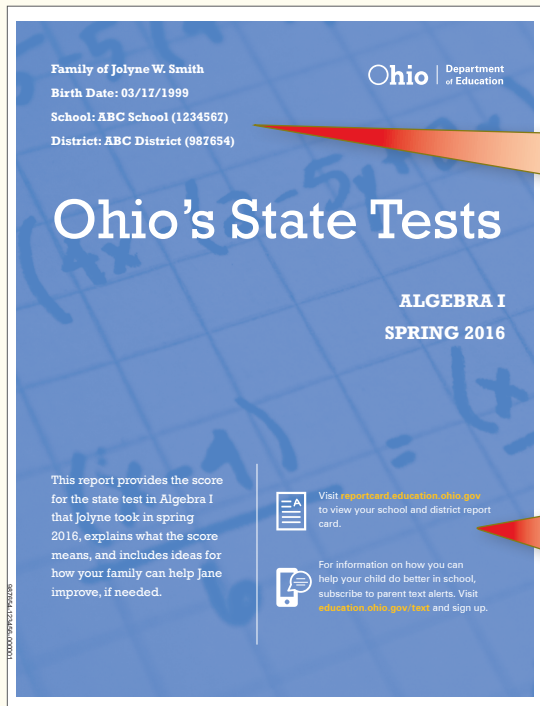


Ohio's State Tests Interpretive Guide Family Reports High School

Understanding Your Student's Test Scores Spring 2016

Ohio | Department
of Education



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.

What information is in this guide?

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

This guide applies to score reports for the following high school subjects:

- American Government
- American History
- Algebra I
- Biology
- English Language Arts I
- English Language Arts II
- Geometry
- Integrated Mathematics I
- Integrated Mathematics II
- Physical Science



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.

FAMILY SCORE REPORT



Algebra I assessment

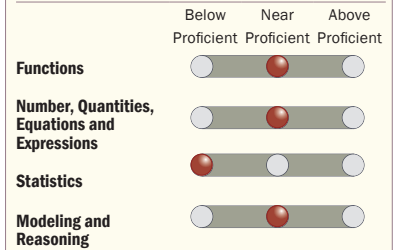


Jolyne's score is 706.
She has performed at the proficient level and meets standards for Algebra I.

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

- Advanced** - A student with a score of Advanced can create quadratic and exponential equations and inequalities to solve non-routine problems, and can interpret function notation and data in terms of its context.
- Accelerated** - A student with a score of Accelerated can rewrite exponential expressions in multiple forms appropriate to the context, interpret the graphs of functions in context, and interpret categorical data displays in context.
- Proficient** - A student with a score of Proficient can solve multi-step linear equations, interpret key features of functions, compare functions, and summarize categorical data in two categories using tables or graphs.
- Basic** - A student with a score of Basic can create and solve simple linear equations and inequalities in one or two variables, recognize exponential functions, and interpret key features of scatterplots.
- Limited** - A student with a score of Limited can solve simple linear equations and inequalities, graph simple linear functions, and describe the comparison center (mean, median) of two data sets.

Has Jolyne reached proficient in the areas of Algebra I?



This chart shows you how well Jolyne performed in each area. She is near proficient in Functions, is near proficient in Number, Quantities, Equations and Expressions, is below proficient in Statistics, and is near proficient in Modeling and Reasoning.

What is in my student's score report?

What are your child's strengths and weaknesses in Algebra I?

Functions

Students analyze and compare functions represented

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.

Jolyne Scored Below Proficient

Students summarize and interpret one- and two-variable data. They represent the data using box plots, line plots and histograms, two-way tables and scatterplots. They identify and express trends in two-variable data using linear models.

WHAT THESE RESULTS MEAN
Your child describes the median and mean of two different data sets but may struggle summarizing categorical data using two-way frequency tables or fitting a linear function to data.

NEXT STEPS
With your child, discuss examples of two-variable data that seem strongly correlated and what the variables have in common that leads to an appearance of causation (ice cream and sunscreen sales).

Modeling and Reasoning

Students analyze, make sense of, and apply mathematics to solve real-world problems. They draw, justify, and communicate conclusions or inferences supported by logical and mathematical thinking.

Jolyne Scored Near Proficient

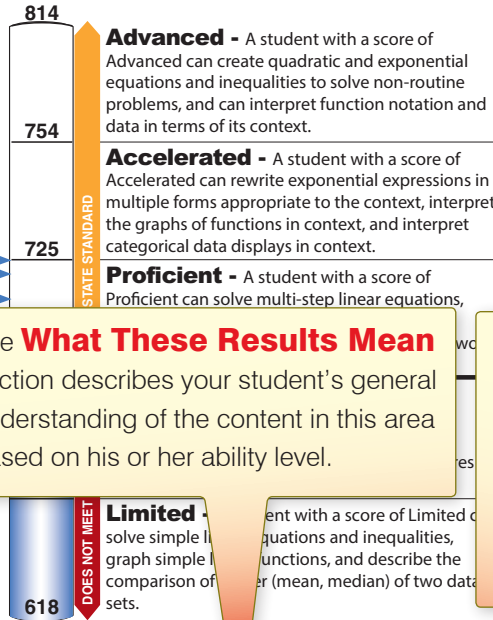
WHAT THESE RESULTS MEAN
Your child solves most routine real-world problems mathematically. Your child's thinking relates skills and concepts to mathematical principles.

NEXT STEPS
Your child needs to use more mathematical terms, symbols and models to solve and explain real-world problems.

FAMILY SCORE REPORT



Algebra I assessment



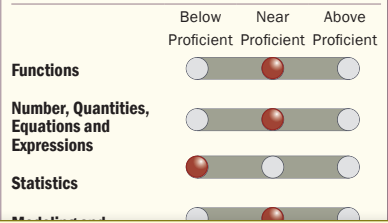
Jolyne's score is 706.
She has performed

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 Jolyne reached proficient in the areas of Algebra I?



State Assessment Score: 717

What are your child's strengths and weaknesses in Algebra I?

<p>Functions</p> <p>Students analyze and compare functions represented in different ways. Students interpret and compare linear, quadratic and exponential functions and the situations they model. Students identify and explain important details of functions.</p>	<p>Jolyne Scored Near Proficient</p> <p>WHAT THESE RESULTS MEAN Your child graphs quadratic functions, interprets key features of graphs, compares properties of functions and differentiates between linear and exponential functions from real-world contexts.</p> <p>NEXT STEPS With your child, use dynamic graphing programs to explore the behavior of linear, quadratic and exponential functions by changing one coefficient or constant to see the effect on graphs.</p>
<p>Number, Quantities, Equations and Expressions</p> <p>Students create and solve equations and inequalities that describe relationships in real-world problems. They solve equations with one variable and systems of equations with two variables. Students can explain each step.</p>	<p>Jolyne Scored Near Proficient</p> <p>WHAT THESE RESULTS MEAN Your child multiplies binomials and creates simple exponential equations; solves multi-step linear equations, systems of linear equations graphically and quadratic equations by factoring.</p> <p>NEXT STEPS With your child, explore how the multiplication of binomials is related to multiplication of two-digit numbers, such as patterns in squaring two-digit numbers ending in 5.</p>
<p>Statistics</p> <p>Students summarize and interpret one- and two-variable data. They represent the data using box plots, line plots and histograms, two-way tables and scatterplots. They identify and express trends in two-variable data using linear models.</p>	<p>Jolyne Scored Below Proficient</p> <p>WHAT THESE RESULTS MEAN Your child describes the median and mean of two different data sets but may struggle summarizing categorical data using two-way frequency tables or fitting a linear function to data.</p> <p>NEXT STEPS With your child, discuss examples of two-variable data that seem strongly correlated and what the variables have in common that leads to an appearance of causation (ice cream and sunscreen sales).</p>
<p>Modeling and Reasoning</p> <p>Students analyze, make sense of, and apply mathematics to solve real-world problems. They draw, justify, and communicate conclusions or inferences supported by logical and mathematical thinking.</p>	<p>Jolyne Scored Near Proficient</p> <p>WHAT THESE RESULTS MEAN Your child solves most routine real-world problems mathematically. Your child's thinking relates skills and concepts to mathematical principles.</p> <p>NEXT STEPS Your child needs to use more mathematical terms, symbols and models to solve and explain real-world problems.</p>

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 the course, and measured an aspect of the Ohio's 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. All performance standards and performance level descriptors can be found on the [reporting resources page](#) of the Ohio's State Tests portal.

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 at each grade level. 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 "passing" score of 700. Two performance levels (Basic and Limited) are below the "passing" 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 integrated mathematics I are Geometry, Statistics, Algebra, Number & Quantity Functions, 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 integrated mathematics I would be statistics. Student performance on statistics or other areas within the reporting category is reported with an indicator. 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 another, we convert raw scores to scaled scores for reporting purposes. Scaled scores allow us to make comparisons between different students taking different administrations of the test. For example, we can compare scaled scores for students who took the English I test this year with those who will take this test next year. Scaled scores are not comparable across different subjects.