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August, 2018

Dear Parent or Guardian:

Last spring, your child took part in the state A.I.R. assessments. These tests measured how well your son or daughter had mastered the knowledge and skills every student should have in your child's grade according to Ohio's Learning Standards. Included with this letter is a report of your child's scores on these tests. The report gives you a picture of your son's or daughter's learning progress.

What do your child's scores mean? Ohio has raised its expectations for what your child should know and be able to do in each grade and subject, so every child will graduate from high school better prepared for the next steps in life. Ohio's Learning Standards now place greater emphasis on critical thinking, problem solving and writing because these are the most important skills today's colleges and employers expect in our graduates. The AIR tests measured your child's performance on these skills at a deeper level than ever before, so your child's scores on these tests may look lower than on prior years' tests. As schools continue to follow Ohio's Learning Standards, your child will have more chances to build these skills.

A document titled *Ohio's State Tests* will help you learn what these test scores should tell you as a parent. This document can be found on our district website Elementary page under resources. You can also pick up a hard copy in the Elementary office on Open House evening.

Ohio is working to better prepare its students for success in school, careers and life. I know that change is challenging. But in all we do with testing, we are working to prepare your child for a more promising future. Thank you for all you do to support your child in school.

Sincerely,



Mrs. Rebecca J Carter
East Canton Elementary Principal

Enc.

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

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 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



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Family of Jane W. Smith
Birth Date: 04/24/2006
School: ABC School (1234567)
District: ABC District (987654)

Ohio | Department
of Education

Ohio's State Tests

GRADE 6
MATHEMATICS
SPRING 2018

This report provides the score for the state test in Mathematics that Jane took in spring 2018, explains what the score means, and includes ideas for how your family can help Jane improve, if needed.

Visit reports.education.ohio.gov to view your child's score and student report card.

For information on how you can help your child's learning at home, visit education.ohio.gov/test and sign up.

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.*

FAMILY SCORE REPORT



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.

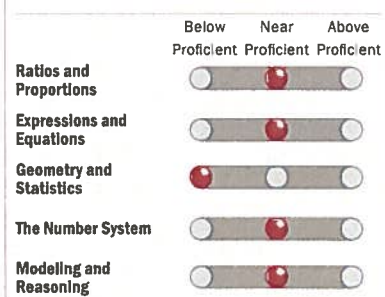
Accelerated - A student with a score of Accelerated uses ratios (comparing numbers by division) in real-world contexts, solves equations and inequalities with fractions, finds areas and volumes of figures, and finds how spread out data are.

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, and solves simple equations by adding or subtracting.

Has Jane reached proficient in the areas of Mathematics?



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 is in my student's score report?

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

Ratios and Proportions
 Students understand and use ratios to compare...

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.

in coordinate grids. They use graphs to show and interpret data based on how spread out the data are and their central values.

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.

FAMILY SCORE REPORT



Mathematics assessment



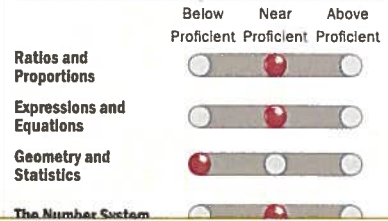
Advanced - A student with a score of Advanced uses ratios (comparing numbers by division) to solve complex problems, interprets how spread out data are, and solves complex problems using area, volume, and coordinates of points.

Accelerated - A student with a score of Accelerated 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

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

Has Jane reached proficient in the areas of Mathematics?



Jane's score is 706. She has performed

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.

State Assessment Score: 717

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

Area	Performance Level	WHAT THESE RESULTS MEAN	NEXT STEPS
Ratios and Proportions	Jane Scored Near Proficient	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.	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	Your child writes and finds the value of expressions with exponents like 2 ³ 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.	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	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.	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	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.	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	Your child solves most routine real-world problems mathematically. Your child's thinking relates skills and concepts to mathematical principles.	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 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.

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.