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

Understanding Your Student’s Test Scores
Summer 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 summer 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.

Third Grade Reading Guarantee Promotion Score

Jane’s Reading Subscore is 42

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

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

What information is in this guide?

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 2018–2019 school year, the Third Grade Reading Guarantee promotion score is 677.

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.

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).

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

**Reading Informational Text**

**What These Results Mean:** Your child can often answer questions about a text; reading a text, your child may also be able to identify important details; and your child can group facts into general categories. In the future, your child may have trouble answering questions that happened in a story; describing the setting of a story, including the location and the time period; identifying the main characters in a story; understanding the meaning of common words and phrases as they are used in a text, and understanding their feelings; recognizing the main idea of a story, telling the meaning of unfamiliar words in a text, and organizing facts into groups to support a written opinion. Your child can describe the main idea of a story, tell the meaning of unfamiliar words in a text, and organize facts into groups to support a written opinion.

**Jane Scored Below Proficient**

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.

**Reading Literary Text**

**What These Results Mean:** Your child can read a story with his or her parents or teachers. In the future, your child may have trouble answering questions that happened in a story; describing the setting of a story, including the location and the time period; identifying the main characters in a story; understanding the meaning of common words and phrases as they are used in a text, and understanding their feelings; recognizing the main idea of a story, telling the meaning of unfamiliar words in a text, and organizing facts into groups to support a written opinion. Your child can describe the main idea of a story, tell the meaning of unfamiliar words in a text, and organize facts into groups to support a written opinion.

**Jane Scored Below Proficient**

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.

**Writing**

**What These Results Mean:** Your child can often 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**

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.

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

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

### English language arts summative assessment

**Advanced** - A student with a score of Advanced can ask and answer complex questions about the main idea of a story, tell the meaning of figurative language in a text, and organize facts in a logical order to support a written opinion.

**Accelerated** - A student with a score of Accelerated explains how an author expresses a main idea using specific details, figures out the meaning of unfamiliar words in a text, and organizes facts into groups to support a written opinion.

**Proficient** - A student with a score of Proficient can describe the main idea of a story.

**Limited** - A student with a score of Limited trouble identifying important details of a story, understanding the meaning of common words and phrases in a text, and stating a clear written opinion supported by facts.

**Basic** - A student with a score of Basic can do a lot with your student to build on strengths and alleviate weaknesses in the subjects assessed.

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

#### Reading Informational Text

**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

**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 about characters in the story. When finished reading, ask your child to tell what the story was about.

#### Writing

**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 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.

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. 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.