

Grade 3 Reading Achievement Test Highlights of October 2010 Preliminary Results

INTRODUCTION

The Grade 3 Reading Achievement Test was administered during the week of October 4-8, 2010. The test also will be administered in Spring 2011 (late April into early May). If a student takes the October and the April/May tests, the higher score will be used for accountability purposes. The “third-grade guarantee,” (ORC 3313.608) which defines possible actions a district may take for students who fail to achieve at least a Basic level of performance, applies to this test.

LEVELS OF PERFORMANCE

Table 1 provides the raw scores from the October 2010 test associated with scaled scores for each of the five performance levels.

Table 1. Raw Scores corresponding to scaled score ranges.

Level	Scaled Scores	Raw Scores
Advanced	432 and above	41-49
Accelerated	415-431	36-40
Proficient	400-414	30-35
Basic	385-399	23-29
Limited	384 and below	0-22

Note: The minimum possible scaled score on this administration was 259 and the maximum possible scaled score was 507.

TEST RESULTS

Table 2 presents a summary of student performance for the October 2010 test. A total of 127,454 Ohio public school students participated. This figure includes students enrolled in community schools, the Ohio School for the Blind and the Ohio School for the Deaf. Students with Individualized Education Plans (IEPs) and/or Limited English Proficiency (LEP) also are included in the figures.

Table 2. Results from the October 2010 administration.

Level	Number	Percent
Advanced	20,350	16.0 %
Accelerated	25,279	19.8 %
Proficient	27,641	21.7 %
Basic	25,432	19.9 %
Limited	28,752	22.5 %

More than half (57.5%) of the students achieved at least a Proficient score on this test. That figure was higher than the figure from the October 2009 administration (53.3%), but lower than October 2008 (67.5%), October 2007 (62.5%), October 2006 figure (61.3%), and October 2005 (58.2%).

Table 3 summarizes results disaggregated by gender. A greater proportion of girls (61.0%) than boys (54.2%) reached Proficient or higher levels. That pattern was similar to the previous administrations.

Table 3. Results disaggregated by gender.

Level	Female		Male	
	Number	Percent	Number	Percent
Advanced	11,144	17.8 %	9,188	14.2 %
Accelerated	13,338	21.4 %	11,896	18.4 %
Proficient	13,612	21.8 %	13,950	21.6 %
Basic	12,078	19.3 %	13,272	20.5 %
Limited	12,265	19.6 %	16,352	25.3 %
Total	62,437		64,658	

Note: Gender information was not available for 380 students.

Table 4 summarizes results disaggregated by major ethnicity. A greater proportion of Asian/Pacific Islander (76.6%) and White (66.5%) students than Hispanic (40.9%) and Black (36.6%) students reached Proficient or higher levels. Compared to last year, only the Asian/Pacific Islander group showed an increase (about 6.5%) in the percentage rated Proficient or above.

Table 4. Results disaggregated by ethnicity.

Level	Asian/Pacific Islander		Black		Hispanic		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	741	32.0 %	882	4.6 %	281	6.7 %	16,062	18.6 %
Accelerated	568	24.6 %	2,041	10.6 %	537	12.8 %	19,093	22.1 %
Proficient	403	17.4 %	3,342	17.4 %	831	19.8 %	19,501	22.6 %
Basic	298	12.9 %	4,444	23.1 %	996	23.8 %	16,599	19.2 %
Limited	303	13.1 %	8,501	44.3 %	1,544	36.9 %	15,070	17.5 %
Total	2,313		19,210		4,189		86,325	

Note: 1. Percentages may not sum to 100% due to rounding.
 2. Disaggregated results may be distorted by a software glitch in the extracting data for pre-id data files that incorrectly classified many examinees as "other." A typical administration would have around 500 students classified as "other." For the Fall 2010 administration, nearly 9000 examinees were classified as "other" in the pre-id data files.