

Standards Assessment Comparison

Key – RSPT: Reading Skills Placement Test VDT: Vocabulary Diagnostic Test RCDT: Reading Comprehension Diagnostic Test E-W: E-Write WSPT: Writing Skills Placement Test WDT: Writing Diagnostic Test		COMPASS/ESL																	
OHIO Grade 7 English Language Arts Academic Content Standards																			
Acquisition of Vocabulary																			
1.	Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example.	RSPT, VDT																	
2.	Apply knowledge of connotation and denotation to determine the meaning of words.	RSPT, VDT																	
3.	Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.	RSPT																	
4.	Interpret metaphors and similes to understand new uses of words and phrases in text.	RSPT																	
5.	Recognize and use words from other languages that have been adopted into the English language.																		
6.	Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.																		
7.	Use knowledge of symbols and acronyms to identify whole words.																		
8.	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.																		
Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies																			
1.	Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.																		
2.	Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	RSPT																	
3.	Make critical comparisons across text, noting author’s style as well as literal and implied content of text.	RSPT																	

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4.	Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.	RSPT, RCDT																	
5.	Select, create and use graphic organizers to interpret textual information.																		
6.	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	RSPT																	
7.	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.																		
8.	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).																		
9.	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).																		
Reading Applications: Informational, Technical and Persuasive Text																			
1.	Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.																		
2.	Analyze examples of cause and effect and fact and opinion.	RSPT, RCDT																	
3.	Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.																		
4.	Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.																		
5.	Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.																		
6.	Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.	RSPT																	
7.	Identify an author's purpose for writing and explain an author's	RSPT																	

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	argument, perspective or viewpoint in text.																	
8.	Compare the treatment, scope and organization of ideas from different texts on the same topic.																	
Reading Applications: Literary Text																		
1.	Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.	RSPT																
2.	Analyze the features of the setting and their importance in a text.	RSPT																
3.	Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	RSPT, RCDT																
4.	Identify and compare subjective and objective points of view and how they affect the overall body of a work.	RSPT																
5.	Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	RSPT																
6.	Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.																	
7.	Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	RSPT																
Writing Process																		
8.	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																	
9.	Conduct background reading, interviews or surveys when appropriate.																	
10.	Establish a thesis statement for informational writing or a plan for narrative writing.																	
11.	Determine a purpose and audience.	RSPT																
12.	Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.																	
13.	Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	E-W																

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14.	Vary simple, compound and complex sentence structures.	E-W															
15.	Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	E-W															
16.	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	E-W															
17.	Use available technology to compose text	E-W															
18.	Reread and analyze clarity of writing.	E-W, WSPT															
19.	Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	E-W, WSPT															
20.	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	E-W, WSPT															
21.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.																
22.	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	E-W, WSPT															
23.	COMPASS/ESL E-Write, COMPASS/ESL Writing Skills Placement Test Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	E-W															
24.	Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.																
Writing Applications																	
1.	Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.	E-W															
2.	Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.																

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3.	Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.																	
4.	Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.																	
5.	Write persuasive essays that establish a clear position and include relevant information to support ideas.	E-W																
6.	Produce informal writings (e.g., journals, notes and poems) for various purposes																	
Writing Conventions																		
1.	Spell high-frequency words correctly.	WDT																
2.	Use commas, end marks, apostrophes and quotation marks correctly.	WSPT, WDT																
3.	Use semicolons, colons, hyphens, dashes and brackets correctly.	WSPT, WDT																
4.	Use correct capitalization.	WSPT, WDT																
5.	Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).																	
6.	Use dependent and independent clauses.	WSPT, WDT																
7.	Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	WSPT, WDT																
8.	Conjugate regular and irregular verbs in all tenses correctly.	WSPT, WDT																
Research		not measured																
Communication: Oral and Visual		not measured																

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OHIO Grade 8 English Language Arts Academic Content Standards

Acquisition of Vocabulary

1.	Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.	RSPT, VDT																	
2.	Apply knowledge of connotation and denotation to determine the meaning of words.	RSPT, VDT																	
3.	Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.																		
4.	Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.	RSPT, VDT																	
5.	Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.																		
6.	Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).																		
7.	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.																		

Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1.	Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	RSPT, RCDT																	
2.	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	RSPT, RCDT																	
3.	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.																		

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4.	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).																	
5.	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).																	
Reading Applications: Informational, Technical and Persuasive Text																		
1.	Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.																	
2.	Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.	RSPT, RCDT																
3.	Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.																	
4.	Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.																	
5.	Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.	RSPT																
6.	Identify the author’s purpose and intended audience for the text.	RSPT																
7.	Analyze an author's argument, perspective or viewpoint and explain the development of key points.	RSPT																
8.	Recognize how writers cite facts, draw inferences and present opinions in informational text.																	
9.	Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	RSPT																

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Reading Applications: Literary Text

1.	Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	RSPT																	
2.	Analyze the influence of setting in relation to other literary elements.	RSPT																	
3.	Explain how authors pace action and use subplots, parallel episodes and climax.																		
4.	Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.	RSPT																	
5.	Identify and explain universal themes across different works by the same author and by different authors.																		
6.	Explain how an author’s choice of genre affects the expression of a theme or topic.																		
7.	Identify examples of foreshadowing and flashback in a literary text.	RSPT																	
8.	Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.	RSPT																	
9.	Examine symbols used in literary texts	RSPT																	

Writing Process

1.	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																		
2.	Conduct background reading, interviews or surveys when appropriate.																		
3.	Establish a thesis statement for informational writing or a plan for narrative writing.																		
4.	Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	E-W																	
5.	Use organizational strategies (e.g., notes and outlines) to plan writing.																		
6.	Organize writing with an effective and engaging introduction, body	E-W																	

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	and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.																	
7.	Vary simple, compound and complex sentence structures.	E-W																
8.	Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.	E-W																
9.	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	E-W																
10.	Use available technology to compose text.	E-W																
11.	Reread and analyze clarity of writing and consistency of point of view.																	
12.	Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	E-W, WSPT																
13.	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	WSPT																
14.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.																	
15.	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	WSPT																
16.	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.																	
17.	Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.																	
Writing Applications																		
1.	Write narratives that:	E-W																
	a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);																	

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	b. use literary devices to enhance style and tone; and c. create complex characters in a definite, believable setting.																	
2.	Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.																	
3.	Write business letters, letters to the editor and job applications that: d. address audience needs, stated purpose and context in a clear and efficient manner; e. follow the conventional style appropriate to the text using proper technical terms; f. include appropriate facts and details; g. exclude extraneous details and inconsistencies; and h. provide a sense of closure to the writing.																	
4.	Write informational essays or reports, including research, that: i. pose relevant and tightly drawn questions that engage the reader; j. provide a clear and accurate perspective on the subject; k. create an organizing structure appropriate to the purpose, audience and context; l. support the main ideas with facts, details, examples and explanations from sources; and m. document sources and include bibliographies.	E-W																
5.	Write persuasive compositions that: a. establish and develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information.	E-W, WSPT																
6.	Produce informal writings (e.g., journals, notes and poems) for various purposes.																	
Writing Conventions																		
1.	Use correct spelling conventions.	WSDT																
2.	Use correct punctuation and capitalization.	WSPT, WSDT																

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3.	Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).																		
4.	Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	E-W, WSPT, WSDT																	
5.	Use parallel structure to present items in a series and items juxtaposed for emphasis.	WSPT, WSDT																	
6.	Use proper placement of modifiers.	WSPT, WSDT																	
7.	Maintain the use of appropriate verb tenses.	WSPT, WSDT																	
8.	Conjugate regular and irregular verbs in all tenses correctly.	WSPT, WSDT																	
Research		not measured																	
Communication: Oral and Visual		not measured																	

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OHIO Grade 9 English Language Arts Academic Content Standards

Acquisition of Vocabulary

1.	Define unknown words through context clues and the author’s use of comparison, contrast, and cause and effect.	RSPT, VDT																	
2.	Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.																		
3.	Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	RSPT, VDT																	
4.	Examine and discuss ways historical events have influenced the English language.																		
5.	Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject- area vocabulary (e.g., unknown words in science, mathematics and social studies).																		
6.	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.																		

Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1.	Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	RSPT, RCDT																	
2.	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	RSPT																	
3.	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.																		
4.	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).																		

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5.	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).																			
Reading Applications: Informational, Technical and Persuasive Text																				
1.	Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	RSPT																		
2.	Critique the treatment, scope and organization of ideas from multiple sources on the same topic.																			
3.	Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.																			
4.	Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	RSPT																		
5.	Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	RSPT																		
6.	Analyze the author's development of key points to support argument or point of view.	RSPT																		
7.	Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	RSPT																		
Reading Applications: Literary Text																				
8.	Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.																			
1.	Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	RSPT																		
2.	Analyze the influence of setting in relation to other literary elements.	RSPT																		

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3.	Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	RSPT																
4.	Evaluate the point of view used in a literary text.	RSPT																
5.	Interpret universal themes across different works by the same author and different authors.																	
6.	Analyze how an author’s choice of genre affects the expression of a theme or topic.																	
7.	Explain how foreshadowing and flashback are used to shape plot in a literary text.	RSPT																
8.	Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	RSPT																
9.	Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	RSPT																
10.	Explain how authors use symbols to create broader meanings.	RSPT																
11.	Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.																	
Writing Process																		
1.	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																	
2.	Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).																	
3.	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	E-W																
4.	Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	E-W																
5.	Use organizational strategies (e.g., notes and outlines) to plan writing.																	
6.	Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	E-W																

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7.	Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	E-W																
8.	Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	E-W																
9.	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.	E-W																
10.	Use available technology to compose text	E-W																
11.	Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.																	
12.	Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	E-W, WSPT																
13.	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	E-W																
14.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.																	
15.	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	E-W, WSPT																
16.	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing																	
17.	Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.																	

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Writing Applications																			
1.	Write narratives that: a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and, c. include an organized, well developed structure.	E-W																	
2.	Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.																		
3.	Write business letters, letters to the editor and job applications that: a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing.																		
4.	Write informational essays or reports, including research that: a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies.	E-W																	
5.	Write persuasive compositions that: a. establish and develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information.	E-W																	
6.	Produce informal writings (e.g., journals, notes and poems) for various purposes.																		

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Writing Conventions																		
1.	Use correct spelling conventions.	DT																
2.	Use correct capitalization and punctuation.	E-W, WSPT, WDT																
3.	Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	E-W, WSPT, WDT																
4.	Use parallel structure to present items in a series and items juxtaposed for emphasis.																	
5.	Use proper placement of modifiers.	E-W, WSPT, WDT																
6.	Maintain the use of appropriate verb tenses.	E-W, WSPT, WDT																
Research		not measured																
Communication: Oral and Visual		not measured																

Key – RSPT: Reading Skills Placement Test VDT: Vocabulary Diagnostic Test RCDT: Reading Comprehension Diagnostic Test E-W: E-Write WSPT: Writing Skills Placement Test WDT: Writing Diagnostic Test	COMPASS/ESL																		
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OHIO Grade 10 English Language Arts Academic Content Standards

Acquisition of Vocabulary

1.	Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.	RSPT, VDT																	
2.	Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.																		
3.	Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	RSPT, VDT																	
4.	Analyze the ways that historical events influenced the English language.																		
5.	Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).																		
6.	Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.																		

Reading Processes: Concepts of Print, Compre-hension Strategies and Self-Monitoring Strategies

1.	Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	RSPT, RCDT																	
2.	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	RSPT, RCDT																	
3.	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.																		
4.	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).																		

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5.	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).																			
Reading Applications: Informational, Technical and Persuasive Text																				
1.	Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	RSPT																		
2.	Critique the treatment, scope and organization of ideas from multiple sources on the same topic.																			
3.	Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.																			
4.	Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.	RSPT																		
5.	Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	RSPT																		
6.	Identify appeals to authority, reason and emotion.																			
7.	Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).																			
8.	Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.																			
Reading Applications: Literary Text																				
1.	Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies	RSPT																		
2.	Analyze the features of setting and their importance in a literary text.	RSPT																		
3.	Distinguish how conflicts, parallel plots and subplots affect the																			

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	pacing of action in literary text.																			
4.	Interpret universal themes across different works by the same author or by different authors.																			
5.	Analyze how an author’s choice of genre affects the expression of a theme or topic.																			
6.	Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.	RSPT																		
7.	Recognize how irony is used in a literary text.	RSPT																		
8.	Analyze the author’s use of point of view, mood and tone.	RSPT																		
9.	Explain how authors use symbols to create broader meanings.	RSPT																		
10.	Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).																			
11.	Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	RSPT																		
Writing Process																				
1.	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																			
2.	Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).																			
3.	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	E-W																		
4.	Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.	E-W																		
5.	Use organizational strategies (e.g., notes, outlines) to plan writing.																			
6.	Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	E-W																		
7.	Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	E-W																		

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8.	Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	E-W																
9.	Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	E-W																
10.	Use available technology to compose text.	E-W																
11.	Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.																	
12.	Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	E-W, WSPT																
13.	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	E-W																
14.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.																	
15.	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	E-W, WSPT																
16.	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.																	
17.	Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.																	
Writing Applications																		
1.	Write narratives that: a. sustain reader interest by pacing action and developing an	E-W																

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	engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and, c. include an organized, well developed structure.																	
2.	Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.																	
3.	Write business letters, letters to the editor and job applications that: a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing.																	
4.	Write informational essays or reports, including research that: a. pose relevant and tightly drawn questions that engage the reader. b. provide a clear and accurate perspective on the subject. c. create an organizing structure appropriate to the purpose, audience and context. d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies.																	
5.	Write persuasive compositions that: a. support arguments with detailed evidence; b. exclude irrelevant information; and c. cite sources of information.	E-W																
6.	Produce informal writings (e.g., journals, notes and poems) for various purposes.																	
Writing Conventions																		
1.	Use correct spelling conventions.																	

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2.	Use correct capitalization and punctuation.	WDT, WSPT																
3.	Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	WDT, WSPT																
4.	Use parallel structure to present items in a series and items juxtaposed for emphasis.																	
5.	Use proper placement of modifiers.	WDT, WSPT																
Research		not measured																
Communication: Oral and Visual		not measured																

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OHIO Grade 11 English Language Arts Academic Content Standards

Acquisition of Vocabulary

1.	Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	RSPT																	
2.	Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.																		
3.	Examine and explain the influence of the English language on world literature, communications and popular culture.																		
4.	Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).																		
5.	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.																		

Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1.	Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	RSPT																	
2.	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	RSPT																	
3.	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.																		
4.	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).																		

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5.	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).																	
Reading Applications: Informational, Technical and Persuasive Text																		
1.	Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.	RSPT																
2.	Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	RSPT																
3.	Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.																	
4.	Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	RSPT																
5.	Examine an author’s implicit and explicit philosophical assumptions and beliefs about a subject.	RSPT																
6.	Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	RSPT																
7.	Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.																	
8.	Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.																	
Reading Applications: Literary Text																		
1.	Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters’ thoughts, words and actions.	RSPT																

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2.	Analyze the historical, social and cultural context of setting.																		
3.	Explain how voice and narrator affect the characterization, plot and credibility.	RSPT																	
4.	Evaluate the author’s use of point of view in a literary text.	RSPT																	
5.	Analyze variations of universal themes in literary texts.																		
6.	Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.																		
7.	Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.																		
8.	Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	RSPT																	
Writing Process																			
1.	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																		
2.	Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).																		
3.	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	E-W																	
4.	Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	E-W																	
5.	Use organizational strategies (e.g., notes and outlines) to plan writing.																		
6.	Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	E-W																	
7.	Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	E-W																	

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8.	Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	E-W																
9.	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	E-W																
10.	Use available technology to compose text.	E-W																
11.	Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.																	
12.	Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	E-W, WSPT																
13.	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	E-W																
14.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.																	
15.	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	E-W, WSPT																
16.	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.																	
17.	Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.																	
Writing Applications																		
1.	Write reflective compositions that:																	

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	a. use personal experiences as a basis for reflection on some aspect of life;																	
	b. draw abstract comparisons between specific incidents and abstract concepts;	E-W																
	c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and																	
	d. move from specific examples to generalizations about life.																	
2.	Write responses to literature that:																	
	a. advance a judgment that is interpretative, analytical, evaluative or reflective;																	
	b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;																	
	c. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create;																	
	d. identify and assess the impact of possible ambiguities, nuances and complexities within text;																	
	e. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and																	
	f. provide a sense of closure to the writing.																	
3.	Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:																	
	a. report, organize and convey information accurately.																	
	b. use formatting techniques that make a document user-friendly.																	
	c. anticipate readers’ problems, mistakes and misunderstandings.																	
4.	Write informational essays or reports, including research, that:																	
	a. develop a controlling idea that conveys a perspective on the subject;																	
	b. create an organizing structure appropriate to purpose, audience and context;																	
	c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;																	

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	d. make distinctions about the relative value and significance of specific data, facts and ideas;																	
	e. anticipate and address a reader’s potential biases, misunderstandings and expectations; and																	
	f. provide a sense of closure to the writing.																	
5.	Write persuasive compositions that:	E-W																
	a. articulate a clear position;	E-W																
	b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and	E-W																
	c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).	E-W																
6.	Produce informal writings (e.g., journals, notes and poems) for various purposes.																	
Writing Conventions																		
1.	Use correct spelling conventions.	WDT, WSPT																
2.	Use correct capitalization and punctuation.	WDT, WSPT																
3.	Use correct grammar (e.g, verb tenses, parallel structure, indefinite and relative pronouns).	WDT, WSPT																
Research		not measured																
Communication: Oral and Visual		not measured																

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OHIO Grade 12 English Language Arts Academic Content Standards

Acquisition of Vocabulary

1.	Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study	RSPT																	
2.	Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.																		
3.	Examine and explain the influence of the English language on world literature, communications and popular cultures.																		
4.	Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).																		
5.	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.																		

Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1.	Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.																		
2.	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.																		
3.	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.																		
4.	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).																		

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5.	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).																			
Reading Applications: Informational, Technical and Persuasive Text																				
1.	Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.	RSPT																		
2.	Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	RSPT																		
3.	Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.																			
4.	Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	RSPT																		
5.	Examine an author’s implicit and explicit philosophical assumptions and beliefs about a subject.	RSPT																		
6.	Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	RSPT																		
7.	Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.																			
8.	Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.																			
Reading Applications: Literary Text																				
1.	Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters’ thoughts, words and actions.	RSPT																		

Key – RSPT: Reading Skills Placement Test VDT: Vocabulary Diagnostic Test RCDD: Reading Comprehension Diagnostic Test E-W: E-Write WSPT: Writing Skills Placement Test WDT: Writing Diagnostic Test		COMPASS/ESL																	
2.	Analyze the historical, social and cultural context of setting.																		
3.	Explain how voice and narrator affect the characterization, plot and credibility.	RSPT																	
4.	Evaluate an author’s use of point of view in a literary text.	RSPT																	
5.	Analyze variations of universal themes in literary texts.																		
6.	Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.																		
7.	Compare and contrast varying characteristics of American, British, world and multi-cultural literature.																		
8.	Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	RSPT																	
Writing Process																			
1.	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.																		
2.	Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).																		
3.	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	E-W																	
4.	Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	E-W																	
5.	Use organizational strategies (e.g., notes and outlines) to plan writing.																		
6.	Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	E-W																	
7.	Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	E-W																	

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8.	Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	E-W															
9.	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	E-W															
10.	Use available technology to compose text.	E-W															
11.	Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.																
12.	Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	E-W, WSPT															
13.	Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	E-W															
14.	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.																
15.	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	E-W, WSPT															
16.	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.																

<p>Key – RSPT: Reading Skills Placement Test VDT: Vocabulary Diagnostic Test RCDT: Reading Comprehension Diagnostic Test E-W: E-Write WSPT: Writing Skills Placement Test WDT: Writing Diagnostic Test</p>	COMPASS/ESL																
<p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>																	
Writing Applications																	
<p>1. Write reflective compositions that:</p> <p>a. use personal experiences as a basis for reflection on some aspect of life;</p> <p>b. draw abstract comparisons between specific incidents and abstract concepts;</p> <p>c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and</p> <p>d. move from specific examples to generalizations about life.</p>																	
<p>2. Write responses to literature that:</p> <p>a. advance a judgment that is interpretative, analytical, evaluative or reflective;</p> <p>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</p> <p>c. analyze the author’s use of stylistic devices and express an appreciation of the effects the devices create;</p> <p>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</p> <p>e. anticipate and answer a reader’s questions, counterclaims or divergent interpretations; and</p> <p>f. provide a sense of closure to the writing.</p>	E-W																
<p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:</p> <p>a. report, organize and convey information accurately;</p>																	

Key – RSPT: Reading Skills Placement Test VDT: Vocabulary Diagnostic Test RCDT: Reading Comprehension Diagnostic Test E-W: E-Write WSPT: Writing Skills Placement Test WDT: Writing Diagnostic Test		COMPASS/ESL																	
	b. use formatting techniques that make a document user-friendly; and																		
	c. anticipate readers’ problems, mistakes and misunderstandings.																		
4.	Write informational essays or reports, including research, that:																		
	a. develop a controlling idea that conveys a perspective on the subject;																		
	b. create an organizing structure appropriate to purpose, audience and context;																		
	c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;																		
	d. make distinctions about the relative value and significance of specific data, facts and ideas;																		
	e. anticipate and address a reader’s potential biases, misunderstandings and expectations; and																		
	f. provide a sense of closure to the writing.																		
5.	Write persuasive compositions that:	E-W																	
	a. articulate a clear position;	E-W																	
	b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and	E-W																	
	c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).	E-W																	
6.	Produce informal writings (e.g., journals, notes and poems) for various purposes.																		
Writing Conventions																			
1.	Use correct spelling conventions.	WSPT, WDT																	
2.	Use correct capitalization and punctuation.	WSPT, WDT																	
3.	Use correct grammar (e.g, verb tenses, parallel structure, indefinite and relative pronouns).	WSPT, WDT																	

<p>Key – RSPT: Reading Skills Placement Test VDT: Vocabulary Diagnostic Test RCDT: Reading Comprehension Diagnostic Test E-W: E-Write WSPT: Writing Skills Placement Test WDT: Writing Diagnostic Test</p>	COMPASS/ESL															
Research	not measured															
Communication: Oral and Visual	not measured															

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OHIO Grade 7 Mathematics Academic Content Standards

Number, Number Sense and Operations

4.	Demonstrate an understanding of place value using powers of 10 and write large numbers in scientific notation.	NS/PAPT, NS/PADT																
5.	Explain the meaning of exponents that are negative or 0.	NS/PAPT, APT:IA																
6.	Describe differences between rational and irrational numbers; e.g., use technology to show that some numbers (rational) can be expressed as terminating or repeating decimals and others (irrational) as non-terminating and non-repeating decimals.	NS/PAPT																
7.	Use order of operations and properties to simplify numerical expressions involving integers, fractions and decimals.	NS/PAPT, NS/PADT																
8.	Explain the meaning and effect of adding, subtracting, multiplying and dividing integers; e.g., how adding two integers can result in a lesser value.	NS/PAPT, NS/PADT																
9.	Simplify numerical expressions involving integers and use integers to solve real-life problems.	NS/PAPT, NS/PADT																
10.	Solve problems using the appropriate form of a rational number (fraction, decimal or percent).	NS/PAPT, NS/PADT																
11.	Develop and analyze algorithms for computing with percents and integers, and demonstrate fluency in their use.	NS/PAPT, APT																
12.	Represent and solve problem situations that can be modeled by and solved using concepts of absolute value, exponents and square roots (for perfect squares).	NS/PAPT, NS/PADT																

Measurement

13.	Select appropriate units for measuring derived measurements; e.g., miles per hour, revolutions per minute.																	
14.	Convert units of area and volume within the same measurement system using proportional reasoning and a reference table when appropriate; e.g., square feet to square yards, cubic meters to cubic																	

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	centimeters.																	
15.	Estimate a measurement to a greater degree of precision than the tool provides.																	
16.	Solve problems involving proportional relationships and scale factors; e.g., scale models that require unit conversions within the same measurement system.																	
17.	Analyze problem situations involving measurement concepts, select appropriate strategies, and use an organized approach to solve narrative and increasingly complex problems.																	
18.	Use strategies to develop formulas for finding area of trapezoids and volume of cylinders and prisms.	GPT																
19.	Develop strategies to find the area of composite shapes using the areas of triangles, parallelograms, circles and sectors.	GPT																
20.	Understand the difference between surface area and volume and demonstrate that two objects may have the same surface area, but different volumes or may have the same volume, but different surface areas.	GPT																
21.	Describe what happens to the surface area and volume of a three-dimensional object when the measurements of the object are changed; e.g., length of sides are doubled.	GPT																
Geometry and Spatial Sense																		
22.	Use proportional reasoning to describe and express relationships between parts and attributes of similar and congruent figures.	APT																
23.	Determine sufficient (not necessarily minimal) properties that define a specific two-dimensional figure or three-dimensional object. For example: d. Determine when one set of figures is a subset of another; e.g., all squares are rectangles. e. Develop a set of properties that eliminates all but the desired figure; e.g., only squares are quadrilaterals with all sides congruent and all angles congruent.	GPT																
24.	Use and demonstrate understanding of the properties of triangles. For example: f. Use Pythagorean Theorem to solve problems involving right	GPT																

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	triangles. g. Use triangle angle sum relationships to solve problems.													
25.	Determine necessary conditions for congruence of triangles.	GPT												
26.	Apply properties of congruent or similar triangles to solve problems involving missing lengths and angle measures.	APT												
27.	Determine and use scale factors for similar figures to solve problems using proportional reasoning.	APT												
28.	Identify the line and rotation symmetries of two-dimensional figures to solve problems.	APT												
29.	Perform translations, reflections, rotations and dilations of two-dimensional figures using a variety of methods (paper folding, tracing, graph paper).	APT												
30.	Draw representations of three-dimensional geometric objects from different views.	GPT												
Patterns, Functions and Algebra														
31.	Represent and analyze patterns, rules and functions with words, tables, graphs and simple variable expressions.	CAPT												
32.	Generalize patterns by describing in words how to find the next term.	CAPT												
33.	Recognize and explain when numerical patterns are linear or nonlinear progressions; e.g., 1,3,5,7... is linear and 1,3,4,8,16... is nonlinear.	CAPT												
34.	Create visual representations of equation-solving processes that model the use of inverse operations.													
35.	Represent linear equations by plotting points in the coordinate plane.	APT, CAPT, ADT												
36.	Represent inequalities on a number line or a coordinate plane.	APT												
37.	Justify that two forms of an algebraic expression are equivalent, and recognize when an expression is simplified; e.g., $4m = m + m + m + m$ or $a \cdot 5 + 4 = 5a + 4$.	APT, ADT												
38.	Use formulas in problem-solving situations.	APT, CAPT, ADT												
39.	Recognize a variety of uses for variables; e.g., placeholder for an unknown quantity in an equation, generalization for a pattern, formula.	APT												
40.	Analyze linear and simple nonlinear relationships to explain how a	CAPT												

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	change in one variable results in the change of another.													
41.	Use graphing calculators or computers to analyze change; e.g., distance-time relationships.													
42.	Read, create and interpret box-and-whisker plots, stem-and-leaf plots, and other types of graphs, when appropriate.													
Data Analysis and Probability														
43.	Analyze how decisions about graphing affect the graphical representation; e.g., scale, size of classes in a histogram, number of categories in a circle graph													
44.	Analyze a set of data by using and comparing combinations of measures of center (mean, mode, median) and measures of spread (range, quartile, interquartile range), and describe how the inclusion or exclusion of outliers affects those measures.	NS/PAPT, NS/PADT												
45.	Construct opposing arguments based on analysis of the same data, using different graphical representations.													
46.	Compare data from two or more samples to determine how sample selection can influence results.													
47.	Identify misuses of statistical data in articles, advertisements, and other media.													
48.	Compute probabilities of compound events; e.g., multiple coin tosses or multiple rolls of number cubes, using such methods as organized lists, tree diagrams and area models.	NS/PAPT												
49.	Make predictions based on theoretical probabilities, design and conduct an experiment to test the predictions, compare actual results to predicted results, and explain differences.	NS/PAPT												

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OHIO Grade 8 Mathematics Academic Content Standards

Number, Number Sense and Operations

50.	Use scientific notation to express large numbers and small numbers between 0 and 1.	NS/PAPT, NS/PADT																
51.	Recognize that natural numbers, whole numbers, integers, rational numbers and irrational numbers are subsets of the real number system.	NS/PAPT																
52.	Apply order of operations to simplify expressions and perform computations involving integer exponents and radicals.	NS/PAPT, NS/PADT																
53.	Explain and use the inverse and identity properties and use inverse relationships (addition/subtraction, multiplication/division, squaring/square roots) in problem solving situations.	NS/PAPT																
54.	Determine when an estimate is sufficient and when an exact answer is needed in problem situations, and evaluate estimates in relation to actual answers; e.g., very close, less than, greater than.	NS/PAPT																
55.	Estimate, compute and solve problems involving rational numbers, including ratio, proportion and percent, and judge the reasonableness of solutions.	NS/PAPT, NS/PADT																
56.	Find the square root of perfect squares, and approximate the square root of non-perfect squares as consecutive integers between which the root lies; e.g., $\sqrt{130}$ is between 11 and 12.	NS/PAPT, NS/PADT																
57.	Add, subtract, multiply, divide and compare numbers written in scientific notation.	NS/PAPT, NS/PADT																

Measurement

58.	Compare and order the relative size of common U.S. customary units and metric units; e.g., mile and kilometer, gallon and liter, pound and kilogram.	NS/PAPT, NS/PADT																
59.	Use proportional relationships and formulas to convert units from one measurement system to another; e.g., degrees Fahrenheit to degrees Celsius.																	
60.	Use appropriate levels of precision when calculating with measurements.																	

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61.	Derive formulas for surface area and volume and justify them using geometric models and common materials. For example, find: h. the surface area of a cylinder as a function of its height and radius; i. that the volume of a pyramid (or cone) is one-third of the volume of a prism (or cylinder) with the same base area and height.													
62.	Determine surface area for pyramids by analyzing their parts.	GPT												
63.	Solve and determine the reasonableness of the results for problems involving rates and derived measurements, such as velocity and density, using formulas, models and graphs.	APT, CAPT, ADT												
64.	Apply proportional reasoning to solve problems involving indirect measurements or rates.													
65.	Find the sum of the interior and exterior angles of regular convex polygons with and without measuring the angles with a protractor.	GPT												
66.	Demonstrate understanding of the concepts of perimeter, circumference and area by using established formula for triangles, quadrilaterals, and circles to determine the surface area and volume of prisms, pyramids, cylinders, spheres and cones. (Note: Only volume should be calculated for spheres and cones.)	GPT												
67.	Use conventional formulas to find the surface area and volume of prisms, pyramids and cylinders and the volume of spheres and cones to a specified level of precision.	GPT												
Geometry and Spatial Sense														
68.	Make and test conjectures about characteristics and properties (e.g., sides, angles, symmetry) of two-dimensional figures and three-dimensional objects.	GPT												
69.	Recognize the angles formed and the relationship between the angles when two lines intersect and when parallel lines are cut by a transversal.	GPT												
70.	Use proportions in several forms to solve problems involving similar figures (part-to-part, part-to-whole, corresponding sides between figures).	GPT												

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71.	Represent and analyze shapes using coordinate geometry; e.g., given three vertices and the type of quadrilateral, find the coordinates of the fourth vertex.	APT												
72.	Draw the results of translations, reflections, rotations and dilations of objects in the coordinate plane, and determine properties that remain fixed; e.g., lengths of sides remain the same under translations.	APT												
73.	Draw nets for a variety of prisms, pyramids, cylinders and cones.	APT												
Patterns, Functions and Algebra														
74.	Relate the various representations of a relationship; i.e., relate a table to graph, description and symbolic form.	APT, CAPT												
75.	Generalize patterns and sequences by describing how to find the <i>n</i> th term.	CAPT												
76.	Identify functions as linear or nonlinear based on information given in a table, graph or equation.	CAPT												
77.	Extend the uses of variables to include covariants where <i>y</i> depends on <i>x</i> .	CAPT												
78.	Use physical models to add and subtract monomials and polynomials, and to multiply a polynomial by a monomial.	APT, ADT												
79.	Describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and <i>y</i> -intercept in real-world problems.	APT, CAPT, ADT												
80.	Use symbolic algebra (equations and inequalities), graphs and tables to represent situations and solve problems.	APT, CAPT, ADT												
81.	Write, simplify and evaluate algebraic expressions (including formulas) to generalize situations and solve problems.	APT, ADT												
82.	Solve linear equations and inequalities graphically, symbolically and using technology.	APT, CAPT, ADT												
83.	Solve 2 by 2 systems of linear equations graphically and by simple substitution.	APT, ADT												
84.	Interpret the meaning of the solution of a 2 by 2 system of equations; i.e., point, line, no solution.	APT, ADT												
85.	Solve simple quadratic equations graphically; e.g., $y = x^2 - 16$.	APT												

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86.	Compute and interpret slope, midpoint and distance given a set of ordered pairs.	APT, ADT																
87.	Differentiate and explain types of changes in mathematical relationships, such as linear vs. nonlinear, continuous vs. noncontinuous, direct variation vs. inverse variation.	APT, CAPT, ADT																
88.	Describe and compare how changes in an equation affects the related graphs; e.g., for a linear equation changing the coefficient of x affects the slope and changing the constant affects the intercepts.	APT, CAPT																
89.	Use graphing calculators or computers to analyze change; e.g., interest compounded over time as a nonlinear growth pattern.																	
Data Analysis and Probability																		
90.	Use, create and interpret scatterplots and other types of graphs as appropriate.																	
91.	Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose; e.g., line graph for change over time, circle graph for part-to-whole comparison, scatterplot for relationship between two variants.																	
92.	Differentiate between discrete and continuous data and appropriate ways to represent each.																	
93.	Compare two sets of data using measures of center (mean, mode, median) and measures of spread (range, quartiles, interquartile range, percentiles).	NS/PAPT																
94.	Explain the mean's sensitivity to extremes and its use in comparison with the median and mode.	NS/PAPT, NS/PADT																
95.	Make conjectures about possible relationship in a scatterplot and approximate line of best fit.																	
96.	Identify different ways of selecting samples, such as survey response, random sample, representative sample and convenience sample.																	
97.	Describe how the relative size of a sample compared to the target population affects the validity of predictions.																	
98.	Construct convincing arguments based on analysis of data and interpretation of graphs.																	

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99.	Calculate the number of possible outcomes for a situation, recognizing and accounting for when items may occur more than once or when order is important.	NS/PAPT										
100.	Demonstrate an understanding that the probability of either of two disjoint events occurring can be found by adding the probabilities for each and that the probability of one independent event following another can be found by multiplying the probabilities.	NS/PAPT										

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OHIO Grade 9 Mathematics Academic Content Standards

Number, Number Sense and Operations

101.	Identify and justify whether properties (closure, identity, inverse, commutative and associative) hold for a given set and operations; e.g., even integers and multiplication.	NS/PAPT																
102.	Compare, order and determine equivalent forms for rational and irrational numbers.	NS/PAPT																
103.	Explain the effects of operations such as multiplication or division, and of computing powers and roots on the magnitude of quantities.	NS/PAPT, NS/PADT																
104.	Demonstrate fluency in computations using real numbers.	NS/PAPT, NS/PADT																
105.	Estimate the solutions for problem situations involving square and cube roots.	NS/PAPT																

Measurement

106.	Convert rates within the same measurement system; e.g., miles per hour to feet per second; kilometers per hour to meters per second.																	
107.	Use unit analysis to check computations involving measurement.																	
108.	Use the ratio of lengths in similar two-dimensional figures or three-dimensional objects to calculate the ratio of their areas or volumes respectively.	GPT																
109.	Use scale drawings and right triangle trigonometry to solve problems that include unknown distances and angle measures.	TPT																
110.	Solve problems involving unit conversion for situations involving distances, areas, volumes and rates within the same measurement system.																	

Geometry and Spatial Sense

111.	Define the basic trigonometric ratios in right triangles: sine, cosine and tangent.	TPT																
112.	Apply proportions and right triangle trigonometric ratios to solve problems involving missing lengths and angle sizes in similar figures.	TPT																

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113.	Analyze two-dimensional figures in a coordinate plane; e.g., use slope and distance formulas to show that a quadrilateral is a parallelogram.	APT																
Patterns, Functions and Algebra																		
114.	Define function with ordered pairs in which each domain element is assigned exactly one range element.	CAPT																
115.	Generalize patterns using functions or relationships (linear, quadratic and exponential), and freely translate among tabular, graphical and symbolic representations.	CAPT																
116.	Describe problem situations (linear, quadratic and exponential) by using tabular, graphical and symbolic representations.	APT, CAPT																
117.	Demonstrate the relationship among zeros of a function, roots of equations, and solutions of equations graphically and in words.	CAPT																
118.	Describe and compare characteristics of the following families of functions: linear, quadratic and exponential functions; e.g., general shape, number of roots, domain, range, rate of change, maximum or minimum.	CAPT																
119.	Write and use equivalent forms of equations and inequalities in problem situations; e.g., changing a linear equation to the slope-intercept form.	APT, ADT																
120.	Use formulas to solve problems involving exponential growth and decay.	APT, ADT																
121.	Find linear equations that represent lines that pass through a given set of ordered pairs, and find linear equations that represent lines parallel or perpendicular to a given line through a specific point.	APT																
122.	Solve and interpret the meaning of 2 by 2 systems of linear equations graphically, by substitution and by elimination, with and without technology.	APT, ADT																
123.	Solve quadratic equations with real roots by factoring, graphing, using the quadratic formula and with technology.	APT																
124.	Add, subtract, multiply and divide monomials and polynomials (division of polynomials by monomials only).	APT, ADT																
125.	Simplify rational expressions by eliminating common factors and applying properties of integer exponents.	APT, ADT																

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126.	Model and solve problems involving direct and inverse variation using proportional reasoning.																	
127.	Describe the relationship between slope and the graph of a direct variation and inverse variation.	APT, CAPT																
128.	Describe how a change in the value of a constant in a linear or quadratic equation affects the related graphs.	APT																
Data Analysis and Probability																		
129.	Classify data as univariate (single variable) or bivariate (two variables) and as quantitative (measurement) or qualitative (categorical) data.																	
130.	Create a scatterplot for a set of bivariate data, sketch the line of best fit, and interpret the slope of the line of best fit.																	
131.	Analyze and interpret frequency distributions based on spread, symmetry, skewness, clusters and outliers.																	
132.	Describe and compare various types of studies (survey, observation, experiment), and identify possible misuses of statistical data.																	
133.	Describe characteristics and limitations of sampling methods, and analyze the effects of random versus biased sampling; e.g., determine and justify whether the sample is likely to be representative of the population.																	
134.	Make inferences about relationships in bivariate data, and recognize the difference between evidence of relationship (correlation) and causation.																	
135.	Use counting techniques and the Fundamental Counting principle to determine the total number of possible outcomes for mathematical situations.	NS/PAPT																
136.	Describe, create and analyze a sample space and use it to calculate probability.	NS/PAPT																
137.	Identify situations involving independent and dependent events, and explain differences between and common misconceptions about probabilities associated with those events.																	
138.	Use theoretical and experimental probability, including simulations or random numbers, to estimate probabilities and to solve problems dealing with uncertainty; e.g., compound events, independent events, simple dependent events.																	

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OHIO Grade 10 Mathematics Academic Content Standards																		
Number, Number Sense and Operations																		
139.	Connect physical, verbal and symbolic representations of irrational numbers; e.g., construct 2 as a hypotenuse or on a number line.																	
140.	Explain the meaning of the n th root.	NS/PAPT																
141.	Use factorial notation and computations to represent and solve problem situations involving arrangements.	CAPT																
142.	Approximate the n th root of a given number greater than zero between consecutive integers when n is an integer; e.g., the 4th root of 50 is between 2 and 3.	NS/PAPT																
Measurement																		
143.	Explain how a small error in measurement may lead to a large error in calculated results.																	
144.	Calculate relative error.																	
145.	Explain the difference between absolute error and relative error in measurement.																	
146.	Give examples of how the same absolute error can be problematic in one situation but not in another; e.g., compare “accurate to the nearest foot” when measuring the height of a person versus when measuring the height of a mountain.																	
147.	Determine the measures of central and inscribed angles and their associated major and minor arcs.	GPT																
Geometry and Spatial Sense																		
148.	Formally define and explain key aspects of geometric figures, including: j. Interior and exterior angles of polygons; k. Segments related to triangles (median, altitude, midsegment); l. Points of concurrency related to triangles (centroid, incenter, orthocenter, and circumcenter); m. Circles (radius, diameter, chord, circumference, major arc, minor	GPT																

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	arc, sector, segment, inscribed angle).																	
149.	Recognize and explain the necessity for certain terms to remain undefined, such as point, line and plane																	
150.	Make, test and establish the validity of conjectures about geometric properties and relationships using counterexample, inductive and deductive reasoning, and paragraph or two-column proof, including: n. Prove the Pythagorean Theorem; o. Prove theorems involving triangle similarity and congruence; p. Prove theorems involving properties of lines, angles, triangles and quadrilaterals; q. Test a conjecture using basic constructions made with a COMPASS/ESL and straightedge or technology.	GPT, CAPT																
151.	Construct right triangles, equilateral triangles, parallelograms, trapezoids, rectangles, rhombuses, squares and kites, using COMPASS/ESL and straightedge or dynamic geometry software.	GPT																
152.	Construct congruent figures and similar figures using tools, such as COMPASS/ESL, straightedge, and protractor or dynamic geometry software.	APT																
153.	Identify the reflection and rotation symmetries of two- and three-dimensional figures.	APT																
154.	Perform reflections and rotations using COMPASS/ESL and straightedge constructions and dynamic geometry software.	APT																
155.	Derive coordinate rules for translations, reflections and rotations of geometric figures in the coordinate plane.	APT																
156.	Show and describe the results of combinations of translations, reflections and rotations (compositions); e.g., perform compositions and specify the result of a composition as the outcome of a single motion, when applicable.	APT																
157.	Solve problems involving chords, radii, and arcs within the same circle.	GPT																
Patterns, Functions and Algebra																		

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158.	Define function formally and with $f(x)$ notation.	CAPT												
159.	Describe and compare characteristics of the following families of functions: square root, cubic, absolute value and basic trigonometric functions; e.g., general shape, possible number of roots, domain and range.	CAPT, TPT												
160.	Solve equations and formulas for a specified variable; e.g., express the base of a triangle in terms of the area and height.	APT, CAPT, TPT												
161.	Use algebraic representations and functions to describe and generalize geometric properties and relationships.	APT												
162.	Solve simple linear and nonlinear equations and inequalities having square roots as coefficients and solutions.	APT, CAPT, ADT												
163.	Solve equations and inequalities having rational expressions as coefficients and solutions.	APT, ADT												
164.	Solve systems of linear inequalities.	CAPT												
165.	Graph the quadratic relationship that defines circles.	APT												
166.	Recognize and explain that the slopes of parallel lines are equal and the slopes of perpendicular lines are negative reciprocals.	APT												
167.	Solve real-world problems that can be modeled using linear, quadratic, exponential or square root functions.	CAPT												
168.	Solve real-world problems that can be modeled, using systems of linear equations and inequalities.	APT, CAPT, ADT												
169.	Describe the relationship between slope of a line through the origin and the tangent function of the angle created by the line and the positive x-axis.	APT, CAPT, ADT												
Data Analysis and Probability														
170.	Describe measures of center and the range verbally, graphically and algebraically.	NS/PAPT, NS/PADT												
171.	Represent and analyze bivariate data using appropriate graphical displays (scatterplots, parallel box-and-whisker plots, histograms with more than one set of data, tables, charts, spreadsheets) with and without technology													
172.	Display bivariate data where at least one variable is categorical.													

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173.	Identify outliers on a data display; e.g., use the interquartile range to identify outliers on a box-and-whisker plot.												
174.	Provide examples and explain how a statistic may or may not be an attribute of the entire population; e.g., intentional or unintentional bias may be present.												
175.	Interpret the relationship between two variables using multiple graphical displays and statistical measures; e.g., scatterplots, parallel box-and-whisker plots, and measures of center and spread.												
176.	Model problems dealing with uncertainty with area models (geometric probability).												
177.	Differentiate and explain the relationship between the probability of an event and the odds of an event, and compute one given the other.	NS/PAPT											

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OHIO Grade 11 Mathematics Academic Content Standards

Number, Number Sense and Operations

178.	Determine what properties hold for matrix addition and matrix multiplication ; e.g., use examples to show addition is commutative and when multiplication is not commutative.	CAPT																
179.	Determine what properties hold for vector addition and multiplication, and scalar multiplication .	CAPT																
180.	Represent complex numbers on complex plane.	CAPT																
181.	Use matrices to represent given information in a problem situation.	CAPT																
182.	Model, using the coordinate plane, vector addition and scalar multiplication .	CAPT																
183.	Compute sums, differences and products of matrices using paper and pencil calculations for simple cases , and technology for more complicated cases.	CAPT																
184.	Compute sums, differences, products and quotients of complex numbers .	CAPT																
185.	Use fractional and negative exponents as optional ways of representing and finding solutions for problem situations; e.g., $27^{2/3} = (27^{1/3})^2 = 9$.	APT, CAPT																
186.	Use vector addition and scalar multiplication to solve problems .	CAPT																

Measurement

187.	Determine the number of significant digits in a measurement.																	
188.	Use radian and degree angle measures to solve problems and perform conversions as needed .	GPT																
189.	Derive a formula for the surface area of a cone as a function of its slant height and the circumference of its base	GPT																
190.	Calculate distances, areas, surface areas and volumes of composite three-dimensional objects to a specified number of significant digits .	GPT																
191.	Solve real-world problems involving area, surface area, volume and density to a specified degree of precision .	GPT																

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Geometry and Spatial Sense																		
192.	Use polar coordinates to specify locations on a plane.	TPT																
193.	Represent translations using vectors.	CAPT																
194.	Describe multiplication of a vector and a scalar graphically and algebraically, and apply to problem situations.	CAPT																
195.	Use trigonometric relationships to determine lengths and angle measures; i.e., Law of Sines and Law of Cosines.	TPT																
196.	Identify, sketch and classify the cross sections of three-dimensional objects.	GPT																
Patterns, Functions and Algebra																		
197.	Identify and describe problem situations involving an iterative process that can be represented as a recursive function; e.g., compound interest.	CAPT																
198.	Translate a recursive function into a closed form expression or formula for the nth term to solve a problem situation involving an iterative process; e.g., find the value of an annuity after 7 years.	CAPT																
199.	Describe and compare the characteristics of the following families of functions: quadratics with complex roots, polynomials of any degree, logarithms, and rational functions; e.g., general shape, number of roots, domain and range, asymptotic behavior.	CAPT																
200.	Identify the maximum and minimum points of polynomial, rational and trigonometric functions graphically and with technology.	CAPT																
201.	Identify families of functions with graphs that have rotation symmetry or reflection symmetry about the y-axis, x-axis or $y = x$.	CAPT																
202.	Represent the inverse of a function symbolically and graphically as a reflection about $y = x$.	CAPT																
203.	Model and solve problems with matrices and vectors.	CAPT																
204.	Solve equations involving radical expressions and complex roots.	APT																
205.	Solve 3 by 3 systems of linear equations by elimination and using technology, and interpret graphically what the solution means (a point, line, plane, or no solution).	CAPT																
206.	Describe the characteristics of the graphs of conic sections.	APT																

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207.	Describe how a change in the value of a constant in an exponential, logarithmic or radical equation affects the graph of the equation.	APT																
Data Analysis and Probability																		
208.	Design a statistical experiment, survey or study for a problem; collect data for the problem; and interpret the data with appropriate graphical displays, descriptive statistics, concepts of variability, causation, correlation and standard deviation.																	
209.	Describe the role of randomization in a well-designed study, especially as compared to a convenience sample, and the generalization of results from each.																	
210.	Describe how a linear transformation of univariate data affects range, mean, mode, and median.																	
211.	Create a scatterplot of bivariate data, identify trends, and find a function to model the data.																	
212.	Use technology to find the Least Squares Regression Line, the regression coefficient, and the correlation coefficient for bivariate data with a linear trend, and interpret each of these statistics in the context of the problem situation.																	
213.	Use technology to compute the standard deviation for a set of data, and interpret standard deviation in relation to the context or problem situation.																	
214.	Describe the standard normal curve and its general properties, and answer questions dealing with data assumed to be normal.																	
215.	Analyze and interpret univariate and bivariate data identify patterns, note trends, draw conclusions, and to make predictions.																	
216.	Evaluate validity of results of a study based on characteristics of the study design, including sampling method, summary statistics and data analysis techniques.																	
217.	Understand and use the concept of random variable, and compute and interpret the expected value for a random variable in simple cases.																	
218.	Examine statements and decisions involving risk; e.g., insurance rates and medical decisions.																	

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OHIO Grade 12 Mathematics Academic Content Standards

Number, Number Sense and Operations

219.	Determine what properties (closure, identity, inverse, commutative and associative) hold for operations with complex numbers.	CAPT																	
220.	Apply combinations as a method to create coefficients for the Binomial Theorem, and make connections to everyday and workplace problem situations.																		

Measurement

221.	Solve problems involving derived measurements; e.g., acceleration and pressure.	APT, CAPT																	
222.	Use radian measures in the solution of problems involving angular velocity and acceleration.	TPT																	
223.	Apply informal concepts of successive approximation, upper and lower bounds, and limits in measurement situations; e.g., measurement of some quantities, such as volume of a cone, can be determined by sequences of increasingly accurate approximations.																		

Geometry and Spatial Sense

224.	Use matrices to represent translations, reflections, rotations, dilations and their compositions.	APT, CAPT																	
225.	Derive and apply the basic trigonometric identities; i.e., angle addition, angle subtraction, and double angle	TPT																	
226.	Relate graphical and algebraic representations of lines, simple curves and conic sections.	APT, ADT																	
227.	Recognize and compare specific shapes and properties in multiple geometries; e.g., plane, spherical and hyperbolic.	GPT																	

Patterns, Functions and Algebra

228.	Analyze the behavior of arithmetic and geometric sequences and series as the number of terms increases.	CAPT																	
229.	Translate between the numeric and symbolic form of a sequence or series.	CAPT																	
230.	Describe and compare the characteristics of transcendental and periodic functions; e.g., general shape, number of roots, domain and range, asymptotic behavior, extrema, local and global behavior.	CAPT																	

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231.	Represent the inverse of a transcendental function symbolically.	CAPT																
232.	Set up and solve systems of equations using matrices and graphs, with and without technology.	CAPT																
233.	Make arguments about mathematical properties using mathematical induction.	CAPT																
234.	Make mathematical arguments using the concepts of limit.	CAPT																
235.	Compare estimates of the area under a curve over a bounded interval by partitioning the region with rectangles; e.g., make successive estimates using progressively smaller rectangles.																	
236.	Translate freely between polar and Cartesian coordinate systems.	TPT																
237.	Use the concept of limit to find instantaneous rate of change for a point on a graph as the slope of a tangent at a point.	CAPT																
Data Analysis and Probability																		
238.	Identify and use various sampling methods (voluntary response, convenience sample, random sample, stratified random sample, census) in a study.																	
239.	Transform bivariate data so it can be modeled by a function; e.g., use logarithms to allow nonlinear relationship to be modeled by linear function.																	
240.	Describe the shape and find all summary statistics for a set of univariate data, and describe how a linear transformation affects shape, center and spread.																	
241.	Apply the concept of a random variable to generate and interpret probability distributions, including binomial, normal and uniform.																	
242.	Use sampling distributions as the basis for informal inference.																	
243.	Use theoretical or experimental probability, including simulations, to determine probabilities in real-world problem situations involving uncertainty, such as mutually exclusive events, complementary events and conditional probability.	NS/PAPT																