

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.

1

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](http://education.ohio.gov/FamilyReading).



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

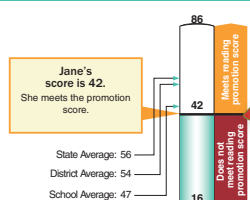


For information on how you can help your child do better in school, subscribe to parent text alerts. Visit education.ohio.gov/text and sign up.

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.

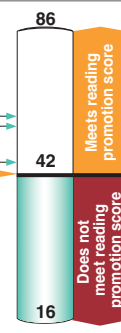


Your student's **name, birth date, school, and district** appear at the top of the first page, along with introduction text.

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

Jane's score is 42. She meets the promotion score.

State Average: 56
District Average: 54
School Average: 47

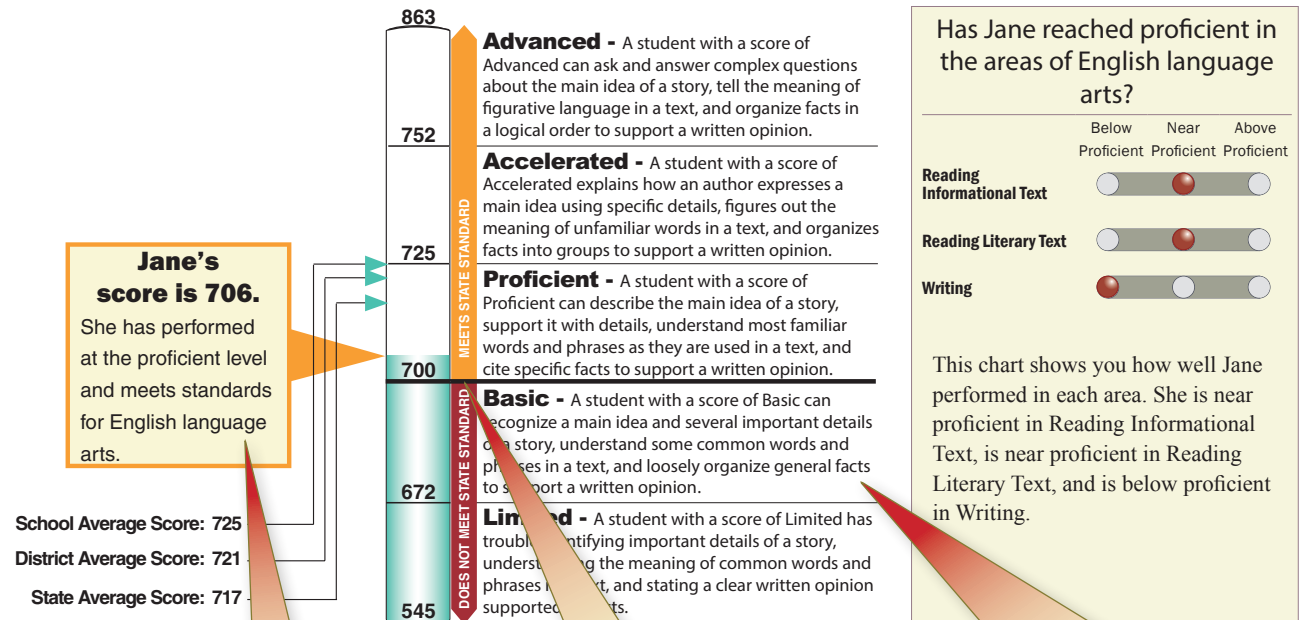


Your student's **Reading Promotion Score** appears at the bottom of the first page. For the 2015–2016 school year, the Third Grade Reading Guarantee promotion score is 42.

FAMILY SCORE REPORT

Ohio Department of Education

English language arts summative assessment



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

Reading Informational Text

Students find the main idea and

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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

Child can often answer questions about what is said 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

Read a story and ask your child to describe the main idea and the meaning of the story. 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.

State Average Score: 717

545

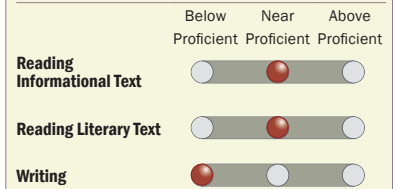
Limited - A student with a score of Limited has trouble identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts.

Advanced - A student with a score of Advanced can ask and answer complex questions about the main idea of a story, tell the meaning of figurative language in a text, and organize facts in a logical order to support a written opinion.

Accelerated - A student with a score of Accelerated explains how an author expresses a main idea using specific details, figures out the meaning of unfamiliar words in a text, and organizes facts into groups to support a written opinion.

Proficient - A student with a score of Proficient can describe the main idea of a story,

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

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.

Jane Scored Near Proficient

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

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.

Jane Scored Near Proficient

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

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.

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.

Ohio's State Tests Interpretive Guide Family Reports Grades 3–8

Understanding Your Student's Test Scores Spring 2016

Ohio | Department
of Education

This guide explains what each part of your student's 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.

This guide applies to score reports for the following grades 3–8 subjects:

- English Language Arts: Grades 4–8
- Mathematics: Grades 3–8
- Science: Grade 5 and Grade 8
- Social Studies: Grade 4 and Grade 6

What information is in this guide?

1

Family of Jane W. Smith
Birth Date: 04/24/2005
School: ABC School (1234567)
District: ABC District (987654)

Ohio's State Tests

GRADE 6
MATHEMATICS
SPRING 2016

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

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FAMILY SCORE REPORT

Mathematics assessment

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

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



Advanced - A student with a score of Advanced uses ratios (comparing numbers by division) to solve complex problems, interprets how spread out data are, and solves complex problems using area, volume, and coordinates of points.

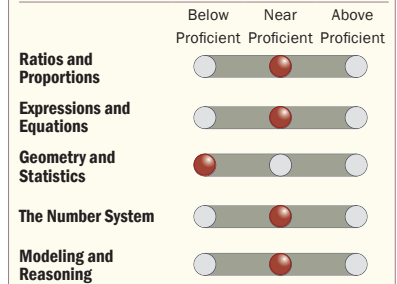
Accelerated - A student with a score of Accelerated uses ratios (comparing numbers by division) in real-world contexts, solves equations and inequalities with fractions, finds areas and volumes of figures, and finds how spread out data are.

Proficient - A student with a score of Proficient writes ratios (comparing numbers by division), solves problems using variables (letters representing numbers), finds central values in data, and finds volumes using fractional lengths.

Basic - A student with a score of Basic divides fractions by fractions, understands negative fractions, solves problems with ratios (comparing numbers by division), and finds values of numerical expressions.

Limited - A student with a score of Limited understands negative whole numbers, uses ratios (comparing numbers by division) to solve simple problems, and solves simple equations by adding or subtracting.

Has Jane reached proficient in the areas of Mathematics?



This chart shows you how well Jane performed in each area. She is near proficient in Ratios and Proportions, is near proficient in Expressions and Equations, is below proficient in Geometry and Statistics, is near proficient in The Number System, and is near proficient in Modeling and Reasoning.

What are your child's strengths and weaknesses in Mathematics?

Ratios and Proportions

Students understand and use ratios to compare

WHAT THE

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Scores above the solid black line meet the state standard.
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Jane Scored Below Proficient

THESE RESULTS MEAN

finds area, volume and surface area with number side lengths but may struggle with fractional lengths. She shows numerical data in different ways, and finds the average and middle value of a set of data.

NEXT STEPS

With your child, talk about different objects (walls, floors, boxes), and when to find area and volume. Discuss filling (volume) and covering (area) real-life situations. Measure some objects and compute the area or volume.

The Number System

Students add, subtract, multiply, and divide multi-digit whole numbers and decimals to the hundredths to solve real-world problems. They divide fractions by fractions and apply to familiar situations. They understand positive and negative numbers and plot points on a four quadrant grid.

Jane Scored Near Proficient

WHAT THESE RESULTS MEAN

Your child uses models to divide fractions by fractions, uses number lines to compare negative numbers, finds common factors and multiples (for 8 and 12, 4 is a common factor, and 24 is a common multiple), and performs operations on multi-digit decimals.

NEXT STEPS

With your child, use visual models to help divide a fraction by a fraction. Pick a point at random on the coordinate plane, and have your child find it. Provide opportunities to add, subtract, multiply, and divide multi-digit decimals.

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.

Jane 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 when solving and explaining real-world problems.

FAMILY SCORE REPORT

Mathematics assessment

Jane's score is 706.
She has performed

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State Assessment Score: 717

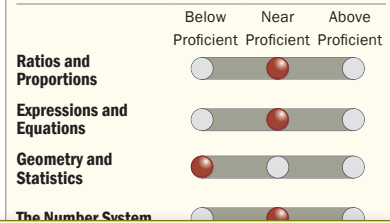
616

Advanced - A student with a score of Advanced uses ratios (comparing numbers by division) to solve complex problems, interprets how spread out data are, and solves complex problems using area, volume, and coordinates of points.

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Proficient - A student with a score of Proficient writes ratios (comparing numbers by

Has Jane reached proficient in the areas of Mathematics?



What are your child's strengths and weaknesses in Mathematics?

Ratios and Proportions

Students understand and use ratios (comparing numbers by division), unit rates (like price per ounce), and percents to describe relationships between numbers and solve real-world problems. They use ratios and unit rates to create tables of equal ratios, graphs, and convert units of measurement.

WHAT THESE RESULTS MEAN

Your child uses the understanding of ratios, rates and percents to describe relationships between numbers, to create ratio tables and to solve problems. She uses ratio tables to convert units of measure.

NEXT STEPS

Ask your child to represent a real-world context symbolically (50 miles per hour can be shown as $50t$, where t is hours). Have your child create a driving-time plan to reach a destination, considering miles and speed limits.

Jane Scored Near Proficient

Expressions and Equations

Students write expressions for situations. They find values of expressions with exponents (like 4^3) and letters that stand for numbers (when $p=3$, then $2p=6$). They identify or create equivalent expressions (like $x+3x=4x$). They write and solve 1-step equations or inequalities like $x+3=5$ or $2x>10$.

WHAT THESE RESULTS MEAN

Your child writes and finds the value of expressions with exponents like 2^3 and variables like $2x+1$ for situations; identifies equivalent expressions like $2x+5x+3x=10x$; writes and solves one-step equations and writes inequalities like $x+4=13$ or $2x<6$.

NEXT STEPS

With your child, model operations using expressions like $2(x+5)$. Use blue tiles as " x " and green tiles as " 1 ." Show $2(x+5)$ as 2 groups of $x+5$ (1 blue and 5 green tiles). Regroup the tiles to see there are 2 blue tiles and 10 green tiles, so $2(x+5)=2x+10$.

Jane Scored Near Proficient

Geometry and Statistics

Students solve problems by finding the area and volume of complex figures and surface areas of solids using different strategies, and drawing polygons in coordinate grids. They use graphs to show and interpret data based on how spread out the data are and their central values.

WHAT THESE RESULTS MEAN

Your child finds area, volume and surface area with whole number side lengths but may struggle with fractional lengths. She shows numerical data in different ways, and finds the average and middle value of a set of data.

NEXT STEPS

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