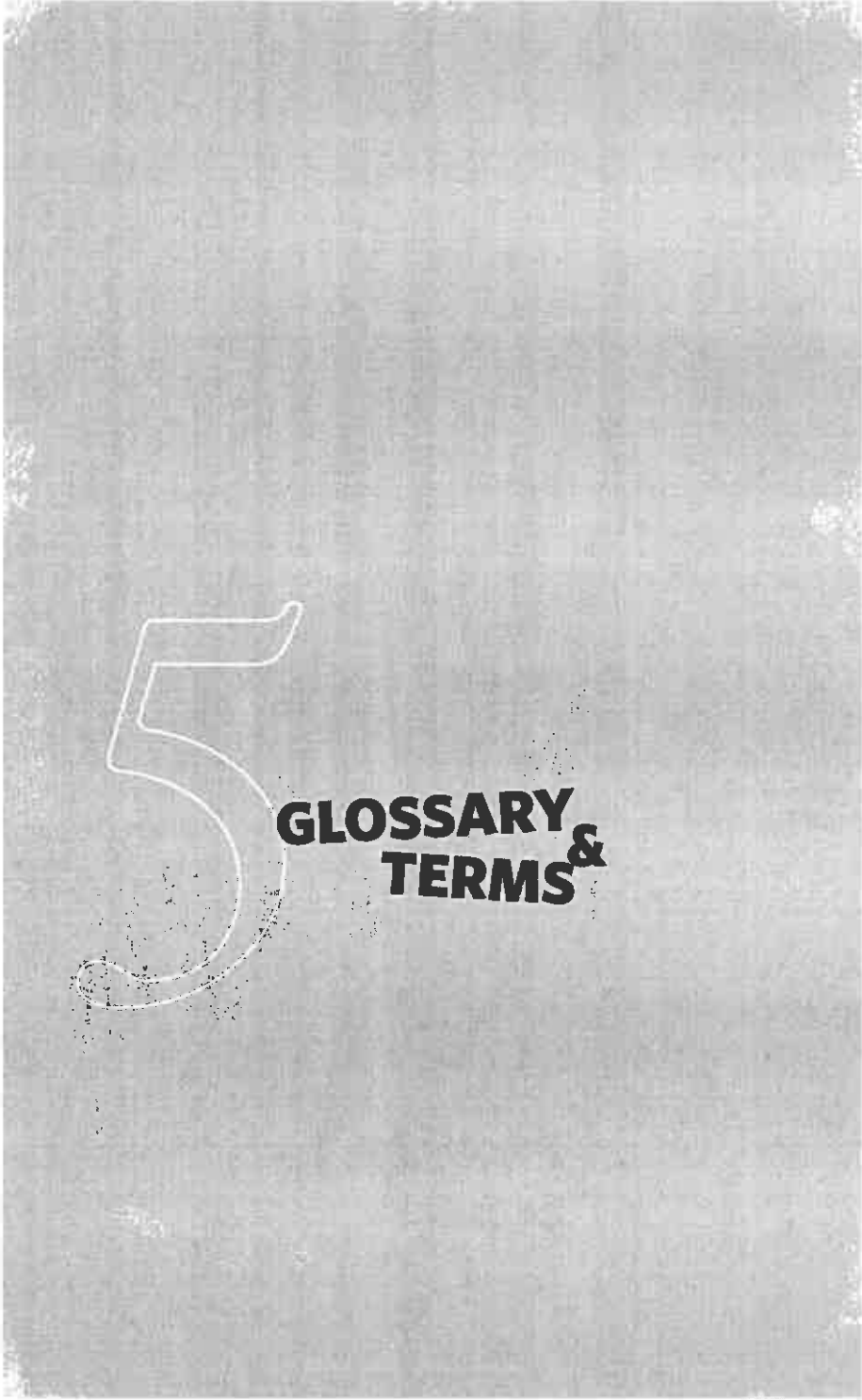
Test evaluators give these reasons why students do not receive all the possible points for their written responses:

- The response was too vague.
- The response was off the topic. It does not answer the question.
- The response was not accurate.
- The student restated the question and didn't give any details to support the answer.
- No specific examples were given to support the answer.

WRITING TEST

The Writing Test will include ten (10) multiple-choice questions, one short-answer question (2-points) and two writing prompts. The writing prompts will be scored using a 6-point scale. To receive the top score, the writing will match the following description:

- The writing directly addresses the prompt.
- Response addresses audience and purpose.
- Clear evidence of organizational plan.
- Contains compelling, strong, well-developed ideas with examples and/or details.
- Coherent sequence and structure of ideas.
- Uses variety of sentence structures.
- Uses effective word choices.
- The writing has an effective style.





When answering open-ended questions, students need to think about the “performance verbs” that ask students to answer or present information in a certain way.

PERFORMANCE VERB	WHAT IT MEANS
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 quantities 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 and drawing conclusions from information on 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).

Definitions are provided by the Ohio Department of Education.