Ohio’s State Tests
Interpretive Guide
Family Reports
High School

Understanding Your Student’s Test Scores
Spring 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 (1234567)
District: ABC District (987654)

Ohio’s State Tests
ALGEBRA I
SPRING 2018

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.

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.
Jolyne is near proficient in the areas of Algebra I.

**Score of 760**

She has performed at the proficient level and meets standards for Algebra I.

**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 Algebra I?**

**Functions**

- **Students analyze and compare linear data** represented with a line plot and write an equation to represent the data.
- **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.

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

**Statistics**

- **Students create and solve simple linear equations and inequalities.** They are near proficient in Statistics.
- **WHAT THESE RESULTS MEAN** Your child needs to use more mathematical terms, symbols and models to solve and explain real-world problems.

**Number, Quantities, Equations and Expressions**

- **Students solve multi-step linear equations and simplify algebraic expressions.** They are near proficient in Number, Quantities, Equations and Expressions.
- **WHAT THESE RESULTS MEAN** Your child needs to use more mathematical terms, symbols and models to solve and explain real-world problems.

**District Average Score: 721**

**School Average Score: 725**

**State Average Score: 717**
Has Jolyne reached proficient in the areas of Algebra I?

<table>
<thead>
<tr>
<th>Functions</th>
<th>Jolyne Scored Near Proficient</th>
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<tbody>
<tr>
<td>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.</td>
<td>WHAT THESE RESULTS MEAN Your child compares key features of graphs, compares properties of functions and differentiates between linear and exponential functions from real-world contexts.</td>
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<tr>
<td>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.</td>
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<td>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.</td>
<td>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.</td>
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<td>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.</td>
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<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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).</td>
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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.

Frequently Asked Questions & Additional Resources

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.