

**10th Mathematics Ohio Graduation Test
Measurement**

Benchmark A

Question 20	Spring 2005	A
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Benchmark B

Question 9	Spring 2003	C
Question 19	Spring 2003	D
Question 17	Spring 2004	C
Question 10	Spring 2005	A
Question 37	Spring 2005	B

Benchmark C

Question 12	Spring 2003	C
Question 36	Spring 2003	B
Question 37	Spring 2004	C

Question 5	Spring 2005	C
Question 16	Spring 2005	C

Benchmark D

Question 4	Spring 2005	B
Question 4	Spring 2003	A
Question 17	Spring 2003	A
Question 28	Spring 2004	D
Question 40	Spring 2004	C

Question 12	Spring 2005	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Score point</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">2 points</td> <td>The focus of this item is to determine the validity of Caleb's statement with adequate mathematical support through work or reasoning. The response contains a scaled or labeled sketch of the hike and a mathematically correct explanation for why Caleb is wrong.</td> </tr> <tr> <td style="vertical-align: top;">1 point</td> <td>The response provides evidence of a partially correct answer or solution process. The response shows understanding of most of the key elements of the task, but contains gaps or flaws. For example, the response may: Contain a sketch to represent the hike drawn to scale or the distances labeled with numbers, with no further work or explanation. OR Contain a sketch that is slightly flawed or incomplete and compares the two distances based on the sketch as drawn with supporting work or valid explanation. OR Contain an accurate comparison of the distance with an incorrect or missing sketch.</td> </tr> <tr> <td style="vertical-align: top;">0 Points</td> <td>The response fails to demonstrate a minimal understanding of the task. For example, the response may: State that Caleb is wrong with no additional work that supports this conclusion.</td> </tr> </tbody> </table>	Score point	Description	2 points	The focus of this item is to determine the validity of Caleb's statement with adequate mathematical support through work or reasoning. The response contains a scaled or labeled sketch of the hike and a mathematically correct explanation for why Caleb is wrong.	1 point	The response provides evidence of a partially correct answer or solution process. The response shows understanding of most of the key elements of the task, but contains gaps or flaws. For example, the response may: Contain a sketch to represent the hike drawn to scale or the distances labeled with numbers, with no further work or explanation. OR Contain a sketch that is slightly flawed or incomplete and compares the two distances based on the sketch as drawn with supporting work or valid explanation. OR Contain an accurate comparison of the distance with an incorrect or missing sketch.	0 Points	The response fails to demonstrate a minimal understanding of the task. For example, the response may: State that Caleb is wrong with no additional work that supports this conclusion.
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0 Points	The response fails to demonstrate a minimal understanding of the task. For example, the response may: State that Caleb is wrong with no additional work that supports this conclusion.									

Benchmark E

Question 43	Spring 2003	D
Question 4	Spring 2004	C
Question 44	Spring 2004	B
Question 44	Spring 2005	C

Benchmark F

Question 25	Spring 2003	Short Answer
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