Ohio’s State Tests
Interpretive Guide
Family Reports
High School

Understanding Your Student’s Test Scores
Fall 2018

Ohio Department of Education

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

Family of Jolyne W. Smith
Birth Date: 03/17/2000
School: ABC School (123456)
District: ABC District (987654)

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.

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

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.

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

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<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 2018</th>
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<tbody>
<tr>
<td>Physical Science</td>
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<td>Integrated Mathematics I</td>
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<td>Geometry</td>
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<td>English Language Arts I</td>
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<td>English Language Arts II</td>
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<td>American Government</td>
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<td>American History</td>
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<td>Algebra I</td>
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<td>Biology</td>
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This report provides the score for the state test in Algebra I that Jolyne took in fall 2018, explains what the score means, and includes ideas for how your family can help Jolyne improve, if needed.

Ohio’s State Tests
ALGEBRA I
FALL 2018

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

Family of Joseph W. Smith
Birth Date: 03/17/2000
School: ABC School (123456)
District: ABC District (987654)

Ohio’s State Tests
ENGLISH LANGUAGE ARTS II
FALL 2018

Family of Jane W. Smith
Birth Date: 03/17/2000
School: ABC School (123456)
District: ABC District (987654)

Ohio’s State Tests
AMERICAN HISTORY
FALL 2018

Family of John W. Smith
Birth Date: 03/17/2000
School: ABC School (123456)
District: ABC District (987654)
Jolyne’s score is 760.
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

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

**Functions**
- Students analyze and compare linear functions represented in different forms. (Basic)
- Students compare linear functions represented in different forms. (Proficient)
- Students compare linear functions and describe the general skills and abilities of students who meet and do not meet the state standard. (Advanced)

**Modeling and Reasoning**
- Students analyze, make sense of, and apply mathematics to solve real-world problems. (Advanced)
- Students solve routine real-world problems and communicate conclusions or inferences supported by logical and mathematical thinking. (Proficient)
- Students need to use more mathematical terms, symbols, and models to solve and explain real-world problems. (Below Proficient)

**Statistics**
- Students compare categorical data displays in context. (Basic)
- Students interpret key features of graphs, compare properties of functions, and summarize categorical data in two categories using tables or graphs. (Proficient)
- Students need to use more mathematical terms, symbols, and models to solve and explain real-world problems. (Below Proficient)

**Expressions and Equations**
- Students evaluate expressions at numerical values given for their variables. (Basic)
- Students form expressions to model and solve two-variable situations. (Proficient)
- Students need to use more mathematical terms, symbols, and models to solve and explain real-world problems. (Below Proficient)

**Number, Quantities, Equations and Expressions**
- Students write and evaluate expressions at numerical values given for their variables. (Basic)
- Students form expressions to model and solve two-variable situations. (Proficient)
- Students need to use more mathematical terms, symbols, and models to solve and explain real-world problems. (Below Proficient)

**Statistics**
- Students compare categorical data displays in context. (Basic)
- Students interpret key features of graphs, compare properties of functions, and summarize categorical data in two categories using tables or graphs. (Proficient)
- Students need to use more mathematical terms, symbols, and models to solve and explain real-world problems. (Below Proficient)

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

Has Jolyne reached proficient in the areas of Algebra I?

<table>
<thead>
<tr>
<th>Function</th>
<th>Below</th>
<th>Near</th>
<th>Above</th>
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<tbody>
<tr>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
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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's score is 706. She has performed near proficient in Modeling and Reasoning, proficient in Statistics, and near proficient in Functions.

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.
What is the purpose of Ohio’s State Tests?
State achievement tests tell us how well our students are performing 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.

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**—Raw scores (points earned) cannot be compared across different test forms, so they are converted to scaled scores for reporting purposes. Scaled scores may be compared across different administrations of the same test. For example, scaled scores for students who took the English language arts I state test this year may be compared with those of students who took it last year. Scaled scores are not comparable across different subjects.

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.