

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

Understanding Your Child's Test Scores Fall 2024



Department of
Education &
Workforce

What information is in this guide?

This guide explains what each part of your child's grade 3 English language arts score report means. The following pages show a sample report for a student named Jane Smith. Your child's scores and progress are in a report like Jane's.

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.

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Family of Jane W. Smith

Birth Date: 03/17/2017

School: ABC School (123456)

District: ABC District (987654)



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Ohio's State Tests

This report provides the score for the state test in English language arts that Jane took in fall 2024, explains what the score means, and includes ideas for how your family can help Jane improve, if needed.

GRADE 3
ENGLISH LANGUAGE ARTS
FALL 2024



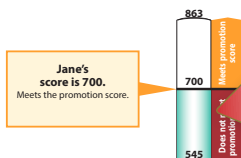
Visit the Students and Families Page at oh-ost.portal.cambiumast.com/families.html for resources, including how to *Help My Child Succeed* and a glossary of terms. A video there also provides a walkthrough of this report.

Third Grade Reading Guarantee Promotion Score

Reading is an important skill for all students to learn. Ohio has a law that says schools must give extra help to struggling readers.

For school year 2024-2025, a student who does not reach a promotion score of 700 in English language arts or a reading subscore of 50 is not eligible to be promoted to fourth grade unless the student's parent or guardian, together with the student's reading teacher and principal, requests the student be promoted. Students promoted without achieving a promotion score must receive intensive reading instruction until the student is able to read at grade level.

For more information, see <https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee>



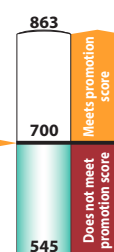
Jane's Reading Subscore is 49.

Your child's **name, birth date, school, and district** appear at the top of the first page, along with introduction text.

Families can find **resources and information** by visiting the websites near the bottom of the page.

Jane's score is 700.
Meets the promotion score.

Jane's Reading Subscore is 49.

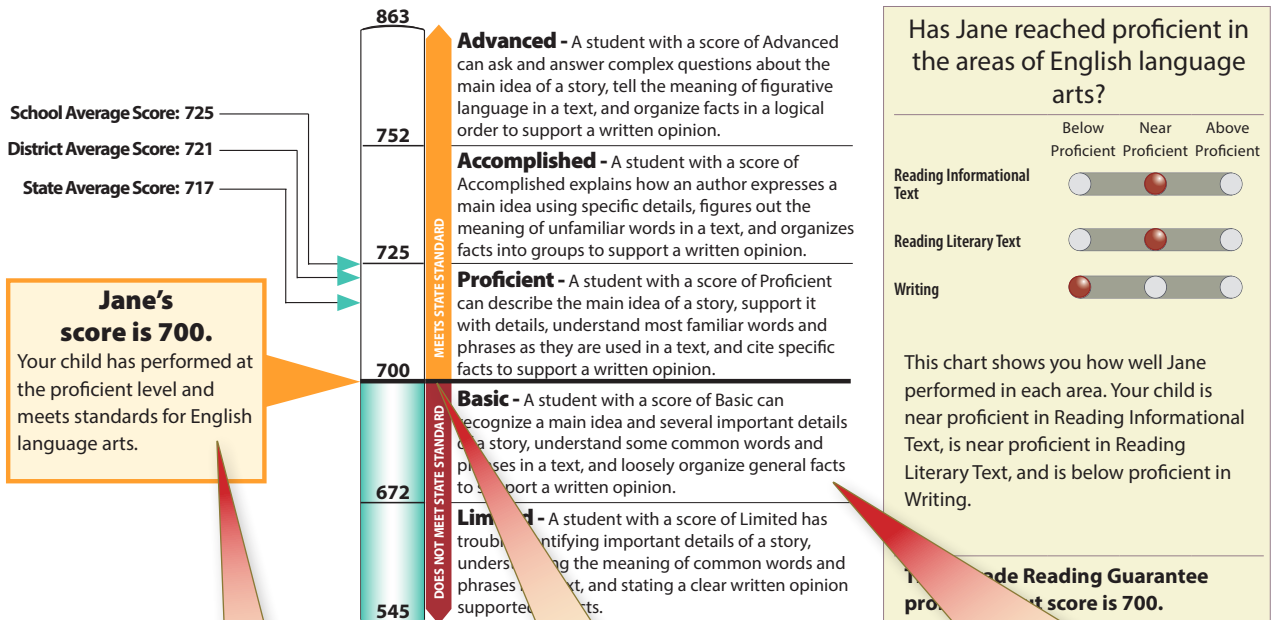


Your child's **Reading Promotion Score** appears at the bottom of the first page. For the 2024-2025 school year, the Third Grade Reading Guarantee promotion score is 700.

FAMILY SCORE REPORT



English language arts summative assessment



What are your child's strengths and weaknesses?

Reading Informational Text

Your child'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 child'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 child'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.

Jane Scored Near Proficient

THESE RESULTS MEAN

Your child can often answer questions about what is said in a story; describe traits and feelings of characters; understand the meaning of most words in a story or poem; and recognize that authors split stories into chapters and poems into stanzas.

NEXT STEPS

Read and discuss the story. Ask your child to describe the main idea of the story. Discuss important events that took place in the story, and the moral (lesson) of the story.

Writing

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.

Jane Scored Below Proficient

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.

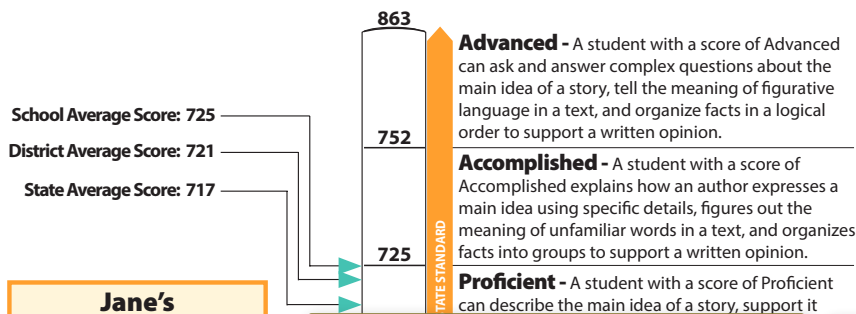
NEXT STEPS

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 your child's opinion. Help your child use correct punctuation when writing.

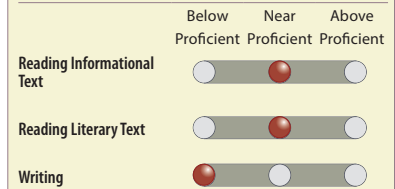
FAMILY SCORE REPORT



English language arts summative assessment



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



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 child's general understanding of the content in this area based on your child's ability level.

The **Next Steps** recommendations are based on your child's overall subject performance level. This section provides information on activities you can do with your child 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

Students find the main idea and the supporting details of a text. They connect events, ideas, steps, sentences, paragraphs, and illustrations to one another. They understand similarities between different historic events or scientific ideas. They find similarities and differences between two texts on the same topic.

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

Students ask and answer questions about stories and poems. They tell how different characters change a story. They explain how authors can use stories to express a lesson (moral). They read two stories by one author and tell the similarities and differences. They use pictures to help them better understand a story.

Jane Scored Near Proficient

WHAT THESE RESULTS MEAN

Your child can often answer questions about what happened in a story; describe traits and feelings of characters; understand the meaning of most words in a story or poem; and recognize that authors split stories into chapters and poems into stanzas.

NEXT STEPS

Read a story with your child. Have your child find words in the story that he or she does not know and ask him or her to use surrounding text to figure out their meaning. Discuss important events that took place in the story, and the moral (lesson) of the story.

Writing

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.

Jane Scored Below Proficient

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 your child's opinion. Help your child use correct punctuation when writing.

987654-123456-000001

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 and Workforce 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 child'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 child's teacher if you have questions." Please contact your child'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 and Workforce 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 accomplished 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.