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

Understanding Your Student’s Test Scores
Spring 2018

Ohio’s State Tests
GRADE 6
MATHMATICS
SPRING 2018

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 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

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

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

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

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 in The Number System.

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.

Advanced - A student with a score of 790 or above (Proficient levels) demonstrates advanced understanding of the content, can apply it to real-world situations, and solves complex problems.

Accelerated - A student with a score of 744-789 (Accelerated levels) demonstrates advanced understanding of the content and can apply it to real-world situations.

Proficient - A student with a score of 700-743 (Proficient levels) demonstrates an understanding of the content and can apply it to real-world situations.

Basic - A student with a score of 682-699 (Basic levels) demonstrates a basic understanding of the content.

Limited - A student with a score of 663 or below (Limited levels) demonstrates minimal understanding of the content.

Ratios and Proportions

Students use ratios and proportions to solve real-world problems.

Jane scored below proficient in Ratios and Proportions.

Jane scored near proficient in Expressions and Equations.

Jane scored near proficient in Geometry and Statistics.

Jane scored near proficient in The Number System.

Jane scored near proficient in Modeling and Reasoning.

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

Jane scored near proficient in The Number System.

Jane scored near proficient in Expressions and Equations.

Jane scored near proficient in Geometry and Statistics.

Jane scored near proficient in The Number System.

Jane scored near proficient in Modeling and Reasoning.

Jane scored below proficient in Ratios and Proportions.

Jane scored near proficient in Expressions and Equations.

Jane scored near proficient in Geometry and Statistics.

Jane scored near proficient in The Number System.

Jane scored near proficient in Modeling and Reasoning.
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.

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

### Ratios and Proportions

**Jane Scored Near Proficient**

**WHAT THESE RESULTS MEAN**

Your child uses the understandings 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 measurement.

**NEXT STEPS**

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

### Expressions and Equations

**Jane Scored Near Proficient**

**WHAT THESE RESULTS MEAN**

Your child writes and solves one-step equations like \( x + 3 = 5 \) or \( 2x + 5 = 13 \) or \( 2x > 6 \). They write and solve one-step equations or inequalities with fractions, like \( \frac{x}{2} + 5 = 2 \) or \( \frac{2x}{3} = 4 \).

**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 \( 2(x + 5) = 2x + 10 \).

### Geometry and Statistics

**Jane Scored Below Proficient**

**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**

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

**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

**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.
Frequently Asked Questions

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.

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.

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—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 grade 3 English language arts state test this year may be compared with those of students who took it last year. Scaled scores are not comparable across different subjects.