Pro-Core ELA Blueprints
2019-20

Grade 2 (30 points Total)

Category	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	Key Ideas and Details	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1	1 - 2*	14 - 16 (~50%)
		RL.2.2 Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.	2	1 – 2*	
		RL.2.3 Describe how characters in a story respond to major events and challenges.	3	1 - 2 *	
	Craft and Structure	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4	1 - 2*	
		RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5	1 - 2*	
		RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	6	1 - 2*	
	Integration of Knowledge and Ideas	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7	1 – 2*	
		RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	8	1 – 2*	
	Vocabulary	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	19	0 – 2**	
		L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely related and closely related adjectives.	20	0 – 1**	
	Reading Foundations	F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	18	0 – 1**	
Reading Informational Text	Key Ideas and Details	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	9	1 – 2*	14 - 16 (~50%)
		RI.2.2 Analyze informational text development. a. Identify the main topic of a multi-paragraph text. b. Identify the focus of specific paragraphs within the text.	10	1 – 2*	
		RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	11	1 – 2*	
	Craft and Structure	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	12	1 – 2*	
		RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	13	1 – 2*	
		RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	14	1 – 2*	
	Integration of Knowledge and Ideas	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	15	1 – 2*	
		RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.	16	1 – 2*	
		RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	17	1 – 2*	
	Vocabulary	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	19	0 – 1**	
		L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely related and closely related adjectives.	20	0 – 1**	
	Reading Foundations	F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	18	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.

**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 3 (34 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	**Category**
Reading Literary Text	Key Ideas and Details	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1	1 - 2*	16 - 18 (~50% on State Blueprint)
		RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.	2	1 - 2*	
		RL.3.3 Describe characters in a story (traits, motivations, or feelings) and explain how they contribute to the sequence of events.	3	1 - 2 *	
	Craft and Structure	**RL.3.4** Determine the meaning of words and phrases, distinguishing literal from non-literal language.	4	1 - 2*	
		RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5	1 - 2*	
		RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.	6	1 – 2*	
	Integration of Knowledge and Ideas	**RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	7	1 – 2*	
		RL.3.9 Compare and contrast themes, setting, plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	8	1 – 2*	
	Vocabulary	**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	18	0 – 2**	
		L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	19	0 – 1**	
Reading Informational Text	Key Ideas and Details	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	9	1 - 2*	16 - 18 (~50% on State Blueprint)
		RI.3.2 Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.	10	1 - 3*	
		RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	11	1 - 2*	
	Craft and Structure	**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text.	12	1 – 2*	
		RI.3.5 Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic.	13	1 – 2*	
		RI.3.6 Distinguish their own point of view from that of the author of a text.	14	1 - 2*	
	Integration of Knowledge and Ideas	**RI.3.7** Use information from illustrations (maps, photos) and words to demonstrate understanding of the text (where, when, why, and how key events occur).	15	1 - 2*	
		RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.	16	1 - 3*	
		RI.3.9 Compare and contrast most important points and key details presented in two texts on the same topic.	17	1 – 2*	
	Vocabulary	**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	18	0 – 1**	
		L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.
**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 4 (36 points Total

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	**Key Ideas and Details**	**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1	1 - 2*	**17 - 19** **(~50% on State Blueprint)**
		RL.4.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.	2	1 - 2*	
		RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3	1 - 2 *	
	Craft and Structure	**RL.4.4** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4	1 - 3*	
		RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions).	5	1 - 2*	
		RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.	6	1 - 2*	
	Integration of Knowledge and Ideas	**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7	1 – 2*	
		RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	8	1 - 2*	
	Vocabulary	**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	18	0 – 1**	
		L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	19	0 – 1**	
Reading Informational Text	**Key Ideas and Details**	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	9	1 - 2*	**17 - 19** **(~50% on State Blueprint)**
		RI.4.2 Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information.	10	1 - 2*	
		RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	11	1 - 2*	
	Craft and Structure	**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	12	1 – 2*	
		RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	13	1 – 2*	
		RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	14	1 - 2*	
	Integration of Knowledge and Ideas	**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	15	1 - 2*	
		RI.4.8 Explain how an author uses evidence to support particular points in a text.	16	1 - 2*	
		RI.4.9 Integrate information from two texts on the same topic.	17	1 – 2*	
	Vocabulary	**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	18	0 – 1**	
		L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	19	0 – 1**	

* Ranges leave flexibility for 2-point questions. The total number of points for the S Category should equal the number indicated.
**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 5 (35 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	**Key Ideas and Details**	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	1 - 2*	**17 - 18** (~50% on State Blueprint)
		RL.5.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. b. Summarize the text, incorporating a theme determined from details in the text.	2	1 - 2*	
		RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3	1 - 2 *	
	Craft and Structure	**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.	4	1 - 2*	
		RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5	1 - 2*	
		RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	6	1 - 2*	
	Integration of Knowledge and Ideas	**RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	7	1 – 2*	
		RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	8	1 – 2*	
	Vocabulary	**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	18	0 – 1**	
		L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. a. Interpret figurative language, including similes and metaphors, in context. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	19	0 – 2**	
Reading Informational Text	**Key Ideas and Details**	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	9	1 - 2*	**17 - 18** (~50% on State Blueprint)
		RI.5.2 Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.	10	1 - 2*	
		RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	11	1 - 2*	
	Craft and Structure	**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	12	1 - 2*	
		RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	13	1 – 2*	
		RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	14	1 - 2*	
	Integration of Knowledge and Ideas	**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	15	1 - 2*	
		RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.	16	1 - 2*	
		RI.5.9 Integrate information from several texts on the same topic.	17	1 – 2*	
	Vocabulary	**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	18	0 – 1**	
		L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.

**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 6 (38 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	**Key Ideas and Details**	**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	1 - 2*	**16 - 18** (~45% on State Blueprint)
		RL.6.2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.	2	1 - 2 *	
		RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3	1 - 2 *	
	Craft and Structure	**RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.	4	1 - 2*	
		RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5	1 - 2 *	
		RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.	6	1 - 2 *	
	Integration of Knowledge and Ideas	**RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7	1 – 2*	
		RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	8	1 - 2*	
	Vocabulary	**L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d. Verify the preliminary determination of the meaning of a word or phrase).	18	0 – 1**	
		L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).	19	0 – 1**	
Reading Informational Text	**Key Ideas and Details**	**RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RH.6.1** Cite specific textual evidence to support analysis of primary and secondary sources. **RST.6.1** Cite specific textual evidence to support analysis of science and technical texts.	9	1 - 2 *	**20 - 22** (~55% on State Blueprint)
		RI.6.2 Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details. **RH.6.2** Analyze content area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary that includes the central ideas of the source. **RST.6.2** Analyze content area-specific text development. a. Determine central ideas or conclusions of a text. b. Provide an accurate and objective summary that includes the central ideas or conclusions of the text.	10	1 - 3 *	
		RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. **RH.6.3** Identify key steps in a text's description of a process related to history/social studies. **RST.6.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	11	1 - 2 *	
	Craft and Structure	**RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	12	1 – 2*	
		RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **RH.6.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). **RST.6.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	13	1 – 2*	
		RI.6.6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. **RH.6.6** Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **RST.6.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	14	1 - 3 *	
	Integration of Knowledge and Ideas	**RI.6.7** Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. **RH.6.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RST.6.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	15	1 - 3 *	
		RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not. **RH.6.8** Distinguish among fact, opinion, and reasoned judgment in a text. **RST.6.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	16	1 - 2 *	
		RI.6.9 Compare and contrast one author's presentation of events with that of another. **RH.6.9** Analyze the relationship between a primary and secondary source on the same topic. **RST.6.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	17	1 – 2*	
	Vocabulary	**L.6.4** See above **RH.6.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **RST.6.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 6 texts and topics.	18	0 – 1**	
		L.6.5 See above	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.

**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 7 (32 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points Standard	Number of Points Category
Reading Literary Text	**Key Ideas and Details**	**RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	1 - 2*	**14 - 16** (~45% on State Blueprint)
		RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.	2	1 - 2*	
		RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3	1 - 2 *	
	Craft and Structure	**RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4	1 - 2*	
		RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5	1 - 2*	
		RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspective of different characters or narrators in a text.	6	1 - 2*	
	Integration of Knowledge and Ideas	**RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7	1 – 2*	
		RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	8	1 – 2*	
	Vocabulary	**L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	18	0 – 1**	
		L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	19	0 – 1**	
Reading Informational Text	**Key Ideas and Details**	**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RH.7.1** Cite specific textual evidence to support analysis of primary and secondary sources. **RST.7.1** Cite specific textual evidence to support analysis of science and technical texts.	9	1 - 2*	**16 - 18** (~55% on State Blueprint)
		RI.7.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. **RH.7.2** Analyze content area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary that includes the central ideas of the source. **RST.7.2** Analyze content area-specific text development. a. Determine central ideas or conclusions of a text. b. Provide an accurate and objective summary that includes the central ideas or conclusions of the text.	10	1 - 2*	
		RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **RH.7.3** Identify key steps in a text's description of a process related to history/social studies. **RST.7.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	11	1 - 3*	
	Craft and Structure	**RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	12	1 – 2*	
		RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **RH.7.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). **RST.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	13	1 – 2*	
		RI.7.6 Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others. **RH.7.6** Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts). **RST.7.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	14	1 - 2*	
	Integration of Knowledge and Ideas	**RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **RH.7.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RST.7.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	15	1 - 3*	
		RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **RH.7.8** Distinguish among fact, opinion, and reasoned judgment in a text. **RST.7.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	16	1 - 2*	
		RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **RH.7.9** Analyze the relationship between a primary and secondary source on the same topic. **RST.7.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	17	1 – 3*	
	Vocabulary	**L.7.4 See above** **RH.7.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **RST.7.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 7 texts and topics.	18	0 – 1**	
		L.7.5 See above	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.
**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 8 (32 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	**Key Ideas and Details**	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	1-2*	**13 - 15** (~45% on State Blueprint)
		RL.8.2 Analyze literary text. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.	2	1-2*	
		RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	3	1-2*	
	Craft and Structure	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	4	1-2*	
		RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	5	1-2*	
		RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	6	1-2*	
	Integration of Knowledge and Ideas	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	7	1-2*	
		RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	8	1-2*	
	Vocabulary	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	18	0 – 1**	
		L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. disagree on matters of fact or interpretation. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	19	0 – 1**	
Reading Informational Text	**Key Ideas and Details**	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RH.8.1 Cite specific textual evidence to support analysis of primary and secondary sources. RST.8.1 Cite specific textual evidence to support analysis of science and technical texts.	9	1-2*	**17 - 19** (~55% on State Blueprint)
		RI.8.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text. RH.8.2 Analyze content area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary that includes the central ideas of the source. RST.8.2 Analyze content area-specific text development. a. Determine central ideas or conclusions of a text. b. Provide an accurate and objective summary that includes the central ideas or conclusions of the text.	10	1-2*	
		RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RH.8.3 Identify key steps in a text's description of a process related to history/social studies. RST.8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	11	1-2*	
	Craft and Structure	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	12	1-2*	
		RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. are used. RH.8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST.8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	13	1-2*	
		RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RH.8.6 Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST.8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	14	1-2*	
	Integration of Knowledge and Ideas	RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RH.8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST.8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	15	1-2*	
		RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RH.8.8 Distinguish among fact, opinion, and reasoned judgment in a text. RST.8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	16	1-2*	
		RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. RH.8.9 Analyze the relationship between a primary and secondary source on the same topic. RST.8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	17	1-2*	
	Vocabulary	L.8.4 See above RH.8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST.8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 8 texts and topics.	18	0 – 1**	
		L.8.5 See above	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.

**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 9 (34 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	**Key Ideas and Details**	RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	1 - 2*	**13 - 15** (~40% on State Blueprint)
		RL.9.2 Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.	2	1 - 2 *	
		RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3	1 - 3 *	
	Craft and Structure	RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).	4	1 - 4*	
		RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5	1 - 4*	
		RL.9.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6	1 - 2*	
	Integration of Knowledge and Ideas	RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	7	1 – 2*	
		RL.9.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	8	1 - 2*	
	Vocabulary	L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	18	0 – 1**	
		L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	19	0 – 3**	
Reading Informational Text	**Key Ideas and Details**	RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RH.9.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RST.9.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	9	1 - 2 *	**19 - 21** (~60% on State Blueprint)
		RI.9.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. RH.9.2 Analyze content area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary of how key events or central ideas develop over the course of the text. RST.9.2 Analyze content area-specific text development. a. Determine the central ideas or conclusions of a text. b. Provide an accurate and objective summary of the central ideas of the text that traces the text's explanation or depiction of a complex process, phenomenon, or concept.	10	1 - 2 *	
		RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RH.9.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RST.9.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	11	1 - 2 *	
	Craft and Structure	RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	12	1 - 2 *	
		RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RH.9.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RST.9.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	13	1 - 2 *	
		RI.9.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RH.9.6 Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. RST.9.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	14	1 - 2 *	
	Integration of Knowledge and Ideas	RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RH.9.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. RST.9.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	15	1 - 2 *	
		RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RH.9.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. RST.9.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	16	1 - 2 *	
		RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. RH.9.9 Compare and contrast treatments of the same topic in several primary and secondary sources. RST.9.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	17	1 – 2*	
	Vocabulary	L.9.4 See above. RH.9.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RST.9.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 9 texts and topics.	18	0 – 1**	
		L.9.5 See above.	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.

**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 10 (33 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	**Key Ideas and Details**	**RL.10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	1 - 2*	**12 - 14** (~40% on State Blueprint)
		RL.10.2 Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.	2	1 - 2 *	
		RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3	1 - 2 *	
	Craft and Structure	**RL.10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).	4	1 - 2*	
		RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5	1 - 2*	
		RL.10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6	1 - 2*	
	Integration of Knowledge and Ideas	**RL.10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	7	1 – 2*	
		RL.10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	8	1 – 2*	
	Vocabulary	**L.10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	18	0 – 1**	
		L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	19	0 – 1**	
Reading Informational Text	**Key Ideas and Details**	**RI.10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RH.10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **RST.10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	9	1 - 2 *	**19 - 21** (~60% on State Blueprint)
		RI.10.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. **RH.10.2** Analyze content area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary of how key events or central ideas develop over the course of the text. **RST.10.2** Analyze content area-specific text development. a. Determine the central ideas or conclusions of a text. b. Provide an accurate and objective summary of the central ideas of the text that traces the text's explanation or depiction of a complex process, phenomenon, or concept.	10	1 - 3 *	
		RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **RH.10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **RST.10.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	11	1 - 2 *	
	Craft and Structure	**RI.10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	12	1 - 3 *	
		RI.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **RH.10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **RST.10.5** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	13	1 - 3 *	
		RI.10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **RH.10.6** Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **RST.10.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	14	1 - 2 *	
	Integration of Knowledge and Ideas	**RI.10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **RH.10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **RST.10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	15	1 - 2 *	
		RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RH.10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims. **RST.10.8** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	16	1 - 2 *	
		RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **RH.10.9** Compare and contrast treatments of the same topic in several primary and secondary sources. **RST.10.9** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	17	1 – 2*	
	Vocabulary	**L.10.4** See above. **RH.10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. **RST.10.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 10 texts and topics.	18	0 – 1**	
		L.10.5 See above.	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.
**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 11 (33 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points Standard	Number of Points Category
Reading Literary Text	**Key Ideas and Details**	**RL.11.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1	1 - 3*	**12 – 14** (~40% on State Blueprint)
		RL.11.2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.	2	1 – 3*	
		RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	3	1 - 3 *	
	Craft and Structure	**RL.11.4** Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.	4	1 - 2*	
		RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	5	1 - 2*	
		RL.11.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.	6	1 - 2*	
	Integration of Knowledge and Ideas	**RL.11.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	7	1 – 2*	
		RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.	8	1 – 2*	
	Vocabulary	**L.11.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	18	0 – 1**	
		L.11.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	19	0 – 1**	
Reading Informational Text	**Key Ideas and Details**	**RI.11.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RH.11.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **RST.11.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	9	1 – 2*	**19 - 21** (~60% on State Blueprint)
		RI.11.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. **RH.11.2** Analyze content area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary that makes clear the relationships among the central ideas and key details. **RST.11.2** Analyze content area-specific text development. a. Determine the central ideas or conclusions of a text. b. Provide an objective summary of the central ideas of the text, paraphrasing complex concepts, processes, or information presented in simpler but still accurate terms.	10	1 – 2*	
		RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RH.11.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **RST.11.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	11	1 – 2*	
	Craft and Structure	**RI.11.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	12	1 – 2*	
		RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **RH.11.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. **RST.11.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	13	1 – 2*	
		RI.11.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **RH.11.6** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **RST.11.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	14	1 – 2*	
	Integration of Knowledge and Ideas	**RI.11.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **RH.11.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. **RST.11.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	15	1 – 2*	
		RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **RH.11.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **RST.11.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	16	1 – 2*	
		RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **RH.11.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **RST.11.9** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	17	1 – 2*	
	Vocabulary	**L.11.4** See above. **RH.11.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **RST.11.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 11 texts and topics.	18	0 – 1**	
		L.11.5 See above.	19	0 – 1**	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.

**These standards are duplicated for Literary and Informational Text. Each standard should have between 1 – 3 questions total.

Pro-Core ELA Blueprints
2019-20

Grade 12 (37 points Total)

Category	College and Career Readiness Anchor	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Category
Reading Literary Text	**Key Ideas and Details**	**RL.12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1	1 - 2*	**14 - 16** (~40% on State Blueprint)
		RL.12.2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.	2	1 – 2*	
		RL.12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	3	1 - 2*	
	Craft and Structure	**RL.12.4** Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.	4	1 - 2*	
		RL.12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	5	1 – 2*	
		RL.12.6 Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.	6	1 – 2*	
	Integration of Knowledge and Ideas	**RL.12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	7	1 – 2*	
		RL.12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.	8	1 – 2*	
	Vocabulary	**L.12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	18	1 – 2*	
		L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	19	1 – 2*	
Reading Informational Text	**Key Ideas and Details**	**RI.12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **RH.12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **RST.12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	9	1 – 2*	**21 - 23** (~60% on State Blueprint)
		RI.12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. **RH.12.2** Analyze content area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary that makes clear the relationships among the central ideas and key details. **RST.12.2** Analyze content area-specific text development. a. Determine the central ideas or conclusions of a text. b. Provide an objective summary of the central ideas of the text, paraphrasing complex concepts, processes, or information presented in simpler but still accurate terms.	10	1 – 2*	
		RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **RH.12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **RST.12.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	11	1 – 2*	
	Craft and Structure	**RI.12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	12	1 – 2*	
		RI.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **RH.12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. **RST.12.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	13	1 – 2*	
		RI.12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **RH.12.6** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **RST.12.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	14	1 – 2*	
	Integration of Knowledge and Ideas	**RI.12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **RH.12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. **RST.12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	15	1 – 2*	
		RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **RH.12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **RST.12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	16	1 – 2*	
		RI.12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **RH.12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **RST.12.9** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	17	1 – 2*	
	Vocabulary	**L.12.4** See above. **RH.12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **RST.12.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade 12 texts and topics.	18	1 – 2*	
		L.12.5 See above.	19	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Category should equal the number indicated.
**These standards are duplicated for Literary and Informational Text.

Pro-Core Math Blueprints
2019-20

Grade 2 (30 points Total)

Category	Ohio Standard See Ohio Standards for Mathematics for Examples and Notes	Pro-Core Code	Number of Points	
			Standard	**Category**
Addition and Subtraction	**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	1	1 – 2*	9 (30%)
	2.OA.2 Fluently add and subtract within 20 using mental strategies.	2	1 – 2*	
	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	8	1 – 2*	
	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	9	1 – 2*	
	2.NBT.7-9 Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, hundreds are added or subtracted from hundreds, tens are added or subtracted from tens, ones are added or subtracted from ones; and sometimes it is necessary to compose or decompose tens or hundreds. Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.	10	1 – 2*	
	2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	11	1 – 2*	
	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same whole number units.	15	1 – 2*	
Number and Operations	**2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.	3	1 – 2*	9 (30%)
	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	4	1 – 2*	
	2.NBT.1-2 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. See Ohio Standards for Mathematics for Parts **a** and **b.** Count forward and backward within 1,000 by ones, tens, and hundreds starting at any number; skip-count by 5s starting at any multiple of 5.	5	1 – 2*	
	2.NBT.3 Read and write numbers to 1,000 using base-ten numerals, number names, expanded form, and equivalent representations.	6	1 – 2*	
	2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	7	1 – 2*	
	2.MD.8 Solve problems with money. See Ohio Standards for Mathematics for Parts **a** and **b.**	18	1 – 2*	
Measurement	**2.MD.1-2** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	12	1	6 (20%)
	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	13	1	
	2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	14	1	
	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole number sums and differences within 100 on a number line diagram.	16	1	
	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	17	1	
Data and Geometry	**2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by creating a line plot, where the horizontal scale is marked off in whole number units.	19	1 – 2*	6 (20%)
	2.MD.10 Organize, represent, and interpret data with up to four categories; complete picture graphs when single-unit scales are provided; complete bar graphs when single-unit scales are provided; solve simple put-together, take-apart, and compare problems in a graph.	20	1 – 2*	
	2.G.1 Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.	21	1 – 2*	
	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	22	1 – 2*	
	2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, or fourths and quarters, and use the phrases half of, third of, or fourth of and quarter of. Describe the whole as two halves, three thirds, or four fourths in real-world contexts. Recognize that equal shares of identical wholes need not have the same shape.	23	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Grade 3 (38 Points Total)

Category	Ohio Standard See Ohio Standards for Mathematics for Examples and Notes	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Multiplication and Division	**3.OA.1** Interpret products of whole numbers.	1	1 – 2*	**12 (32%)**	**12 – 16 points (23 - 33%)**
	3.OA.2 Interpret whole number quotients of whole numbers.	2	1 – 2*		
	3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	3	1 – 2*		
	3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	4	1 – 2*		
	3.OA.5 Apply properties of operations as strategies to multiply and divide.	5	1 – 2*		
	3.OA.6 Understand division as an unknown-factor problem.	6	1 – 2*		
	3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.	7	1 – 2*		
	3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter or a symbol, which stands for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	8	1 – 2*		
	3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	9	1 – 2*		
	3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations..	12	1 – 2*		
Number and Operations	**3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100.	10	1 – 3*	**10 (26%)**	**11 – 13 points (21 – 27%)**
	3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	11	1 – 3*		
	3.MD.1 Work with time and money. See Ohio Standards for Mathematics for Parts **a** and **b**.	16	1 – 3*		
	3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters(l). Add, subtract, multiply, or divide whole numbers to solve one-step word problems involving masses or volumes that are given in the same units.	17	1 – 3*		
	3.MD.3 Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step "how many more" and "how many less" problems using information presented in the scaled graphs.	18	1 – 3*		
Geometry	**3.MD.5-6** Recognize area as an attribute of plane figures and understand concepts of area measurement. See Ohio Standards for Mathematics for Parts **a** and **b**. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	20	1 – 2*	**8 (21%)**	**11 – 13 points (21 – 27%)**
	3.MD.7 Relate area to the operations of multiplication and addition. Solve mathematical and real world problems by finding the areas of rectangles and figures composed of rectangles. See Ohio Standards for Mathematics for Parts **a, b, c,** and **d**.	21	1 – 2*		
	3.MD.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	22	1 – 2*		
	3.G.1 Draw and describe triangles, quadrilaterals, and polygons based on the number of sides and the presence or absence of square corners.	23	1 – 2*		
	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	24	1 – 2*		
Fractions	**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	13	1 – 2*	**8 (21%)**	**11 – 13 points (21 – 27%)**
	3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. See Ohio Standards for Mathematics for Parts **a** and **b**.	14	1 – 2*		
	3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. See Ohio Standards for Mathematics for Parts **a, b, c,** and **d**.	15	1 – 2*		
	3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by creating a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	19	1 – 2*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Grade 4 (36 Points Total)

Category	Ohio Standard / See Ohio Standards for Mathematics for Examples and Notes	Pro-Core Code	Number of Points — Standard	Number of Points — Category	State Blueprint
Multiplication and Division	**4.OA.1** Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.	1	1-2*	**15** **41.7%**	**33-43%**
	4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations with a symbol for the unknown number.	2	1-2*		
	4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3	1-2*		
	4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	4	1-2*		
	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself	5	1-2*		
	4.MD.2 Solve real-world problems involving money, time, and metric measurement. **a.** Using models, add and subtract money and express the answer in decimal notation. **b.** Using number line diagrams, clocks, or other models, add and subtract intervals of time in hours and minutes. **c.** Add, subtract, and multiply whole numbers to solve metric measurement problems involving distances, liquid volumes, and masses of objects.	17	1-2*		
	4.MD.3 Develop efficient strategies to determine the area and perimeter of rectangles in real-world situations and mathematical problems.	18	1-2*		
	4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right by applying concepts of place value, multiplication, or division. **4.NBT.2** Read and write multi-digit whole numbers using standard form, word form, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	6	1-2*		
	4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place through 1,000,000.	7	1-2*		
	4.NBT.4 Fluently add and subtract multi-digit whole numbers using a standard algorithm.	8	1-2*		
	4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	9	1-2*		
	4.NBT.6 Find whole number quotients and remainders with up to four- digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	10	1-2*		
Number and Operations	**4.NF.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.2** Compare two fractions with different numerators and different denominators, Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.	11	2	**12** **33%**	**33-43%**
	4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions. **c.** Add and subtract mixed numbers with like denominators. **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	12	2		
	4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **a.** Understand a fraction a/b as a multiple of $1/b$. **b.** Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. **c.** Solve word problems involving multiplication of a fraction by a whole number.	13	2		
	4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	14	2		
	4.NF.6 Use decimal notation for fractions with denominators 10 or 100. **4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.	15	2		
	4.MD.4 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems using numbers and operations for this grade.	19	2		
Geometry	**4.MD.1** Know relative sizes of the metric measurement units within one system of units. Metric units include kilometer, meter, centimeter, and millimeter; kilogram and gram; and liter and milliliter. Express a larger measurement unit in terms of a smaller unit. Record measurement conversions in a two-column table.	16	1-2*	**9** **25%**	**21-27%**
	4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. **a.** Understand an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. **b.** Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees.	20	1-2*		
	4.MD.6 Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.	21	1-2*		
	4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.	22	1-2*		
	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two- dimensional figures.	23	1-2*		
	4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.	24	1-2*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Grade 5 (36 Points Total)

Category	Ohio Standard See Ohio Standards for Mathematics for Examples and Notes	Pro-Core Code	Number of Points — Standard	Number of Points — Category	State Blueprint
Fractions	**5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers and fractions greater than 1) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	11	1-2*		
	5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	12	1-2*		
	5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	13	1-2*		
	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **a.** Interpret the product (a/b) × q as parts of a partition of q into b equal parts, equivalently, as the result of a sequence of operations a × q ÷ b. **b.** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	14	1-2*	**13** **36.1%**	**33-43%**
	5.NF.5 Interpret multiplication as scaling (resizing). **a.** Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **b.** Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	15	1-2*		
	5.NF.6 Solve real-world problems involving multiplication of fractions and mixed numbers.	16	1-2*		
	5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. **a.** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. **b.** Interpret division of a whole number by a unit fraction, and compute such quotients. **c.** Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.	17	1-2*		
	5.MD.2 Display and interpret data in graphs (picture graphs, bar graphs, and line plots) to solve problems.	19	1-2*		
Decimals	**5.OA.1** Use parentheses in numerical expressions, and evaluate expressions with this symbol.	1	1-2*		
	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	2	1-2*		
	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.	4	1-2*		
	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.	5	1-2*		
	5.NBT.3 Read, write, and compare decimals to thousandths. **a.** Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. **b.** Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	6	1-2*		
	5.NBT.4 Use place value understanding to round decimals to any place, millions through hundredths.	7	1-2*	**15** **41.7%**	**33-43%**
	5.NBT.5 Fluently multiply multi-digit whole numbers using a standard algorithm.	8	1-2*		
	5.NBT.6 Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	9	1-2*		
	5.NBT.7 Solve real-world problems by adding, subtracting, multiplying, and dividing decimals using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, or multiplication and division; relate the strategy to a written method and explain the reasoning used. **a.** Add and subtract decimals, including decimals with whole numbers. **b.** Multiply whole numbers by decimals. **c.** Divide whole numbers by decimals and decimals by whole.	10	1-2*		
	5.MD.1 Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multi-step, real-world problems.	18	1-2*		
Geometry	**5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **a.** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **b.** A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	20	1-2*		
	5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	21	1-2*		
	5.MD.5 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. **a.** Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes. **b.** Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems. **c.** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	22	1-2*	**8** **22.2%**	**21-27%**
	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	3	1-2*		
	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond, e.g., x-axis and x-coordinate, y-axis and y-coordinate.	23	1-2*		
	5.G.2 Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	24	1-2*		
	5.G.3 Identify and describe commonalities and differences between types of triangles based on angle measures (equiangular, right, acute, and obtuse triangles) and side lengths (isosceles, equilateral, and scalene triangles). **5.G.4** Identify and describe commonalities and differences between types of quadrilaterals based on angle measures, side lengths, and the presence or absence of parallel and perpendicular lines.	25	1-2*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Grade 6 (44 Points Total)

Category	Ohio Standard See Ohio Standards for Mathematics for Examples and Notes	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Ratios and Proportions	**6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	1	3 – 4*	**11** **25%**	**24-33%**
	6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	2	3 – 4*		
	6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems. **a.** Make tables of equivalent ratios relating quantities with whole number measurements; find missing values in the tables; and plot the pairs of values on the coordinate plane. Use tables to compare ratios. **b.** Solve unit rate problems including those involving unit pricing and constant speed **c.** Find a percent of a quantity as a rate per 100, e.g., 30% of a quantity means $30/100$ times the quantity; solve problems involving finding the whole, given a part and the percent. **d.** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	3	3 – 4*		
Expressions and Equations	**6.EE.1** Write and evaluate numerical expressions involving whole number exponents. **6.EE.2** Write, read, and evaluate expressions in which letters stand for numbers. **a.** Write expressions that record operations with numbers and with letters standing for numbers. **b.** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. **c.** Evaluate expressions at specific values of their variables. Perform arithmetic operations, including those involving whole number exponents, using the algebraic order of operations when there are no parentheses to specify a particular order.	11	2	**14** **31.8%**	**31-44%**
	6.EE.3 Apply the properties of operations to generate equivalent expressions. **6.EE.4** Identify when two expressions are equivalent.	12	2		
	6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	13	2		
	6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	14	2		
	6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.	15	2		
	6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	16	2		
	6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	17	2		
Geometry and Statistics	**6.NS.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	10	1-2*	**10** **22.7%**	**20-25%**
	6.G.1 Through composition into rectangles or decomposition into triangles, find the area of right triangles, other triangles, special quadrilaterals, and polygons; apply these techniques in the context of solving real-world and mathematical problems.	18	1-2*		
	6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l{\cdot}w{\cdot}h$ and $V = B{\cdot}h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	19	1-2*		
	6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	20	1-2*		
	6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real- world and mathematical problems.	21	1-2*		
	6.SP.1 Develop statistical reasoning by using the GAISE model: **a.** Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. **b.** Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. **c.** Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. **d.** Interpret Results: Draw logical conclusions from the data based on the original question. **6.SP.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	22	1-2*		
	6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	23	1-2*		
	6.SP.4 Display numerical data in plots on a number line, including dot plots (line plots), histograms, and box plots.	24	1-2*		
	6.SP.5 Summarize numerical data sets in relation to their context. **a.** Report the number of observations. **b.** Describe the nature of the attribute under investigation, including how it was measured and its units of measurement. **c.** Find the quantitative measures of center (median and/or mean) for a numerical data set and recognize that this value summarizes the data set with a single number. Interpret mean as an equal or fair share. Find measures of variability (range and interquartile range) as well as informally describe the shape and the presence of clusters, gaps, peaks, and outliers in a distribution. **d.** Choose the measures of center and variability, based on the shape of the data distribution and the context in which the data were gathered.	25	1-2*		
The Number System	**6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.	4	1-2*	**9** **20.4%**	**20-25%**
	6.NS.2 Fluently divide multi-digit numbers using a standard algorithm.	5	1-2*		
	6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.	6	1-2*		
	6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two numbers with no common factor.	7	1-2*		
	6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **6.NS.6** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. **a.** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, and that 0 is its own opposite. **b.** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **c.** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	8	1-2*		
	6.NS.7 Understand ordering and absolute value of rational numbers. **a.** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. **b.** Write, interpret, and explain statements of order for rational numbers in real-world contexts. **c.** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. **d.** Distinguish comparisons of absolute value from statements about order.	9	1-2*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Grade 7 (37 Points Total)

Category	Ohio Standard See Ohio Standards for Mathematics for Examples and Notes	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Ratios and Proportions	**7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	1	3	**9** **24.3%**	**23-33%**
	7.RP.2 Recognize and represent proportional relationships between quantities. **a.** Decide whether two quantities are in a proportional relationship. **b.** Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. **c.** Represent proportional relationships by equations. **d.** Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	2	3		
	7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	3	3		
The Number System	**7.NS.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **a.** Describe situations in which opposite quantities combine to make 0. **b.** Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. **c.** Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real- world contexts. **d.** Apply properties of operations as strategies to add and subtract rational numbers.	4	1-2*	**12** **32.4%**	**28-32%**
	7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. **a.** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **b.** Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(^p/_q) = ^{(-p)}/_q = ^p/_{(-q)}$. Interpret quotients of rational numbers by describing real-world contexts. **c.** Apply properties of operations as strategies to multiply and divide rational numbers. **d.** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	5	1-2*		
	7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	6	1-2*		
	7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	7	1-2*		
	7.EE.2 In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related.	8	1-2*		
	7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	9	1-2*		
	7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. **a.** Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. **b.** Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem .	10	1-2*		
Geometry	**7.G.1** Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals. **a.** Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale. **b.** Represent proportional relationships within and between similar figures.	11	1-2*	**8** **21.6%**	**20-25%**
	7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions. **a.** Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. **b.** Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions.	12	1-2*		
	7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	13	1-2*		
	7.G.4 Work with circles. **a.** Explore and understand the relationships among the circumference, diameter, area, and radius of a circle. **b.** Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.	14	1-2*		
	7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	14	1-2*		
	7.G.6 Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	16	1-2*		
Statistics and Probability	**7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population. **a.** Differentiate between a sample and a population. **b.** Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias.	17	1-2*	**9** **20.4%**	**20-25%**
	7.SP.2 Broaden statistical reasoning by using the GAISE model: **a.** Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. **b.** Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. **c.** Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. **d.** Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question.	18	1-2*		
	7.SP.3 Describe and analyze distributions. **a.** Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point. **b.** Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	19	1-2*		
	7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event; a probability around 1/2 indicates an event that is neither unlikely nor likely; and a probability near 1 indicates a likely event.	20	1-2*		
	7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long- run relative frequency, and predict the approximate relative frequency given the probability.	21	1-2*		
	7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. **a.** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* **b.** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	22	1-2*		
	7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations. **a.** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. **b.** Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language, e.g., "rolling double sixes," identify the outcomes in the sample space which compose the event. **c.** Design and use a simulation to generate frequencies for compound events.	23	1-2*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Grade 8 (37 Points Total)

Category	Ohio Standard See Ohio Standards for Mathematics for Examples and Notes	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Equations and Expressions	**8.EE.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	7		9 24.3%	20-29%
	8.EE.6 Use similar triangles to explain why the slope *m* is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at *b*.	8			
	8.EE.7 Solve linear equations in one variable. **a.** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where *a* and *b* are different numbers). **b.** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	9			
	8.EE.8 Analyze and solve pairs of simultaneous linear equations graphically. **a.** Understand that the solution to a pair of linear equations in two variables corresponds to the point(s) of intersection of their graphs, because the point(s) of intersection satisfy both equations simultaneously. **b.** Use graphs to find or estimate the solution to a pair of two simultaneous linear equations in two variables. Equations should include all three solution types: one solution, no solution, and infinitely many solutions. Solve simple cases by inspection. **c.** Solve real-world and mathematical problems leading to pairs of linear equations in two variables.	10			
	8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering; outliers; positive, negative, or no association; and linear association and nonlinear association.	22			
	8.SP.2 Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. **8.SP.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	23			
	8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	24			
Functions	**8.F.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. **8.F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	11		8 21.6%	20-29%
	8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	12			
	8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x*, *y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	13			
	8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	14			
Geometry	**8.G.1** Verify experimentally the properties of rotations, reflections, and translations (include examples both with and without coordinates). **a.** Lines are taken to lines, and line segments are taken to line segments of the same length. **b.** Angles are taken to angles of the same measure. **c.** Parallel lines are taken to parallel lines.	15		11 29.7%	20-37%
	8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (Include examples both with and without coordinates.)	16			
	8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	17			
	8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two- dimensional figures, describe a sequence that exhibits the similarity between them. (Include examples both with and without coordinates.)	18			
	8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	19			
	8.G.6 Analyze and justify an informal proof of the Pythagorean Theorem and its converse. **8.G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	20			
	8.G.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres.	21			
The Number System	**8.NS.1** Know that real numbers are either rational or irrational. Understand informally that every number has a decimal expansion which is repeating, terminating, or is non-repeating and non-terminating.	1		9 24.3	20-25%
	8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.	2			
	8.EE.1 Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions.	3			
	8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x2 = p$ and $x3 = p$, where *p* is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	4			
	8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other.	5			
	8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal notation and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.	6			

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Algebra I (35 point)

Category	Ohio Standard(s) See Ohio's Learning Standards in Mathematics for more detail	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Number, Quantities, Equations and Expressions	**N.Q.1-3** Reason quantitatively and use units to solve problems.	1	1-2*	13 37.1%	33-41%
	A.SSE.1-2 Interpret the structure of expressions.	2	1-2*		
	A.SSE.3 Write expressions in equivalent forms to solve problems.	3	1-2*		
	A.APR.1a Perform arithmetic operations on polynomials.	4	1-2*		
	A.CED.1-4 Create equations that describe numbers or relationships.	5	3-4*		
	A.REI.1 Understand solving equations as a process of reasoning and explain the reasoning.	6	1-2*		
	A.REI.3,4ab Solve equations and inequalities in one variable.	7	2-3*		
	A.REI.7 Solve system of equations consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.	8	1-2*		
Functions	**A.REI.5, 6a** Solve system of linear equations algebraically and graphically.	8a	2-3*	15 (42.9%)	41 – 50%
	A.REI.10-12 Represent and solve linear and exponential equations and inequalities graphically.	9	2-3*		
	F.IF.1-3 Understand the concept of a function, and use function notation.	10	1-2*		
	F.IF.4b-5b Interpret linear, exponential, and quadratic functions that arise in applications in terms of the context.	11	2-3*		
	F.IF.7be,8ibi,9b Analyze functions using different representations.	12	1-2*		
	F.BF.1a,2 Build a function that models a relationship between two quantities.	13	1-2*		
	F.BF.3a,4a Build new functions from existing functions.	14	1-2*		
	F.LE.1-3 Construct and compare linear, quadratic, and exponential models, and solve problems.	15	2-3*		
	F.LE.5 Interpret expressions for functions in terms of the situation they model.	16	1-2*		
Statistics	**S.ID.1-3** Summarize, represent, and interpret data on a single count or measurement variable.	17	2	7 (20%)	18 – 22%
	S.ID.5-6 Summarize, represent, and interpret data on two categorical and quantitative variables.	18	2		
	S.ID.7-8 Interpret linear models.	19	2		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Geometry – 38 points total

Category	Ohio Standard(s) See Ohio's Learning Standards in Mathematics for more detail	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Congruence and Proof	**G.CO.1,2,3ab,4,5** Experiment with transformations in the plane.	1	1-2*	13 34.2%	33-39%
	G.CO.6-8 Understand congruence in terms of rigid motions.	2	1-2*		
	G.CO.9-11 Prove geometric theorems both formally and informally using a variety of methods.	3	2-3*		
	G.CO.12-13 Make geometric constructions.	4	2-3*		
	G.CO.14 Classify and analyze geometric figures.	5	3-4*		
	G.GPE.4-7 Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.	12	2-3*		
Similarity and Trigonometry	**G.SRT.1-3** Understand similarity in terms of similarity transformations.	6	2-3*	9 23.7%	23 – 35%
	G.SRT.4-5 Prove and apply theorems both formally and informally involving similarity using a variety of methods.	7	4-5*		
	G.SRT.6-8a Define trigonometric ratios and solve problems involving right triangles.	8	2-3*		
	G.MG.1-3 Apply geometric concepts in modeling situations.	16	2-3*		
	G.GMD.5-6 Understand the relationships between lengths, area, and volumes.	15	1-2*		
Circles	**G.C.1-3** Understand and apply theorems about circles.	9	1-2*	9 23.7%	18 – 24%
	G.C.5 Find arc lengths and areas of sectors of circles.	10	2-3*		
	G.GPE.1 Translate between the geometric description and the equation for a conic section.	11	2-3*		
	G.GMD.1,3 Explain volume formulas and use them to solve problems.	13	2-3*		
	G.GMD.4 Visualize the relation between two-dimensional and three-dimensional objects.	14	1-2*		
Probability	S.CP.1-5 Understand independence and conditional probability and use them to interpret data.	17	3-4*	7 18.4%	18-22%
	S.CP.6-7 Use the rules of probability to compute probabilities of compound events in a uniform probability model.	18	3-4*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Algebra 2/Integrated Math 3 – 42 points total

Category	Ohio Standard(s) See Ohio's Learning Standards in Mathematics for more detail	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Number and Quantity	**N.RN.1-3** Extend the properties of exponents to rational exponents. Use properties of rational and irrational numbers.	1	1 – 2*	**4 9.5%**	**No State Exam**
	N.CN.1-2 Perform arithmetic operations with complex numbers.	2	1 – 2*		
	N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.	3	1 – 2*		
Algebra	**A.SSE.1-2** Interpret the structure of expressions.	4	2 – 3*	**15 35.7%**	**No State Exam**
	A.SSE.3c Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Use the properties of exponents to transform expressions for exponential functions.	5	1 – 2*		
	A.APR.1b,2,3 Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.	6	2 – 3*		
	A.APR.4 Prove polynomial identities and use them to describe numerical relationships.	7	1 – 2*		
	A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	8	1 – 2*		
	A.CED.1c,2c,3,4d Create equations that describe numbers or relationships.	9	2 – 3*		
	A.REI.2 Understand solving equations as a process of reasoning and explain the reasoning.	10	2 – 3*		
	A.REI.6b Solve systems of linear equations algebraically and graphically. Extend to include solving systems of linear equations in three variables, but only algebraically.	11	1 – 2*		
	A.REI.11 Represent and solve equations and inequalities graphically.	12	1 – 2*		
Functions	**F.IF.4-6** Interpret functions that arise in applications in terms of a context.	13	1 – 2*	**15 35.6%**	**No State Exam**
	F.IF.7c,d,f,8,ab-9 Analyze functions using different representations.	14	2 – 3*		
	F.BF.1b Write a function that describes a relationship between two quantities. Combine standard function types using arithmetic operations.	15	1 – 2*		
	F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	16	2 – 3*		
	F.LE.4 Construct and compare linear, quadratic, and exponential models and solve problems.	17	2 – 3*		
	F.TF.1-2 Extend the domain of trigonometric functions using the unit circle.	18	1 – 2*		
	F.TF.5 Model periodic phenomena with trigonometric functions.	19	1 – 2*		
	F.TF.8 Prove and apply trigonometric identities.	20	1 – 2*		
Geometry	**G.C.6** Find arc lengths and areas of sectors of circles.	21	2	**2 4.8%**	**No State Exam**
Probability	**S.ID.4,6,9** Summarize, represent, and interpret data on a single count or measurement variable, or two categorical and quantitative variables. Interpret linear models.	22	1 – 2*	**6 14.3%**	**No State Exam**
	S.IC.1-2 Understand and evaluate random processes underlying statistical experiments.	23	2 – 3*		
	S.IC.3-6 Make inferences and justify conclusions from sample surveys, experiments and observational studies.	24	2 – 3*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Integrated Math 1 – 40 point totals

Category	Ohio Standard(s) See Ohio's Learning Standards in Mathematics for more detail	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Algebra	**N.Q.1-3** Reason quantitatively and use units to solve problems.	1	2	**10** **25%**	**23-28%**
	A.SSE.1ab,3 Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.	2	2		
	A.CED.1a,2a,3,4b Create equations that describe numbers or relationships.	3	2		
	A.REI.1 Understand solving equations as a process of reasoning and explain the reasoning.	4	2		
	A.REI.3 Solve equations and inequalities in one variable.	5	2		
Number and Quantity Functions	**A.REI.5,6a** Solve systems of equations.	6	1-2*	**13** **32.5%**	**32-39%**
	A.REI.10-12 Represent and solve equations and inequalities graphically.	7	1-2*		
	F.IF.1-3 Understand the concept of a function, and use function notation.	8	1-2*		
	F.IF.4a,5a Interpret functions that arise in applications in terms of the context.	9	1-2*		
	F.IF.7ae,9a Analyze functions using different representations.	10	1-2*		
	F.BF.1a,2 Build a function that models a relationship between two quantities.	11	1-2*		
	F.BF.4a Build new functions from existing functions.	12	1-2*		
	F.LE.1abc,2 Construct and compare linear, quadratic, and exponential models, and solve problems.	13	1-2*		
	F.LE.5 Interpret expressions for functions in terms of the situation they model.	14	1-2*		
Geometry	**G.CO.1,2,3ab,4,5** Experiment with transformations in the plane.	15	1-2*	**9** **22.5%**	**19-24%**
	G.CO.6-8 Understand congruence in terms of rigid motions.	16	1-2*		
	G.CO.9-11 Prove geometric theorems both formally and informally using a variety of methods.	17	1-2*		
	G.CO.12-13 Make geometric constructions.	18	1-2*		
	G.CO.14 Classify and analyze geometric figures.	19	1-2*		
	G.GPE.5,7 Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.	20	1-2*		
	G.C.2-3 Understand and apply theorems about circles.	21	1-2*		
Probability	**S.ID.1-3** Summarize, represent, and interpret data on a single count or measurement variable.	22	2-3*	**8** **20%**	**18-22%**
	S.ID.5,6c Summarize, represent, and interpret data on two categorical and quantitative variables.	23	2-3*		
	S.ID.7-8 Interpret linear models.	24	2-3*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Integrated Math 2 – 44 points total

Category	Ohio Standard(s) See Ohio's Learning Standards in Mathematics for more detail	Pro-Core Code	Number of Points		State Blueprint
			Standard	Category	
Number Quantities, Equations and Expressions	**A.SSE.1-2** Interpret the structure of expressions.	1	1 – 2*	**11** **25%**	**25 - 33%**
	A.SSE.3 Write expressions in equivalent forms to solve problems.	2	1 – 2*		
	A.CED.1B,2b,4c Create equations that describe numbers or relationships.	4	2 - 3*		
	A.REI.4ab Solve equations and inequalities in one variable.	5	2 – 3*		
	A.REI.7,11 Solve systems of equations.	6	1 – 2*		
	A.APR.1a Perform arithmetic operations on polynomials.	3	1 – 2*		
Functions	**F.IF.4b-5b** Interpret functions that arise in applications in terms of the context.	7	1 – 2*	**9** **20.4%**	**11 – 13** **(19 – 24%)**
	F.IF.7b,8aibi,9b Analyze functions using different representations.	8	1 – 2*		
	F.BF.1aii Build a function that models a relationship between two quantities.	9	2 – 3*		
	F.BF.3a Build new functions from existing functions.	10	2 – 3*		
	F.LE.3 Construct and compare linear, quadratic, and exponential models, and solve problems.	11	1 – 2*		
Geometry	**G.SRT.1-3** Understand similarity in terms of similarity transformations.	12	1 – 2*	**16** **36.4%**	**17 – 22 points** **(30 – 41%)**
	G.SRT.4-5 Prove and apply theorems both formally and informally involving similarity using a variety of methods.	13	1 – 2*		
	G.SRT.6-8a Define trigonometric ratios and solve problems involving right triangles.	14	1 – 2*		
	G.C.1 Understand and apply theorems about circles.	15	1 – 2*		
	G.C.5 Find arc lengths and areas of sectors of circles.	16	1 – 2*		
	G.GPE.1 Translate between the geometric description and the equation for a conic section.	17	1 – 2*		
	G.GPE.4,6 Use coordinates to prove simple geometric theorems algebraically and to verify specific geometric statements.	18	2 – 3*		
	G.GMD.1,3 Explain volume formulas and use them to solve problems.	19	1 – 2*		
	G.GMD.4 Visualize relationship between two-dimensional and three-dimensional objects.	20	1 – 2*		
	G.GMD.5-6 Understand the relationships between lengths, area, and volumes.	21	1 – 2*		
	G.MG.1-3 Apply geometric concepts in modeling situations.	22	1 – 2*		
Probability	**S.CP.1-5** Understand independence and conditional probability and use them to interpret data.	23	4 – 5*	**8** **18.2%**	**10 – 12 points** **(18-22%)**
	S.CP.6-7 Use the rules of probability to compute probabilities of compound events in a uniform probability model.	24	3 – 4*		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Math Blueprints
2019-20

Algebra 2/Integrated Math 3 Blueprint

Category	Ohio Standard See Ohio Standards for Mathematics for Examples and Notes	ProCore Code	Number of Points 46 total		
			Standard	Domain	State Exam
Number and Quantity	**N.RN.1-3** Extend the properties of exponents to rational exponents. Use properties of rational and irrational numbers.	NAQ1	1 - 2	5 (11%)	No State Exam
	N.CN.1-2 Perform arithmetic operations with complex numbers.	NAQ2	2 - 3		
	N.CN.7-9 Use complex numbers in polynomial identities and equations.	NAQ3	1 - 2		
Algebra	**A.SSE.1-2** Interpret the structure of expressions: polynomial and rational.	ALG4	2 - 3	16 (35%)	No State Exam
	A.SSE.3-4 Write expressions in equivalent forms to solve problems.	ALG5	1 - 2		
	A.APR.1-3 Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.	ALG6	2 - 3		
	A.APR.4-5 Use polynomial identities to solve problems.	ALG7	1 - 2		
	A.APR.6-7 Rewrite rational expressions.	ALG8	1 - 2		
	A.CED.1-4 Create equations that describe numbers or relationships.	ALG9	2 - 3		
	A.REI.2 Understand solving equations as a process of reasoning and explain the reasoning.	ALG10	2 - 3		
	A.REI.6b Solve systems of equations.	ALG11	1 - 2		
	A.REI.11 Represent and solve equations and inequalities graphically.	ALG12	1 - 2		
Functions	**F.IF.4-6** Interpret functions that arise in applications in terms of a context.	FUN13	1 - 2	16 (35%)	No State Exam
	F.IF.7-9 Analyze functions using different representations.	FUN14	2 - 3		
	F.BF.1b Build a function that models a relationship between two quantities.	FUN15	1 - 2		
	F.BF.3-4 Build new functions from existing functions.	FUN16	2 - 3		
	F.LE.4 Construct and compare linear, quadratic, and exponential models and solve problems: logarithms as solutions for exponentials.	FUN17	2 - 3		
	F.TF.1-2 Extend the domain of trigonometric functions using the unit circle.	FUN18	1 - 2		
	F.TF.5 Model periodic phenomena with trigonometric functions.	FUN19	1 - 2		
	F.TF.8 Prove and apply trigonometric identities.	FUN20	1 - 2		
Geometry	**G.SRT.8-11** Define trigonometric ratios and solve problems involving right triangles. Apply trigonometry to general triangles	GEO21	1	2 (4%)	No State Exam
	G.C.6 Find arc lengths and areas of sectors of circles.	GEO22	1		
Probability	**S.ID.4~6~9** Summarize, represent, and interpret data on a single count or measurement variable, or two categorical and quantitative variables. Interpret linear models.	SAP23	1 - 2	7 (15%)	No State Exam
	S.IC.1-2 Understand and evaluate random processes underlying statistical experiments.	SAP24	2 - 3		
	S.IC.3-6 Make inferences and justify conclusions from sample surveys, experiments and observational studies.	SAP25	2 - 3		

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.

Pro-Core Science Blueprints
Revised for 2019-20

Grade 2 (35 Total Points)

Domain	Pro-Core Code	Content Statement	Number of Points	
			Standard	**Domain**
Earth and Space Science	1	The atmosphere is made of air.	3 – 4*	10 (33.3%)**
	2	Water is present in the air.	3 – 4*	
	3	Long- and short-term weather changes occur due to changes in energy.	3 – 4*	
Physical Science	4	Forces change the motion of an object.	10	10 (33.3%)**
Life Science	5	Living things cause changes on Earth.	4 – 6*	10 (33.3%)**
	6	Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today.	4 – 6*	
Pre-Requisite	7	Pre-Requisite Skills	5	5 (14.3%)***

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
**% of grade level material
***% of total test

Grade 3 (36 Total Points)

Domain	Pro-Core Code	Content Statement	Number of Points	
			Standard	Domain
Earth and Space Science	1	Earth's nonliving resources have specific properties.	3 – 4*	10 (33.3%)**
	2	Earth's resources can be used for energy.	3 – 4*	
	3	Some of Earth's resources are limited.	3 – 4*	
Physical Science	4	All objects and substances in the natural world are composed of matter.	3 – 4*	10 (33.3%)**
	5	Matter exists in different states, each of which has different properties.	3 – 4*	
	6	Heat, electrical energy, light, sound and magnetic energy are forms of energy.	3 – 4*	
Life Science	7	Offspring resemble their parents and each other.	3 – 4*	10 (33.3%)**
	8	Individuals of the same kind differ in their traits and sometimes the differences give individuals and advantage in surviving and reproducing.	3 – 4*	
	9	Plants and animals have life cycles that are part of their adaptations for survival in their natural environment.	3 – 4*	
Pre-Requisite	10	Pre-Requisite Skills	6	6 (16.7)***

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
** % of grade level material
***% of total test

Grade 4 (36 Total Points)

Domain	Pro-Core Code	Content Statement	Number of Points	
			Standard	Domain
Earth and Space Science	1	Earth's surface has specific characteristics and landforms that can be identified.	3 – 4*	10 (33.3%)**
	2	The surface of Earth changes due to weathering.	3 – 4*	
	3	The surface of Earth changes due to erosion and deposition.	3 – 4*	
Physical Science	4	The total amount of matter is conserved when it undergoes a change.	4 – 6*	10 (33.3%)**
	5	Energy can be transformed from one form to another or can be transferred from one location to another.	4 – 6*	
Life Science	6	Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.	4 – 6*	10 (33.3%)**
	7	Fossils can be compared to one another and to present day organisms according to their similarities and differences.	4 – 6*	
Pre-Requisite	8	Pre-Requisite Skills	6	6 (16.7%)**

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
** % of grade level material
***% of total test

Grade 5 (36 points total)

Domain	Pro-Core Code	Content Statement	Number of Points		State Points (56 Total)
			Standard	**Domain**	
Earth and Space Science	1	The solar system includes the sun and all celestial bodies that orbit the sun. Each planet in the solar system has unique characteristics.	2 – 3*	8 (26.7%)	15 – 17 (25% - 32%)
	2	The sun is one of many stars that exist in the universe.	2 – 3*		
	3	Most of the cycles and patterns of motion between Earth and the sun are predictable.	2 – 3*		
Physical Science	4	The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.	4 – 5*	11 (36.7%)	19 – 21 (32% - 40%)
	5	Light and sound are forms of energy that behave in predictable ways.	4 – 5*		
Life Science	6	Organisms perform a variety of roles in an ecosystem.	4 – 5*	11 (36.7%)	19 – 21 (32% - 40%)
	7	All of the processes that take place within organisms require energy.	4 – 5*		
Pre-Requisite	8	Pre-Requisite Skills	6	6 (16.7%)**	No Pre-Requisite Questions on the State Test

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
** % of grade level material
***% of total test

Grade 6 (39 Points)

Domain	Pro-Core Code	Content Statement/Standard	Number of Points	
			Standard	Domain
Earth and Space Science	1	Minerals have specific, quantifiable properties.	2 – 3*	13 (33.3%)**
	2	Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification.	2 – 3*	
	3	Igneous, metamorphic and sedimentary rocks form in different ways.	2 – 3*	
	4	Soil is unconsolidated material that contains nutrient matter and weathered rock.	2 – 3*	
	5	Rocks, minerals and soils have common and practical uses.	2 – 3*	
Physical Science	6	All matter is made up of small particles called atoms.	3 – 4*	13 (33.3%)**
	7	Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion.	3 – 4*	
	8	There are two categories of energy: kinetic and potential.	3 – 4*	
	9	An object's motion can be described by its speed and the direction in which it is moving.	3 – 4*	
Life Science	10	Cells are the fundamental unit of life.	3 – 4*	13 (33.3%)**
	11	All cells come from pre-existing cells.	3 – 4*	
	12	Cells carry on specific functions that sustain life.	3 – 4*	
	13	Living systems at all levels of organization demonstrate the complementary nature of structure and function.	3 – 4*	
Pre-Requisite	14	Pre-Requisite Skills	6	6 (15.4%)***

*Ranges leave flexibility for 2-point questions. The total number of points for the Domain should equal the number indicated.
** % of grade level material
***% of total test

Grade 7 (36 points)

Domain	Pro-Core Code	Content Statement	Number of Points	
			Standard	Domain
Earth and Space Science	1	The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere, and atmosphere.	2 – 3*	10 (33.3%)**
	2	Thermal energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.	2 – 3*	
	3	The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.	2 – 3*	
	4	The relative patterns of motion and positions of Earth, the moon and the sun cause solar and lunar eclipses, tides and phases of the moon.	2 – 3*	
Physical Science	5	The properties of matter are determined by the arrangement of atoms.	3 – 4*	10 (33.3%)**
	6	Energy can be transformed or transferred but is never lost.	3 – 4*	
	7	Energy can be transferred through a variety of ways.	3 – 4*	
Life Science	8	Matter is transferred continuously between one organism to another and between organisms and their physical environments.	5	10 (33.3%)**
	9	In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.	5	
Pre-Requisite	10	Pre-Requisite Skills	6	6 (16.7%)***

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
** % of grade level material
***% of total test

Grade 8 (40 Total Points)

Domain	Pro-Core Code	Content Statement	Number of Points		State Points (56 Total)
			Standard	**Domain**	
Earth and Space Science	1	The composition and properties of Earth's interior are identified by the behavior of seismic waves.	3 – 4*	13 (39.4%)	21 – 23 (38% - 43%)
	2	Earth's crust consists of major and minor tectonic plates that move relative to each other.	3 – 4*		
	3	A combination of constructive and destructive geologic processes formed Earth's surface.	3 – 4*		
	4	Evidence of the dynamic changes of Earth's surface through time is found in the geologic record.	3 – 4*		
Physical Science	5	Forces between objects act when the objects are in direct contact or when they are not touching.	3 – 4*	10 (30.3%)	16 – 18 (29% – 33%)
	6	Forces have magnitude and direction.	3 – 4*		
	7	There are different types of potential energy.	3 – 4*		
Life Science	8	Diversity of species occurs through gradual processes over many generations. Fossil records provide evidence that changes have occurred in number and types of species.	3 – 4*	10 (30.3%)	16 – 18 (29% – 33%)
	9	Reproduction is necessary for the continuation of every species.	3 – 4*		
	10	The characteristics of an organism are a result of inherited traits received from parent(s).	3 – 4*		
Pre-Requisite	11	Pre-Requisite Skills	7	6 (15.4%)***	No Pre-Requisite Questions on the State Test

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
** % of grade level material
***% of total test

High School Physical Science (48 total points)

Topic	Pro-Core Code	Subtopic	Number of Points		State Points (56 total)
			Subtopic	Topic	
Study of Matter	1	Classification of Matter	2 – 3*	12 (28.6%)**	15 – 17 (26.8% - 30.4%)
	2	Atoms	2 – 3*		
	3	Periodic Trends of the Elements	2 – 3*		
	4	Bonding and Compounds	2 – 3*		
	5	Reactions of Matter	2 – 3*		
Energy	6	Conservation of Energy	2 – 3*	12 (28.6%)**	15 – 17 (26.8% - 30.4%)
	7	Transfer and Transformation of Energy (including Work)	2 – 3*		
	8	Waves	2 – 3*		
	9	Thermal Energy	2 – 3*		
	10	Electricity	2 – 3*		
Forces and Motion	11	Motion	3 – 4*	12 (28.6%)**	15 – 17 (26.8% - 30.4%)
	12	Forces	3 – 4*		
	13	Dynamics (how forces affect motion)	4 – 5*		
The Universe	14	History of the universe	2	6 (14.3%)**	7 – 9 (12.5% - 16.1%)
	15	Galaxy Formation	2		
	16	Stars	2		
Pre-Requisite	17	Pre-Requisite Skills	7	6 (12.5%)***	No Pre-Requisite Questions on the State Test

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
** % of grade level material
***% of total test

High School Biology (50 total points)

Topic	Pro-Core Code	Subtopic	Number of Points		State Points (56 total)
			Subtopic	Topic	
Heredity	1	Cellular Genetics	2 – 3*	11 (25%)**	13 – 15 (23% - 28%)
	2	Structure and Function of DNA in Cells	2 – 3*		
	3	Genetic Mechanisms and Inheritance	2 – 3*		
	4	Mutations	2		
	5	Modern Genetics	2		
Evolution	6	Mechanisms	7 – 8*	11 (25%)**	13 – 15 (23% - 28%)
	7	Diversity of Life	3 – 4*		
Diversity & Interdependence of Life	8	Classification Systems	5 – 6*	11 (25%)**	13 – 15 (23% - 28%)
	9	Variation of Organisms within a Species due to Population Genetics and Gene Frequency	5 – 6*		
Cells	10	Cell Structure and Function	5 – 6*	11 (25%)**	13 – 15 (23% - 28%)
	11	Cellular Processes	5 – 6*		
Pre-Requisite	17	Pre-Requisite Skills	6	6 (12%)***	No Pre-Requisite Questions on the State Test

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
** % of grade level material
***% of total test

High School Chemistry (43 total points)

Topic	Pro-Core Code	Subtopic	Number of Points	
			Subtopic	Topic
Structure and Properties of Matter	1	Atomic Structure and Phases of Matter**	3 – 4*	23 (62.2%)**
	2	Periodic Table	3 – 4*	
	3	Intramolecular Chemical Bonding	3 – 4*	
	4	Representing Compounds	4 - 5*	
	5	Quantifying Matter	2 - 3*	
	6	Intermolecular Chemical Bonding	3 – 4*	
Interactions of Matter	7	Chemical Reactions	6 – 7*	14 (37.8%)**
	8	Gas Laws	2 – 3*	
	9	Stoichiometry	4 - 5*	
	10	Nuclear Reactions	0*****	
Pre-Requisite	11	Pre-Requisite Skills	6	6 (14%)***

*Ranges leave flexibility for 2-point questions. The total number of points for the Topic should equal the number indicated.
**Phases of Matter is such a small category it has been placed in a reporting category with Atomic Structure.
*** % of grade level material
****% of total test
*****Nuclear Reactions is moving to High School Physical Science in the new standards. In an attempt to accommodate districts transitioning to the new standards in 2019-20 and district transitioning to the new standards in 2020-21, no questions from this standard will appear on the 2019-20 Form tests. This content will still be available in the SCWA.

Proposed High School Physics (50 Total Points)

Topic	Pro-Core Code	Subtopic	Number of Points	
			Subtopic	Topic
Motion	1	Graph Interpretation	3	8 (18.2%)
	2	Problem Solving	3	
	3	Projectiles	2	
Forces, Momentum and Motion	4	Newton's Laws applied to Complex Problems	3	13 (29.5%)
	5	Gravitational Force and Fields, Elastic Forces, Air Resistance and Drag*	3	
	6	Friction force (static and kinetic)	2	
	7	Forces in two dimensions	2	
	8	Momentum, Impulse and Conservation of Momentum	3	
Energy	9	Gravitational potential energy, energy in springs, nuclear energy*	2	8 (18.2%)
	10	Work and Power	3	
	11	Conservation of Energy	3	
Waves	12	Wave phenomena	3	6 (13.6%)
	13	Light phenomena	3	
Electricity and Magnetism	14	Charging objects (friction, contact and induction), Coulomb's Law, Electric Fields and Electric Potential Energy	3	9 (20.5%)
	15	DC Circuits	3	
	16	Magnetic Fields and Energy, Electromagnetic Interactions	3	
Pre-Requisite	17	Pre-Requisite Skills	6	6 (12%)***

*These three subtopics are small and are placed in a single reporting category.
** % of grade level material
***% of total test

DoK/CD Goals for each test
- D and T   1 - 4 points   (~5 – 10% total)
- C   20 – 28 points (~40 – 55%)
- R   20 – 28 points (~40 – 55%)

Question Type Goals for each test
- Multiple Choice   22 – 28 points (~45 – 55%)
- Technology Enhanced   22 – 28 points (~45 – 55%)

Goals for each p-value range
- 0.1   2 - 4 points (~5%)
- 0.2   4 - 6 points (~10%)
- 0.3   6 - 8 points (~15%)
- 0.4   8 - 10 points (~20%)
- 0.5   8 - 10 points (~20%)
- 0.6   6 - 8 points (~15%)
- 0.7   4 - 6 points (~10%)
- 0.8   2 - 4 points (~5%)

Pro-Core Social Studies Blueprints
2019-20

Grade 2 (30 points Total)

Strand	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	**Strand**
History	Historical Thinking and Skills	1. Time can be shown graphically on calendars and timelines.	1	1 - 2*	7 23%
		2. Change over time can be shown with artifacts, maps, and photographs.	2	1 - 2 *	
	Heritage	3.Science and technology have changed daily life.	3	1 - 2*	
		4. Biographies can show how peoples' actions have shaped the world in which we live.	4	1 - 2*	
Geography	Spatial Thinking and Skills	5. Maps and their symbols can be interpreted to answer questions about location of places.	5	1 – 2*	8 27%
	Places and Regions	6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	6	1 – 2*	
	Human Systems	7. Human activities alter the physical environment, both positively and negatively.	7	1 – 2*	
		8. Cultures develop in unique ways, in part through the influence of the physical environment.	8	1 – 2*	
		9. Interactions among cultures lead to sharing ways of life.	9	1 – 2*	
Government	Civic Participation and Skills	10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.	10	2 - 3*	7 23%
		11. Groups are accountable for choices they make and actions they take.	11	2 – 3*	
	Rules and Laws	12. There are different rules that govern behavior in different settings.	12	2 – 3*	
Economics	Economic Decision Making and Skills	13. Information displayed on bar graphs can be used to compare quantities.	13	1 – 2*	8 27%
	Scarcity	14. Resources can be used in various ways.	14	1 – 2*	
	Production and Consumption	15. Most people around the world work in jobs in which they produce specific goods and services.	15	1 – 2*	
	Markets	16. People use money to buy and sell goods and services.	16	1 – 2*	
	Financial Literacy	17. People earn income by working.	17	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

Grade 3 (40 points Total)

Strand	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Strand
History	Historical Thinking and Skills	1. Events in local history can be shown on timelines organized by years, decades and centuries.	1	2 - 3*	8 20%
		2. Primary sources such as artifacts, maps and photographs can be used to show change over time.	2	2 - 3*	
	Heritage	3. Local communities change over time.	3	2 - 3*	
Geography	Spatial Thinking and Skills	4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	4	2	10 25%
	Places and Regions	5. Daily life is influenced by the agriculture, industry and natural resources in different communities.	5	2	
	Human Systems	6. Evidence of human modification of the environment can be observed in the local community.	6	2	
		7. Systems of transportation and communication move people, products and ideas from place to place.	7	2	
		8. Communities may include diverse cultural groups.	8	2	
Government	Civic Participation and Skills	9. Members of local communities have social and political responsibilities.	9	2	10 25%
		10. Individuals make the community a better place by solving problems in a way that promotes the common good.	10	2	
	Rules and Laws	11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.	11	2	
	Roles and Systems of Government	12. Governments have authority to make and enforce laws.	12	2	
		13. The structure of local governments may differ from one community to another.	13	2	
Economics	Economic Decision Making and Skills	14. Line graphs are used to show changes in data over time	14	1 – 2*	12 30%
		15. Both positive and negative incentives affect people's choices and behaviors.	15	1 – 2*	
	Scarcity	16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.	16	1 – 2*	
	Production and Consumption	17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	17	1 – 2*	
	Markets	18. A market is where buyers and sellers exchange goods and services.	18	1 – 2*	
	Financial Literacy	19. Making decisions involves weighing costs and benefits.	19	1 – 2*	
		20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	20	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

Grade 4 (48 points Total)

Strand	Topic	Ohio Standard	Pro-Core Code	Number of Points Standard	Number of Points Strand
History	Historical Thinking and Skills	1. The order of significant events in Ohio and the United States can be shown on a timeline.	1	1 – 3*	16 33.3% (31-35% on State Blueprint)
		2. Primary and secondary sources can be used to create historical narratives.	2	1 – 3*	
	Heritage	3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.	3	1 – 3*	
		4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	4	1 – 3*	
		5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.	5	1 – 3*	
		6. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.	6	1 – 3*	
		7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.	7	1 – 3*	
		8. Many technological innovations that originated in Ohio benefited the United States.	8	1 – 3*	
Geography	Spatial Thinking and Skills	9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	9	1 – 2*	10 20.8% 33.3% with Economics (32-27% on State Blueprint)
	Places and Regions	10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	10	1 – 2*	
		11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	11	1 - 2	
	Human Systems	12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.	12	1 – 2*	
		13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.	13	1 – 2*	
		14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.	14	1 – 2*	
Government	Civic Participation and Skills	15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	15	1 – 3*	16 33.3% (31-35% on State Blueprint)
		16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	16	1 – 3*	
		17. Effective participants in a democratic society engage in compromise.	17	1 – 3*	
	Rules and Laws	18. Laws can protect rights, provide benefits and assign responsibilities.	18	1 – 3*	
		19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	19	1 – 3*	
	Roles and Systems of Government	20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.	20	1 – 3*	
		21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.	21	1 – 3*	
Economics	Economic Decision Making and Skills	22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).	22	1 – 3*	6 12.5% 33.3% with Geography (32-37% on State Blueprint)
	Production and Consumption	23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.	23	1 – 3*	
	Financial Literacy	24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.	24	1 – 3*	

* Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

Grade 5 (36 points Total)

Strand	Topic	Ohio Standard	Pro-Core Code	Number of Points Standard	Number of Points Strand
History	Historical Thinking and Skills	1. Multiple-tier timelines can be used to show relationships among events and places.	1	2	6 16.7%
	Early Civilizations	2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.	2	2	
	Heritage	3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.	3	2	
Geography	Spatial Thinking and Skills	4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	4	1 – 2*	12 33.3%
		5. Latitude and longitude can be used to make observations about location and generalizations about climate.	5	1 – 2*	
	Places and Regions	6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).	6	1 – 2*	
	Human Systems	7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.	7	1 – 2*	
		8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.	8	1 – 2*	
		9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.	9	1 – 2*	
		10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.	10	1 – 2*	
Government	Civic Participation and Skills	11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	11	3	6 16.7%
	Roles and Systems of Government	12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	12	3	
Economics	Economic Decision Making and Skills	13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	13	2	12 33.3 %
		14. The choices people make have both present and future consequences.	14	2	
	Scarcity	15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.	15	2	
	Production and Consumption	16. The availability of productive resources and the division of labor impact productive capacity.	16	2	
	Markets	17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.	17	2	
	Financial Literacy	18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	18	2	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

Grade 6 (30 points Total)

Strand	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	Strand
History	Historical Thinking and Skills	1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	1	2	**4 points** **13.3%** 26.6% with Government (26-30% Government & History combined on State Blueprint)
	Early Civilizations	2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	2	2	
Geography	Spatial Thinking and Skills	3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	3	2	**12 points** **40%** **(35-40% on State Blueprint)**
		4. Latitude and longitude can be used to identify absolute location.	4	2	
	Places and Regions	5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).	5	2	
	Human Systems	6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.	6	2	
		7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	7	2	
		8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).	8	2	
Government	Civic Participation and Skills	9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	9	2	**4 points** **13.3%** 26.6% with History 26-30% Government & History combined on State Blueprint
	Roles and Systems of Government	10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	10	2	
Economics	Economic Decision Making and Skills	11. Economists compare data sets to draw conclusions about relationships among them.	11	1 – 2*	**10 points** **33.3%** **(32-37% on State Blueprint)**
		12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	12	1 – 2*	
	Scarcity	13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.	13	1 – 2*	
		14. When regions and/or countries specialize, global trade occurs.	14	1 – 2*	
	Markets	15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.	15	1 – 2*	
	Financial Literacy	16. When selecting items to buy, individuals can compare the price and quality of available goods and services.	16	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

Grade 7 (42 points Total)

Strand	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	**Strand**
History	Historical Thinking and Skills	1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	1	2	22 52.4%
	Early Civilizations	2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.	2	2	
	Feudalism and Transitions	3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.	3	2	
		4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.	4	2	
		5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.	5	2	
		6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.	6	2	
		7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.	7	2	
	First Global Age	8. Empires in Africa (Ghana, Mali, and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.	8	2	
		9. The advent of the trans- Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	9	2	
		10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.	10	2	
		11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.	11	2	
Geography	Spatial Thinking and Skills	12. Maps and other geographic representations can be used to trace the development of human settlement over time.	12	2	8 19%
	Human Systems	13. Geographic factors promote or impede the movement of people, products and ideas.	13	2	
		14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.	14	2	
		15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.	15	2	
Government	Civic Participation and Skills	16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	16	2	6 14.3%
	Roles and Systems of Government	17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.	17	2	
		18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	18	2	
Economics	Economic Decision Making and Skills	19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	19	2	6 14.3%
	Scarcity	20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	20	2	
	Markets	21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	21	2	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

Grade 8 (44 points Total)

Strand	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	**Strand**
History	Historical Thinking and Skills	1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	1	1 – 2*	21 48%
	Colonization to Independence	2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	2	1 – 2*	
		3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.	3	1 – 2*	
		4. The practice of race- based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.	4	1 – 2*	
		5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.	5	1 – 2*	
	A New Nation	6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	6	1 – 2*	
		7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	7	1 – 2*	
		8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	8	1 – 2*	
	Expansion	9. The United States added to its territory through treaties and purchases.	9	1 – 2*	
		10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	10	1 – 2*	
	Civil War and Reconstruction	11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.	11	1 – 2*	
		12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	12	1 – 2*	
Geography	Spatial Thinking and Skills	13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.	13	1 – 2*	9 20%
	Human Systems	14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.	14	1 – 2*	
		15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	15	1 – 2*	
		16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	16	1 – 2*	
		17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.	17	1 – 2*	
Government	Civic Participation and Skills	18. Participation in social and civic groups can lead to the attainment of individual and public goals.	18	1 – 2*	7 16%
		19. Informed citizens understand how media and communication technology influence public opinion.	19	1 – 2*	
	Roles and Systems of Government	20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.	20	1 – 2*	
		21. The U.S. Constitution protects citizens' rights by limiting the powers of government.	21	1 – 2*	
Economics	Economic Decision Making and Skills	22. Choices made by individuals, businesses and governments have both present and future consequences.	22	1 – 2*	7 16%
	Production and Consumption	23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.	23	1 – 2*	
	Markets	24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.	24	1 – 2*	
	Financial Literacy	25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.	25	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

World History (30 points Total)

Category	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	**Category**
Skills	**Historical Thinking and Skills**	2. The use of primary and secondary sources of information includes an examination of the credibility of each source.	1	2	**6 15%**
		3. Historians develop theses and use evidence to support or refute positions.		2	
		4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.		2	
1600 - 1945	**Age of Enlightenment (1600 – 1800)**	5. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	2	1 – 2*	**18 45%**
		6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.	3	1 – 2*	
		7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.	4	1 – 2*	
	Age of Revolutions (1750 – 1914)	8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.	5	1 – 2*	
		9. Industrialization had social, political and economic effects on Western Europe and the world.	6	1 – 2*	
	Imperialism (1800 – 1914)	10. Imperial expansion had political, economic and social roots.	7	1 – 2*	
		11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	8	1 – 2*	
		12. The consequences of imperialism were viewed differently by the colonizers and the colonized.	9	1 – 2*	
	Achievements and Crises 1900 - 1945	13. Advances in technology, communication and transportation improved lives, but also had negative consequences.	10	1 – 2*	
		14. The causes of World War I included militarism, imperialism, nationalism and alliances.	11	1 – 2*	
		15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.	12	1 – 2*	
		16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.	13	1 – 2*	
		17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	14	1 – 2*	
1945 - present	**The Cold War (1945 - 1991)**	18. The United States and the Soviet Union became superpowers and competed for global influence.	15	1 – 2*	**16 40%**
		19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	16	1 – 2*	
		20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	17	1 – 2*	
		21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	18	1 – 2*	
		22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	19	1 – 2*	
	Globalization (1991 – Present)	23. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non- aligned world.	20	1 – 2*	
		24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	21	1 – 2*	
		25. Political and cultural groups have struggled to achieve self-governance and self- determination.	22	1 – 2*	
		26. Emerging economic powers and improvements in technology have created a more interdependent global economy.	23	1 – 2*	
		27. Proliferation of nuclear weapons has created a challenge to world peace.	24	1 – 2*	
		28. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	25	1 – 2*	
		29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	26	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

American History (30 points Total)

Category	Strand	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	**Category**
Skills and Documents	**Historical Thinking and Skills**	2. The use of primary and secondary sources of information includes an examination of the credibility of each source. 3. Historians develop theses and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	1	1 – 2* 1 – 2* 1 – 2*	**11** **28%** **(26-30% in State Blueprint)**
	Historic Documents	5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.	2	1 – 2*	
		6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.	3	1 – 2*	
		7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.	4	1 – 2*	
		8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.	5	1 – 2*	
		9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self- government and the national debate over the ratification of the Constitution of the United States.	6	1 – 2*	
1877 – 1945	**Industrialization and Progressivism (1877 – 1920)**	10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. 11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.	7	1 – 2*	**16** **40%** **(37-41% in State Blueprint)**
		12. Immigration, internal migration and urbanization transformed American life.	8	1 – 2*	
		13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.	9		
		14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	10	1 – 2*	
	Foreign Affairs from Imperialism to Post-World War I (1898 – 1930)	15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	11	1 – 2*	
		16. After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.	12	1 – 2*	
	Prosperity, Depression and the New Deal (1919 – 1941)	17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	13	1 – 2*	
		18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.	14	1 – 2*	
		19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	15	1 – 2*	
		20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	16	1 – 2*	
	From Isolation to World War (1930 – 1945)	21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.	17	1 – 2*	
		22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society.	18	1 – 2*	
1945 - Present	**The Cold War (1945 – 1991)**	23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	19	1 – 2*	**13** **32.5%** **(31-35% in State Blueprint)**
		24. The United States followed a policy of containment during the Cold War in response to the spread of communism. 25. The Second Red Scare and McCarthyism reflected Cold War fears in American society.	20	1 – 2*	
		26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	21	1 – 2*	
		27. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	22	1 – 2*	
	Social Transformations in the United States (1945 – 1991)	28. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	23	1 – 2*	
		29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. 30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	24	1 – 2*	
		31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	25	1 – 2*	
	United States and Post Cold War (1991 – present)	32. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	26	1 – 2*	
		33. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.	27	1 – 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.

Pro-Core Social Studies Blueprints
2019-20

American Government (36 points Total)

Category	Topic	Ohio Standard	Pro-Core Code	Number of Points	
				Standard	**Strand**
Historic Documents	**Basic Principles of the U.S. Constitution**	6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.	**4**	1 – 2*	**13 - 14** **36 - 39%** **(35-40% in State Blueprint)**
		8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.	**6**	1 – 2*	
		9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.	**7**	1 – 2*	
		10. Amendments 16 through 19 responded to calls for reform during the Progressive Era.	**8**	1 – 2*	
		11. Four amendments have provided for extensions of suffrage to disenfranchised groups.	**9**	1 – 2*	
		12. Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances.	**10**	1 – 2*	
		13. Amendments 11, 21 and 27 have addressed unique historical circumstances.	**11**	1 – 2*	
	Ohio's State and Local Governments	18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.	**16**	1 – 2*	
Principles and Structure	**Civic Participation and Skills**	3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.	**1**	1 – 2*	**13 - 14** **36 - 39%** **(35-40% in State Blueprint)**
		4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.	**2**	1 – 2*	
	Basic Principles of the U.S. Constitution	5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.	**3**	1 – 2*	
		7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	**5**	1 – 2*	
	Structure and Functions of the Federal Government	14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	**12**	1 – 2*	
		15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.	**13**	1 – 2*	
	Role of the People	16. In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.	**14**	1 – 2*	
		17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	**15**	1 – 2*	
Ohio, Policy, and Economy	**Ohio's State and Local Governments**	19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.	**17**	1 - 2*	**9** **25%** **(23-27% in State Blueprint)**
		20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	**18**	1 - 2*	
	Public Policy	22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	**19**	1 - 2*	
	Government and the Economy	23. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	**20**	1 - 2*	
		24. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	**21**	1 - 2*	

*Ranges leave flexibility for 2-point questions. The total number of points for the Strand should equal the number indicated.