

Ohio's State Tests Interpretive Guide Grade 3 English Language Arts Family Reports

Understanding Your Student's Test Scores Spring 2016

Ohio | Department
of Education

What information is in this guide?

This guide explains what each part of your student's grade 3 English language arts score report means. The following pages show a sample report for a student named Jane Smith. Your student's scores and progress are in a report like Jane's.

Disclaimer: The data in the Family Report sample are for display purposes only and do not represent actual results. The student's name on the sample is fictitious, and any similarity to an actual student name is purely coincidental.

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Family of Jane W. Smith
Birth Date: 03/17/2008
School: ABC School (1234567)
District: ABC District (987654)

Ohio | Department of Education

Ohio's State Tests

This report provides the score for the state test in English language arts that Jane took in spring 2016, explains what the score means, and includes ideas for how your family can help Jane improve, if needed.

**GRADE 3
ENGLISH LANGUAGE ARTS
SPRING 2016**

For resources you can use, visit <http://education.ohio.gov/FamilyReading>.

Visit reportcard.education.ohio.gov to view your school and district report card.

For information on how you can help your child do better in school, subscribe to parent text alerts. Visit education.ohio.gov/text and sign up.

Reading Promotion Score

An important part of English language arts is learning to read. Ohio has a Third Grade Reading Guarantee law that says school districts must give extra help to struggling readers. The law also requires that third graders who did not reach the promotion score of reading skills set by the State Board of Education must be retained to build stronger skills before moving on to fourth grade unless they are eligible for an exemption.

To help you know what to expect, go to <http://education.ohio.gov/FamilyReading>. You will find parent roadmaps to the Third Grade Reading Guarantee that you can refer to whenever you have questions.

Category	Score
Jane's score	42
State Average	56
District Average	54
School Average	47
Promotion Score	42

Your student's **name, birth date, school, and district** appear at the top of the first page, along with introduction text.

Parents can find **resources and information** by visiting the websites near the bottom of the page.

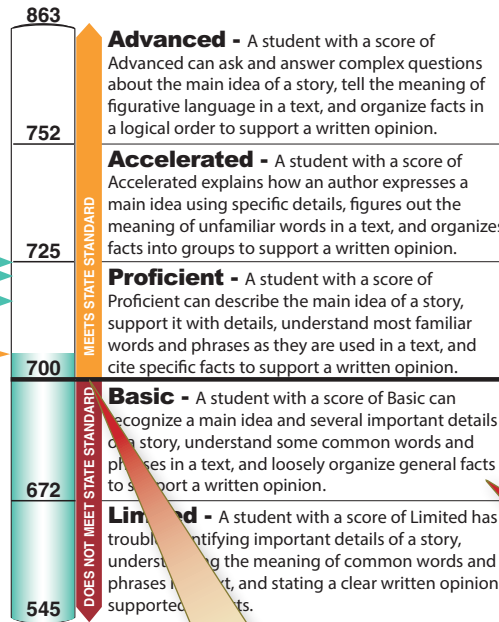
Your student's **Reading Promotion Score** appears at the bottom of the first page. For the 2015–2016 school year, the Third Grade Reading Guarantee promotion score is 42.

Category	Score
Jane's score	42
State Average	56
District Average	54
School Average	47
Promotion Score	42

FAMILY SCORE REPORT



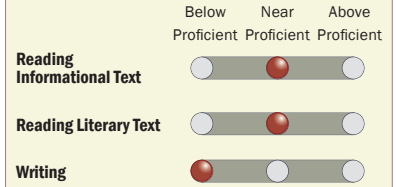
English language arts summative assessment



Jane's score is 706.
She has performed at the proficient level and meets standards for English language arts.

School Average Score: 725
District Average Score: 721
State Average Score: 717

Has Jane reached proficient in the areas of English language arts?



This chart shows you how well Jane performed in each area. She is near proficient in Reading Informational Text, is near proficient in Reading Literary Text, and is below proficient in Writing.

What is in my student's score report?

What are your child's strengths and weaknesses in English language arts?

Reading Informational Text

Students find the main idea and...

Your student's Ohio's State Test **score** and **performance level** are shown in a box with an arrow pointing to the shaded portion of the barrel graph. Provided for comparison are average scores for all students in the same grade at your student's school (School Average Score) and school district (District Average Score) and for all students in the same grade in Ohio public schools (State Average Score).

Scores above the solid black line meet the state standard. **Scores below the solid black line** do not meet the state standard.

Detailed performance level descriptors for each subject appear in your student's score report and describe the general skills and abilities of students who take Ohio's State Tests. For additional information, please refer to the reporting resources page of the Ohio's State Tests Portal.

Jane Scored Near Proficient

THESE RESULTS MEAN

... can often answer questions about what... in a story; describe traits and feelings of...; understand the meaning of most words...; and recognize that authors split... into chapters and poems into stanzas.

NEXT

Read a... words ask him... their meaning. Discuss important events that took place in the story, and the moral (lesson) of the story.

Writing

Students write to state opinions and give information on different topics. They clearly state a main idea or opinion. They use facts from text they have read to support a main idea or opinion. They group facts into well-organized sentences and paragraphs. They use correct capitalization, punctuation, and spelling.

Jane Scored Below Proficient

WHAT THESE RESULTS MEAN

Your child may have trouble writing for a purpose; organizing facts or information into categories to support a main idea or opinion; writing sentences and paragraphs with correct punctuation; and choosing the best words to describe an idea.

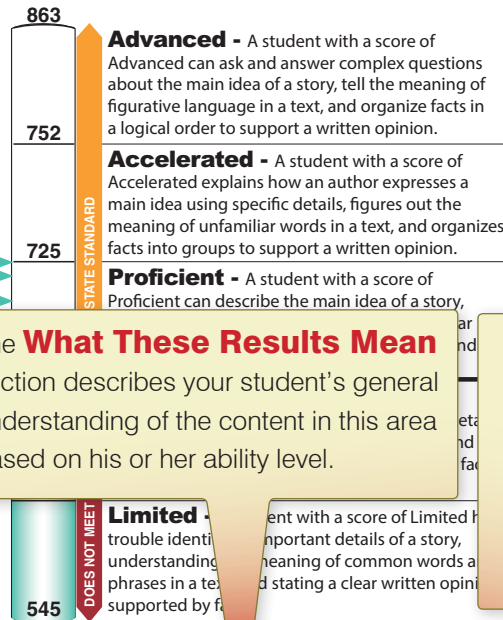
NEXT STEPS

Ask your child to write a few complete sentences to express an opinion about a character from a story. In the sentences, have your child include details from the story that support his or her opinion. Help your child use correct punctuation when writing.

FAMILY SCORE REPORT



English language arts summative assessment



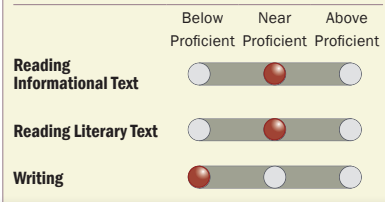
Jane's score is 706.
 She has performed

A **description of each area** appears in the far left column and describes tasks that students who are proficient in each area are able to perform.

The **What These Results Mean** section describes your student's general understanding of the content in this area based on his or her ability level.

The **Next Steps** recommendations are based on your student's overall subject performance level. This section provides information on activities you can do with your student to build on strengths and alleviate weaknesses in the subjects assessed.

Has Jane reached proficient in the areas of English language arts?



What are your child's strengths and weaknesses in English language arts?

Reading Informational Text	Jane Scored Near Proficient	
Students find the main idea and the supporting details of a text. They connect events, ideas, steps, sentences, paragraphs and illustrations to one another. They understand similarities between different historic events or scientific ideas. They find similarities and differences between two texts on the same topic.	WHAT THESE RESULTS MEAN Your child can often answer questions about a text; find the main idea and supporting details; use charts and key words to find information; recognize connections between different ideas or steps in a text; and tell the author's point of view.	NEXT STEPS Read an article about a current event or scientific discovery with your child. Ask your child to explain the main idea of the article. Have your child pick out words that are specific to the article's topic. Discuss the meaning of these words with your child.

Reading Literary Text	Jane Scored Near Proficient	
Students ask and answer questions about stories and poems. They tell how different characters change a story. They explain how authors can use stories to express a lesson (moral). They read two stories by one author and tell the similarities and differences. They use pictures to help them better understand a story.	WHAT THESE RESULTS MEAN Your child can often answer questions about what happened in a story; describe traits and feelings of characters; understand the meaning of most words in a story or poem; and recognize that authors split stories into chapters and poems into stanzas.	NEXT STEPS Read a story with your child. Have your child find words in the story that he or she does not know and ask him or her to use surrounding text to figure out their meaning. Discuss important events that took place in the story, and the moral (lesson) of the story.

Writing	Jane Scored Below Proficient	
Students write to state opinions and give information on different topics. They clearly state a main idea or opinion. They use facts from text they have read to support a main idea or opinion. They group facts into well-organized sentences and paragraphs. They use correct capitalization, punctuation, and spelling.	WHAT THESE RESULTS MEAN Your child may have trouble writing for a purpose; organizing facts or information into categories to support a main idea or opinion; writing sentences and paragraphs with correct punctuation; and choosing the best words to describe an idea.	NEXT STEPS Ask your child to write a few complete sentences to express an opinion about a character from a story. In the sentences, have your child include details from the story that support his or her opinion. Help your child use correct punctuation when writing.

Frequently Asked Questions

What is the purpose of Ohio's State Tests?

State achievement tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. These tests help guide and strengthen future teaching so we can be sure that we are preparing our students for long-term success in school, college, careers, and life. Test results also allow citizens to know how their local schools are performing compared to others around the state.

How were the tests developed?

Test development is an extensive, ongoing process for ensuring that state tests are valid and appropriate measures of student knowledge and skills.

Content advisory panel members first reviewed questions for this year's test from a bank of test items field-tested in other states by the American Institutes for Research (AIR). During this review, committee members discussed whether each test item was accurate, was suitable for grade 3 reading,

and measured an aspect of the grade 3 English language arts learning standards.

From the resulting group of potential test items, the Ohio Department of Education and AIR built online and paper tests. Another group of educators serving on a standard-setting committee recommended [performance levels](#) or cut scores for five levels of tests results. The State Board of Education approved these recommendations. Also, the standard-setting committee [prepared descriptions](#) of what students should know and be able to do at each of the five performance levels.

What if there are blanks or no score on the score report?

If your student's test was invalidated, no scores will appear on the report. In addition, the section about student strengths and weakness detailed on page 3 of this guide will say "No data available. Talk with your student's teacher if you have questions." Please contact your student's school if you have a question or concern about these statements.

Glossary of Terms/Definitions

Content Areas—Content areas are also known as subjects (for example, English language arts, mathematics, science, and social studies).

Ohio's Learning Standards—Ohio's Learning Standards define what students should know and be able to do. Find information about Ohio's Learning Standards on the Ohio Department of Education website at education.ohio.gov.

Performance Levels—There are five performance levels of achievement in each subject area. Three of the performance levels (Advanced, Accelerated and Proficient) are above the Proficient score of 700. Two performance levels (Basic and Limited) are below the Proficient score. The accelerated level of performance suggests that a student is on track for college and career readiness. Each subject area has its own specific descriptions of each of these performance levels, called Performance Level Descriptors. Performance Level Descriptors for all content areas may be found on the [reporting resources page](#) of the Ohio's State Tests portal.

Reporting Categories—Each test has three to five reporting categories. Reporting categories are the major areas tested within each subject. For example, areas for grade 3 mathematics are Multiplication and Division, Numbers and Operations, Fractions, Geometry, and Modeling and Reasoning.

Reporting Category Indicators—The test results present groups of similar skills or learning standards measured on the test in reporting categories. For example, a reporting category within grade 3 mathematics would be Multiplication and Division. The test results report student performance on Multiplication and Division (or other areas within the reporting category) with an indicator instead of scores. These indicators are *below proficient*, *near proficient* and *above proficient*.

Scores—Because we may not be able to compare raw scores (points earned) from one state test administration to the next one, we convert raw scores to scaled scores for reporting purposes. Scaled scores allow us to make comparisons between different students taking different administrations of state tests in the same subject area. For example, we can compare scaled scores for students who took the grade 3 English language arts state test in the fall with those who took this test in the spring. Scaled scores are not comparable across different subjects.