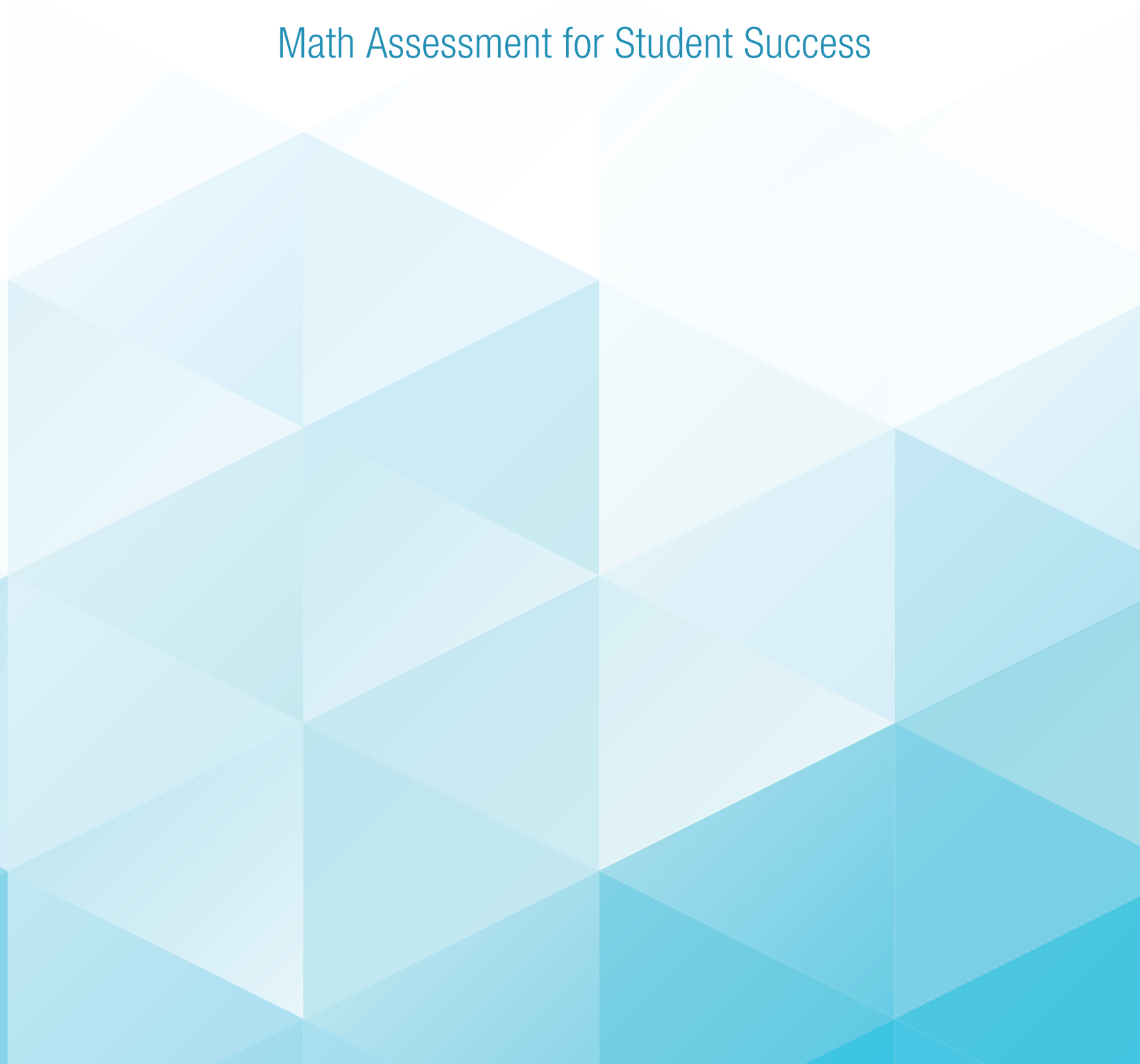


OCMT

ONTARIO COLLEGES MATH TEST

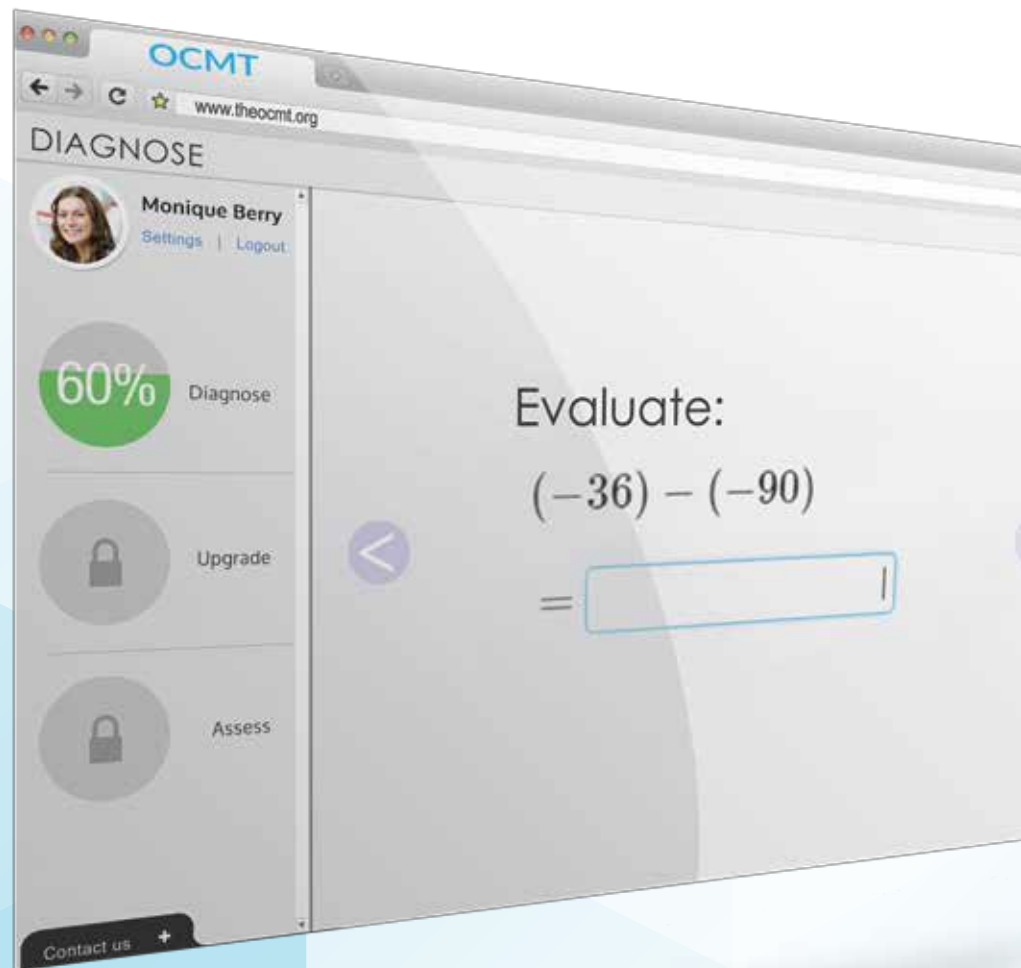
Math Assessment for Student Success



BUILT TO INCREASE STUDENT SUCCESS AND RETENTION

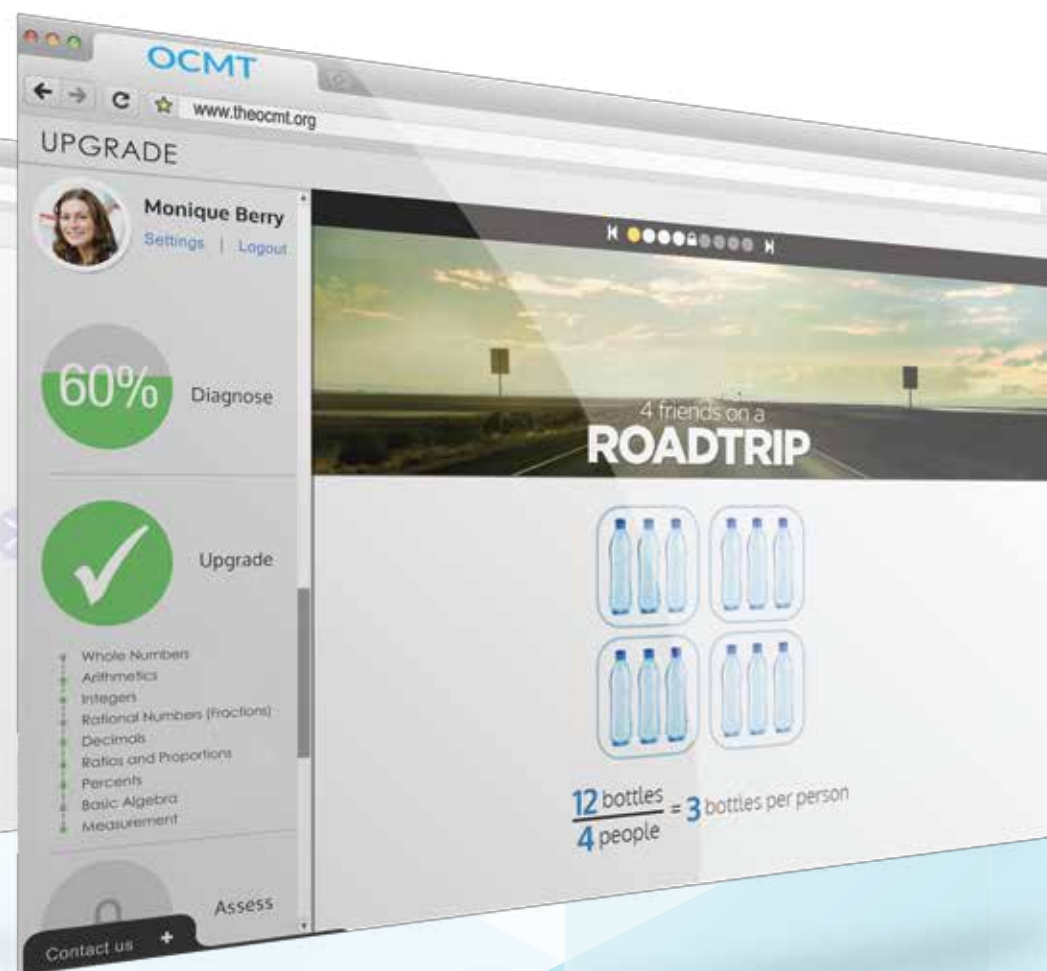
DIAGNOSTIC ASSESSMENT

Students start by completing a carefully designed diagnostic assessment that identifies their strengths and areas of improvement in key math skills that **need to be mastered** for success.



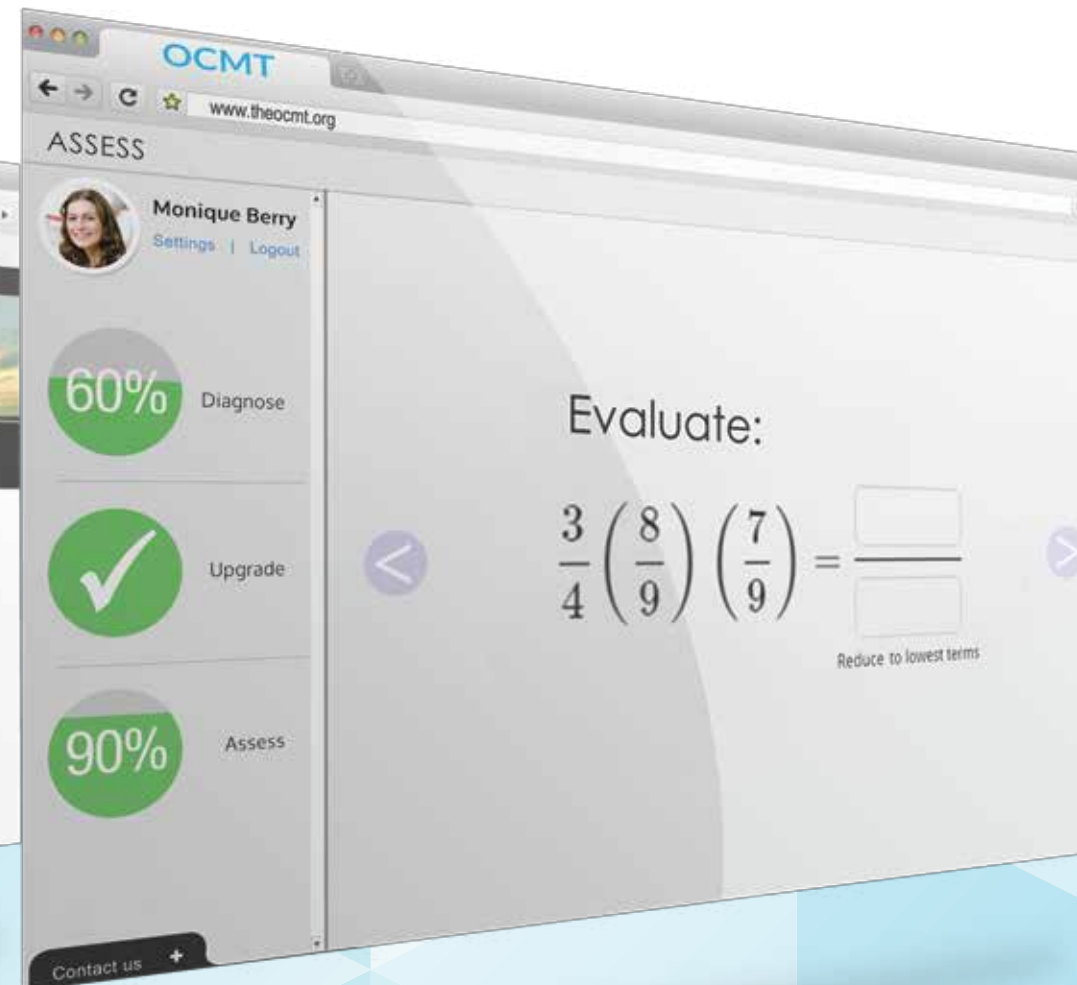
REMEDIAL MODULES

Upon completing the diagnostic assessment, students are able to access **digitally, rich online modules** that are designed to provide them with **feedback and support** throughout the mastery experience.



POST-ASSESSMENT

Upon completing the remedial modules, a comprehensive post-assessment is available for students to **assess their level of mastery** of these key math skills. Intuitive dashboards will show students their **learner gains** from the diagnostic assessment to the post-assessment.



Built upon 12 years of research and deliberation, initiated in 2004, by the College Mathematics Project (CMP) and the subsequent College Student Achievement Project (CSAP).

12
years

24
Colleges

The project included all 24 publicly funded colleges (22 English language and 2 French language colleges) and 72 district school boards in Ontario and was funded by the Ministry of Advanced Education and Skills Development (formerly known as the Ministry of Training, Colleges and Universities).

Psychometrically Analyzed

Through field trials with over 10,000 students in 16 colleges and 112 secondary schools throughout Ontario, the OCMT assessment items were psychometrically analyzed and validated to ensure that the highest possible quality standards were met.

More information on the project is available in the [CSAP Final Report](#).

KEY FEATURES



Assessment Framework

The OCMT Assessment Framework comprises of two equally important dimensions which form the basis for test item validity analysis (1) content topics: whole numbers, arithmetic, integers, decimals, fractions, ratio and proportion, percents, basic algebra, and measurement (2) performance expectations: corresponding to the broader goals of mathematics teaching and learning: (A) Knowing, (B) Applying, and (C) Reasoning.



Assessment Items

The OCMT assessment contains items that are both constructed response (written) and selected response (multiple choice) type and are available in both English and French languages. The variants of the items were developed by a proprietary algorithm and then selected on the basis of realism and ease of computation and (after field testing) their psychometric properties.



Remedial Modules

The OCMT remedial modules are unique mastery-based learning resources that are designed and developed using state-of-the-art, award-winning interactive pedagogies that are proven to help students master core concepts in mathematics. The modules are voice-enabled and break down concepts into micro-steps for students to visualize, conceptualize, and engage with mathematics. They provide students with a personalized learning experience in math.



Test Designs

The OCMT test designs ensure that, with every attempt, each test is unique for every test taker, is equally representative of both content and performance expectation dimensions of the assessment framework, and is long enough (i.e., sufficient number of test items) to enable reliable estimates of test takers' abilities but short enough to complete in a reasonable length of time. The CSAP Assessment Development Project field trials comprised a beta test not only of the items but also of the test design.



Dashboards and Settings

Student data from the use of the OCMT is transformed into intuitive dashboards from which administrators can track the real-time progress of individual students and overall class/group performance. The system provides administrators with the flexibility to set open and close dates for each resource, set cut-scores that will automatically send emails to the administrators with a list of students who are "at risk", and export data for further analysis.

OCMT

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