Ohio’s State Tests
GRADE 3
ENGLISH LANGUAGE ARTS
SPRING 2018

This report provides the score for the state test in English language arts that Jane took in spring 2018, 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.

Visit reportcard.education.ohio.gov to view your school and district report card.

For information on how you can help your child do better in school, subscribe to parent text alerts. Visit education.ohio.gov/text and sign up.

Third Grade Reading Guarantee Promotion Score

An important part of English language arts is learning to read. Ohio has a Third Grade Reading Guarantee law that says school districts must give extra help to struggling readers. The law also requires that third graders who did not reach the promotion score of reading skills set by the State Board of Education must be retained to build stronger skills before moving on to fourth grade unless they are eligible for an exemption.

To help you know what to expect, go to http://education.ohio.gov/FamilyReading. You will find parent roadmaps to the Third Grade Reading Guarantee that you can refer to whenever you have questions.

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

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

In 2017-2018, the reading guarantee晋級得分顯示在第一頁的下方。
Jane's score is 680. She has performed at the basic level and does not meet standards for English language arts.

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

**Reading Informational Text**
- Students find the main idea and supporting details.
- Students read several sentences, paragraphs, and illustrations to one another. They understand similarities between different ideas or steps in a text.

**Reading Literary Text**
- Students can identify and describe the main idea and supporting details of a text. They can state opinions and give information 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.

**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.

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

<table>
<thead>
<tr>
<th></th>
<th>Below</th>
<th>Near</th>
<th>Above</th>
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<tbody>
<tr>
<td>Reading Informational Text</td>
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<tr>
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<td>Writing</td>
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This chart shows 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.

### Jane Scored Below Proficient

- **Proficient** can describe the main idea of a story, support it with details, understand most familiar words and phrases as they are used in a text, and cite specific facts to support a written opinion.
- **Accelerated** explains how an author expresses a message and beautifully combines it with striking imagery. The author's style is unique and captivating.
- **Advanced** can ask and answer complex questions about the meaning of a text, tell the meaning of figurative language in a text, and organize facts in a logical order to support a written opinion.
Jane Scored Near Proficient

[FAMILY SCORE REPORT]

**English language arts summative assessment**

- **Advanced** - A student with a score of 863 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 752 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 725 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.
- **Limited** - A student with a score of 545 can ask and answer simple questions about stories, confuse the meaning of common words and phrases in a text, and loosely organize general facts in a logical order to support a written opinion.
- **Basic** - A student with a score of 409 can ask and answer questions about a story, trouble identifying important details of a story, understand similarities between new and familiar words, and trouble identifying important details of a story.

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

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

<table>
<thead>
<tr>
<th>Reading Informational Text</th>
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<tr>
<td><strong>WHAT THESE RESULTS MEAN</strong></td>
<td>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.</td>
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<tr>
<td><strong>NEXT STEPS</strong></td>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Reading Literary Text</th>
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<tr>
<td><strong>WHAT THESE RESULTS MEAN</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>NEXT STEPS</strong></td>
<td>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.</td>
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<td><strong>WHAT THESE RESULTS MEAN</strong></td>
<td>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.</td>
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<tr>
<td><strong>NEXT STEPS</strong></td>
<td>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.</td>
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</table>
進行俄亥俄州測驗的目的是什麼？
我們可以透過本州實施的學能測驗，瞭解學生在「俄亥俄州學習標準」列出的知識和技能上表現如何。這些測驗對未來的教學工作具有指導和強化作用，我們從而可以確定為學生作好準備，讓他們長遠在學校、高等院校、職業和生活上取得成就。測驗成績同時讓一般公民知道，他們所屬地區的學校與州內其他地區的學校在表現上有何異同。

測驗是如何開發出來的？
測驗開發是一個覆蓋甚廣而且不斷進行的過程，確保本州進行的各項測驗是檢測學生知識和技能的有效和合適工具。

俄亥俄州教育廳與俄亥俄州教育界和「美國研究所」（American Institutes for Research）攜手開發本州各項測驗。各個內容顧問委員會以及公平及敏感度委員會討論測验問題是否準確公平，是否適合課程，是否能夠檢測「俄亥俄州學習標準」所列的各個方面。測驗建立後，組成標準釐定委員會的另一組教育工作者對五項表現水平的決斷得分表達建議。本州教育局批准這些建議。在俄亥俄州測驗門戶網站的報告資源專頁可以找到各項標準和表現水平描述。

如果得分報告上空白或沒有顯示得分怎麼辦？
如果貴子女的測驗無效，報告將不會顯示任何得分。此外，此節第 3 頁關於貴子女強項和弱項的詳情將會顯示「沒有任何數據提供，如有疑問，請諮詢貴子女的教師。」如果您對這些陳述存有疑問或顧慮，請聯絡貴子女的學校。