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

Understanding Your Student’s Test Scores
Fall 2017

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.

Ohio’s State Tests
GRADE 3
ENGLISH LANGUAGE ARTS
FALL 2017

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

Jane’s score is 672. She meets the promotion score.

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

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.

Your student’s Reading Promotion Score appears at the bottom of the first page. For the 2017–2018 school year, the Third Grade Reading Guarantee promotion score is 672.
Jane scored below proficient.

Jane scored near proficient.

Jane scored above proficient.

What is in my student’s score report?

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).

Jane’s score is 672.

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

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

Your child may have trouble answering questions about the main idea of a story; describing the general skills of characters; understanding the meaning of common words and phrases as they are used in a text, and recognizing that author’s point of view.

Your child can often answer questions about a story; tell the author’s point of view.

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.

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.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Below</th>
<th>Near</th>
<th>Above</th>
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<tbody>
<tr>
<td>Reading Informational Text</td>
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<tr>
<td>Reading Literary Text</td>
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<tr>
<td>Writing</td>
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This chart shows you how well Jane performed in each area. She is near proficient in Reading Informational Text, below proficient in Reading Literary Text, and below proficient in Writing.

The third grade reading promotion cut score is 672.

Your student’s Ohio’s State Tests average score. (State Average Score) and for all students in the same grade at your student’s school (School Average Score).
## 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.

### 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.
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.

The Ohio Department of Education worked with Ohio educators and the American Institutes for Research to develop the state tests. Content advisory committees, as well as fairness and sensitivity committees discussed whether test items were accurate and fair, were suitable for the course and measured an aspect of Ohio’s Learning Standards.

After the tests were built, another group of educators serving on a standard-setting committee recommended cut scores for five performance levels. The State Board of Education approved these recommendations. Find all performance standards and performance-level descriptors 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.

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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.