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

Understanding Your Student’s Test Scores
Spring 2019
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 2019, explains what the score means, and includes ideas for how your family can help Jane improve, if needed.

For resources you can use, visit 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.

Jane’s Reading Subscore is 42

Jane’s score is 680. She meets the promotion score.

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.

Ohio’s State Tests
GRADE 3
ENGLISH LANGUAGE ARTS
SPRING 2019

Your student’s Reading Promotion Score appears at the bottom of the first page. For the 2018–2019 school year, the Third Grade Reading Guarantee promotion score is 677.

863
Does not meet promotion score

677
Meets promotion score

545
Does not meet promotion score

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 680. She has performed at the basic level and does not meet standards for English language arts.

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

Reading Informational Text

Students find the main idea and supporting details of a text; find the main idea and supporting details; use charts and key words to find information; recognize a main idea and several important details of a story; understand some common words and phrases as they are used in a text, and loosely organize general facts and details of a text. They connect events, ideas, steps, 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 Below Proficient

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.

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.

Scores above the solid black line meet the state standard. 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.
### FAMILY SCORE REPORT

#### English language arts summative assessment

<table>
<thead>
<tr>
<th>School Average Score: 725</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Average Score: 721</td>
</tr>
<tr>
<td>State Average Score: 717</td>
</tr>
</tbody>
</table>

#### Reading Informational Text

**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

**Jane Scored Below Proficient**

**WHAT THESE RESULTS MEAN**
Your child may have trouble answering questions about what happened in a story; describing the feelings of characters; understanding the meaning of words in a story or poem; and recognizing that authors split stories into chapters and poems into stanzas.

**NEXT STEPS**
Read a story with your child. Find words in the story that he or she does not know and explain their meaning. Pause at different points when reading to ask your child to tell you what the story was about.

#### Writing

**Jane Scored Below Proficient**

**WHAT THESE RESULTS MEAN**
Your child may have trouble writing 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.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>School Average Score: 725</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Below</th>
<th>Near</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td></td>
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</tr>
<tr>
<td>Reading Informational Text</td>
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<td>Reading Literary Text</td>
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</tbody>
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**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.
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.