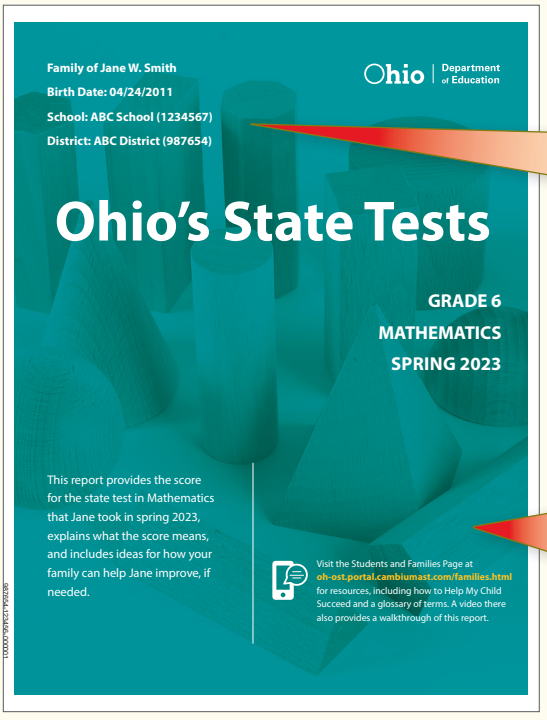
Ohio's State Tests Interpretive Guide Family Reports Grades 3–8

Understanding Your Student's Test Scores Spring 2023

Ohio | Department of Education



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.

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.

What is in my student's score report?

FAMILY SCORE REPORT Ohio | Department of Education

Mathematics assessment

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

School Average Score: 725
District Average Score: 721
State Average Score: 717

Advanced - A student with a score of Advanced uses ratios (comparing numbers by division) to solve complex problems, interprets how spread out data are, and solves complex problems using area, volume, and coordinates of points.

Accomplished - A student with a score of Accomplished uses ratios (comparing numbers by division) in real-world contexts, solves equations and inequalities with fractions, finds areas and volumes of figures, and finds how spread out data are.

Proficient - A student with a score of Proficient writes ratios (comparing numbers by division), solves problems using variables (letters representing numbers), finds central values in data, and finds volumes using fractional lengths.

Basic - A student with a score of Basic divides fractions by fractions, understands negative fractions, solves problems with ratios (comparing numbers by division), and finds values of numerical expressions.

Limited - A student with a score of Limited understands negative whole numbers, uses ratios (comparing numbers by division) to solve simple problems, solves simple equations by adding or subtrac

Has Jane reached proficient in the areas of Mathematics?

	Below Proficient	Near Proficient	Above Proficient
Ratios and Proportions		●	
Expressions and Equations		●	
Geometry and Statistics	●		
The Number System		●	
Modeling and Reasoning		●	

This chart shows you how well Jane performed in each area. She is near proficient in Ratios and Proportions, is near proficient in Expressions and Equations, is below proficient in Geometry and Statistics, is near proficient in The Number System, and is near proficient in Modeling and Reasoning.

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

Ratios and Proportions — Jane Scored Near Proficient

Students understand and use ratios ... comparing

WHAT THESE RESULTS MEAN ... uses ratios ... rates ...

NEXT STEPS — Ask your ... symbols ... where ... time ... and sp...

Expressions and Equations — Jane Scored Near Proficient

WHAT THESE RESULTS MEAN — Your child writes and finds the value of expressions with exponents like 2^5 and variables like $2x+1$ for ...; identifies equivalent expressions like $3x=10x$; writes and solves one-step equations ...es inequalities like $x+4=13$ or $2x<6$.

NEXT STEPS — With your ... like 2(x ... Show 2 ... tiles). R... and 10...

Geometry and Statistics — Jane Scored Below Proficient

Students ... volume of complex figures and surface areas of solids using different strategies, and drawing polygons in coordinate grids. They use graphs to show and interpret data based on how spread out the data are and their central values.

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

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.

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

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.

NEXT STEPS — Your child needs to use more mathematical terms, symbols and models when solving and explaining real-world problems.

EDUCATION.OHIO.GOV — THE OHIO DEPARTMENT OF EDUCATION

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).

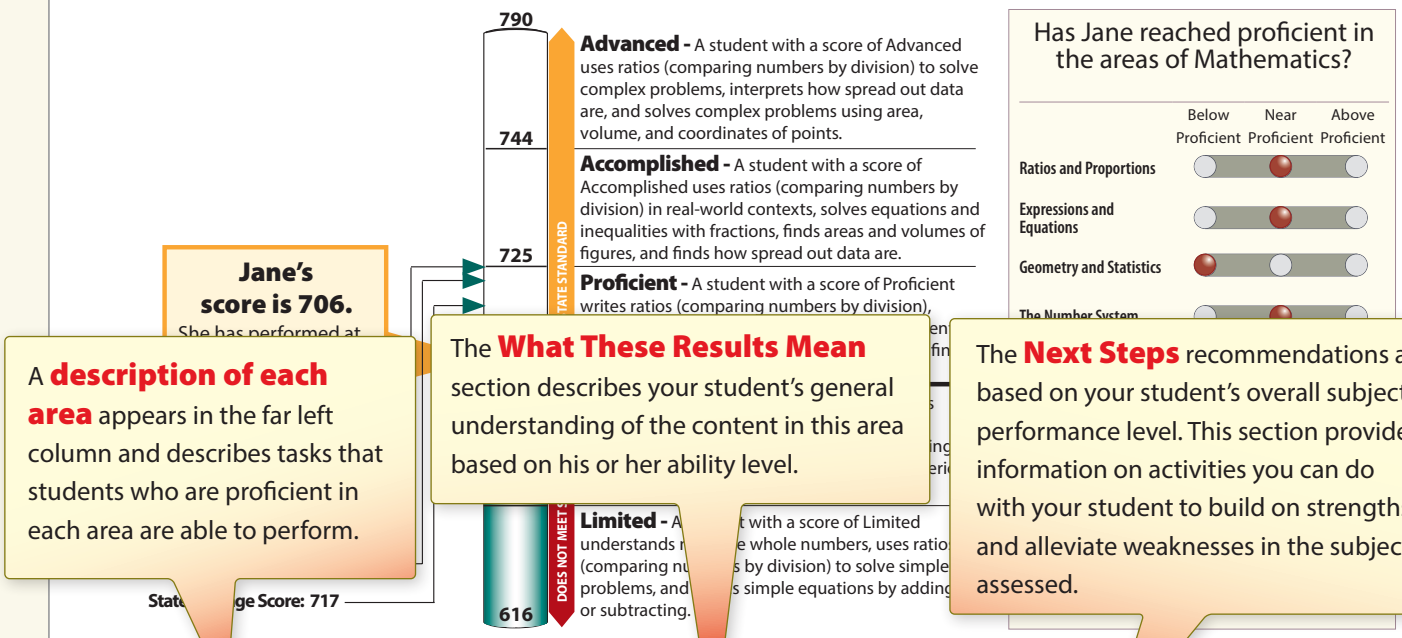
Scores above the solid black line meet the state standard. **Scores below the solid black line** do not meet the state standard.

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. For additional information, please refer to the reporting resources page of the Ohio's State Tests Portal.

FAMILY SCORE REPORT

Ohio Department of Education

Mathematics assessment



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 ar our child's strengths and weaknesses in M thematics?

Ratios and Proportions — Jane Scored Near Proficient

Students understand and use ratios (comparing numbers by division), unit rates (like price per ounce), and percents to describe relationships between numbers and solve real-world problems. They use ratios and unit rates to create tables of equal ratios, graphs, and convert units of measurement.

WHAT THESE RESULTS MEAN
Your child uses the understanding 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 measure.

NEXT STEPS
Ask your child to represent a real-world context symbolically (50 miles per hour can be shown as $50t$, 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

Students write expressions for situations. They find values of expressions with exponents (like 4^3) and letters that stand for numbers (when $p=3$, then $2p=6$). They identify or create equivalent expressions (like $x+3x=4x$). They write and solve 1-step equations or inequalities like $x+3=5$ or $2x>10$.

WHAT THESE RESULTS MEAN
Your child writes and finds the value of expressions with exponents like 2^5 and variables like $2x+1$ for situations; identifies equivalent expressions like $2x+5x+3x=10x$; writes and solves one-step equations and writes inequalities like $x+4=13$ or $2x<6$.

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

Students solve problems by finding the area and volume of complex figures and surface areas of solids using different strategies, and drawing polygons in coordinate grids. They use graphs to show and interpret data based on how spread out the data are and their central values.

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

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.

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

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.

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 Cambium Assessment 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, Accomplished and Proficient) are above the Proficient score of 700. Two performance levels (Basic and Limited) are below the Proficient score. The accccomplished 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.