

Understanding Ohio's State Tests Score Reports

2024–2025

DISCLAIMER: All data included in the images and examples used throughout this document are fictitious and for demonstration purposes only.

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Understanding Ohio's State Tests Reports

Introduction

This document has been prepared to help you understand the score reports for Ohio's State Tests for the 2024–2025 school year. It includes explanations of the reports, information about the content assessed in relation to [Ohio's Learning Standards](#), and a glossary of the terms used in these reports.

Authorized district and school personnel can log in to the [Centralized Reporting System \(CRS\)](#) to access and view their score reports. Assistance with the reporting system is available in the [Centralized Reporting System User Guide](#), which is available on the [Ohio's State Tests Portal](#) or by clicking the Help button within the system.

Purpose of Ohio's State Tests

State achievement tests tell us how well our students are growing 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 aspects of Ohio's Learning Standards.

After the tests were built, another group of educators serving on a Standard-Setting committee recommended cut scores to define five [performance levels](#) for each test. The State Board of Education approved these recommendations. Additionally, the Standard Setting committee [prepared descriptions](#) of what students should know and be able to do at each of the five performance levels.

For more information on Ohio's State Tests and the test development process, review the resources available on the Department's [website](#).

Subjects/Grade Levels Tested in Fall 2024

Districts and schools administered the grade 3 English language arts test in fall 2024.

In addition, districts and schools administered high school tests to students enrolled in single-semester courses, needing to test for a previously completed course, or electing to retake a test in the following subjects:

- | | |
|-----------------------|-----------------------------|
| ▪ Algebra I | ▪ English language arts II |
| ▪ American government | ▪ Geometry |
| ▪ American history | ▪ Integrated mathematics I |
| ▪ Biology | ▪ Integrated mathematics II |

Subjects/Grade Levels Tested in Spring 2025

The following elementary and middle school tests are available for the spring 2025 test administration:

- | | |
|---------------------------------|---------------------------------|
| ▪ Grade 3 English language arts | ▪ Grade 6 English language arts |
| ▪ Grade 3 Mathematics | ▪ Grade 6 Mathematics |
| ▪ Grade 4 English language arts | ▪ Grade 7 English language arts |
| ▪ Grade 4 Mathematics | ▪ Grade 7 Mathematics |
| ▪ Grade 5 English language arts | ▪ Grade 8 English language arts |
| ▪ Grade 5 Mathematics | ▪ Grade 8 Mathematics |
| ▪ Grade 5 Science | ▪ Grade 8 Science |

The following high school end-of-course tests are available for the spring 2025 test administration:

- | | |
|-----------------------|-----------------------------|
| ▪ Algebra I | ▪ English language arts II |
| ▪ American government | ▪ Geometry |
| ▪ American history | ▪ Integrated mathematics I |
| ▪ Biology | ▪ Integrated mathematics II |

Subjects/Grade Levels Tested in Summer 2025

Summer testing is optional. Students, schools, and districts may elect to participate or not participate. Participating schools and districts do not have to offer all tests.

The following elementary-school test is available for the summer 2025 test administration:

- Grade 3 English language arts

The following high school end-of-course tests are available for the summer 2025 test administration:

- | | |
|-----------------------|-----------------------------|
| ▪ Algebra I | ▪ English language arts II |
| ▪ American government | ▪ Geometry |
| ▪ American history | ▪ Integrated mathematics I |
| ▪ Biology | ▪ Integrated mathematics II |

Testing Format

Each test has two parts. Districts and schools may elect to administer both parts in one day or they may administer one part on one day and the other part on another day within their district test windows. The test contractor combines student responses for each part to produce one summative score. Please note, only test parts of the same mode (online or paper) can be combined into a summative score.

For the 2024–2025 school year, the test contractor has made the tests available in two formats: computer-based testing (online) and paper-based testing. Ohio's State Tests are online exams for all students, unless schools demonstrate a need for paper forms, either due to limited technology capacity or for students with disabilities. These students must have paper accommodations documented in their individualized education programs (IEPs) or 504 Plans. Grade 3 paper tests are available for 2024-2025 for districts that submitted a Board Resolution indicating paper testing to the Department by May 1, 2024. Paper tests are also available in braille and large print for students requiring specific accommodations listed in their IEPs or 504 Plans. Bilingual English-Spanish test forms are available to students taking the science, social studies, and mathematics tests online.

Question Formats

Students respond to items in multiple ways, including by creating charts, writing extended responses, and using other interactive features. The various question types assess higher-order thinking skills and offer different ways for students to demonstrate what they know and can do. Sample items, as well as descriptions and tutorials of the item types, are available on the [Ohio's State Tests Portal](#).

Ohio's State Tests Scores

Scale Scores and Performance Levels

Ohio reports five performance standards: Limited, Basic, Proficient, Accomplished, and Advanced. The scale score ranges in the tables below define each level. The Accomplished level of performance suggests that a student is on track for college and career readiness. For accountability purposes, “passing” includes the Proficient, Accomplished, and Advanced levels.

Table 1: Scale Score Ranges in Mathematics

Grade/Subject	Limited	Basic	Proficient	Accomplished	Advanced
Grade 3	587-682	683-699	700-724	725-752	753-818
Grade 4	605-685	686-699	700-724	725-758	759-835
Grade 5	624-686	687-699	700-724	725-748	749-804
Grade 6	616-681	682-699	700-724	725-743	744-790
Grade 7	605-683	684-699	700-724	725-754	755-806
Grade 8	633-689	690-699	700-724	725-743	744-774
Algebra I	618-681	682-699	700-724	725-753	754-814
Geometry	604-677	678-699	700-724	725-755	756-810
Integrated math I	618-681	682-699	700-724	725-753	754-814
Integrated math II	594-676	677-699	700-724	725-757	758-813

Table 2: Scale Score Ranges in Science

Grade/Subject	Limited	Basic	Proficient	Accomplished	Advanced
Grade 5	559-663	664-699	700-724	725-752	753-845
Grade 8	575-673	674-699	700-724	725-765	766-868
Biology	617-684	685-699	700-724	725-734	735-823

Table 3: Scale Score Ranges in Social Studies

Grade/Subject	Limited	Basic	Proficient	Accomplished	Advanced
American history	619-683	684-699	700-724	725-737	738-800
American government	642-686	687-699	700-724	725-738	739-774

Table 4: Scale Score Ranges in English Language Arts

Grade/Subject	Limited	Basic	Proficient	Accomplished	Advanced
Grade 3	545-671	672-699	700-724	725-751	752-863
Grade 4	549-673	674-699	700-724	725-752	753-846
Grade 5	552-668	669-699	700-724	725-754	755-848
Grade 6	555-667	668-699	700-724	725-750	751-851
Grade 7	568-669	670-699	700-724	725-748	749-833
Grade 8	586-681	682-699	700-724	725-743	744-805
English language arts II	597-678	679-699	700-724	725-741	742-808

In addition to the scale score ranges for grade 3 English language arts in Table 4 above, Table 5 below summarizes the grade 3 reading promotion performance standard. As indicated in the table below, beginning in the 2024–2025 school year and each year thereafter, the promotion score for the Third Grade Reading Guarantee is an English language arts scale score of 700. The Department has approved the use of the state test reading subscore as an alternative reading assessment. Students who do not reach the English language arts subscore of 700 but do earn a score of 50 or higher on the reading subscore for the 2024-2025 school year and beyond will also be eligible for promotion at the end of the year.

Table 5. Third Grade Reading Guarantee Performance Level Scale Score Ranges

Grade 3 English Language Arts	Does Not Meet Promotion Standard	Meets Promotion Standard
Scale Score	Below 700	At or Above 700
Grade 3 English Language Arts	Does Not Meet Alternative Promotion Standard	Meets Alternative Promotion Standard
Reading Subscore	Below 50	At or Above 50

As part of the [long-term graduation requirements](#), in addition to the scale scores above in Table 1 for algebra I and integrated mathematics I, and in Table 4 for English language arts II end-of-course tests, a competency score was set at 684 for each test. The Department also has developed [frequently asked questions](#) about the competency score for districts and schools.

For a summary of what Ohio’s Learning Standards expect students to know and do at each level, refer to the [Performance Level Descriptors](#) available on the Ohio’s State Tests Portal.

Reporting Category Indicators

Each test has three to five reporting categories. Reporting categories represent groups of similar student skills or learning standards assessed within each grade and subject. For example, one reporting category within grade 8 science is life science.

Student performance on the subset of items associated with a reporting category is reported with an indicator, rather than with scale scores. These indicators are:

- Below proficient
- Near proficient
- Above proficient

Each test’s reporting categories are listed in the [blueprints](#), which are in the Resources section on the [Ohio’s State Tests Portal](#).

Codes for No Data Reported

In some instances, a student may receive one of these codes instead of a score: DNA (Did Not Attempt) or INV (Invalidated).

A student will receive a DNA (Did Not Attempt) if they answered at least one item but did not meet the Department’s criteria for having attempted the test. The Department defines a test as attempted if the student responded to five items or achieved five points.

A record will reflect INV (Invalidated) if both parts of the student's test were invalidated or if the student only took one part of the test and that part was invalidated. If the student took both parts of the test and only one part of the test was invalidated, the student will receive a score based on the non-invalidated test part.

When a student receives one of these codes, the district will not be able to print an Individual Student Report (ISR). Additionally, if a district requested to receive family reports in [TIDE](#), the district will not receive a family report for a test with one of these codes.

Ohio's State Tests Reports

Ohio's State Tests results are available in several formats.

Family Score Reports

The *Ohio's State Tests Family Score Report* is a two-page color report. The first page provides resources for families. The second page provides the student's scale score and performance level, including the student's reporting category indicators and a summary of each reporting category. For fall, spring, and summer, the district must request to receive family reports for their district in [TIDE](#) by the following dates:

- November 1, for grade 3 ELA fall tests
- January 17, for high school end-of-course (EOC) fall tests
- May 9 for all spring tests
- July 3 for all summer tests

[Family-friendly interpretive guides](#) for the family score reports are located on the [Ohio's State Tests Portal](#). Each guide walks through the elements of the family reports, as well as providing definitions and answers to frequently asked questions.

Online Score Reports

Reporting System

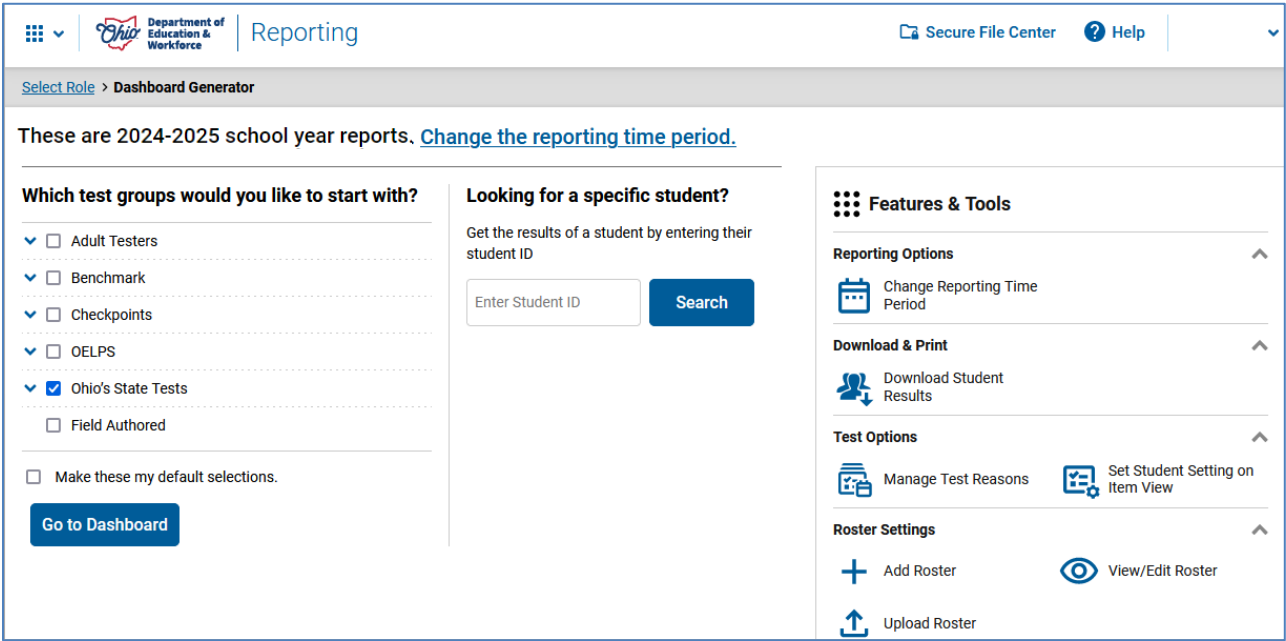
Authorized district and school personnel can log in to the [Centralized Reporting System](#) from the [Ohio's State Tests Portal](#) to access and view district and school-level Ohio's State Tests reports of students' test results. The reports that can be accessed are based on each user's role and school and district associations. Additionally, teachers can only view reports for students on their rosters.

An overview of the reports available is on the following pages. For more details on accessing and navigating online score reports, readers should refer to the [Centralized Reporting System User Guide](#). The user guide is available on the Ohio's State Tests portal or by clicking the Help button in the Centralized Reporting System.

Dashboard Generator

After logging in to the Centralized Reporting System, the Dashboard Generator page appears. This allows for easy customization of results to view only the data that is most helpful.

Figure 1. Dashboard Generator

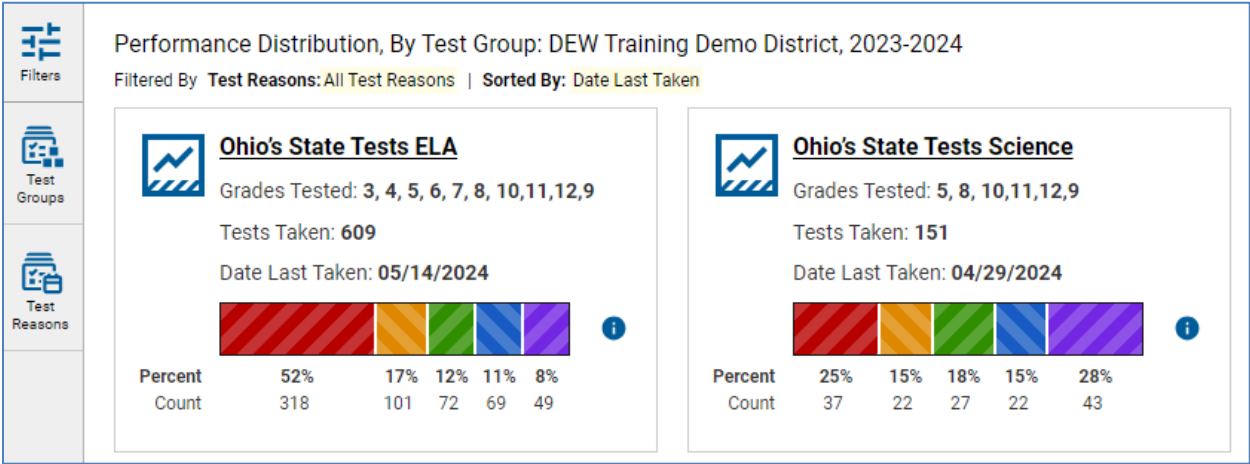


Dashboard

After making selections on the Dashboard Generator, users first view a summary of results for the current school year. If needed, use **Change Reporting Time Period** under **Features and Tools** to change the reporting year. The score data you see are dependent on your role; for example, a building test coordinator only sees aggregate data for their associated school(s).

Each aggregation card that appears on the *Dashboard* displays the performance distribution of the subject for all students that tested in that subject.

Figure 2. Dashboard and Performance Distribution



Clicking on the chart  icon or subject name provides access to more detailed subject score data.

District and School Reports

For district and school users, the Performance on Tests page displays a row for each of the selected subject's tests, with aggregate data.

Figure 3. District Performance on Tests

Dashboard Selector > Dashboard Generator > Dashboard > Performance on Tests Enter Student ID

Filters

Average Score and Performance Distribution, by Assessment: DEW Training Demo District, 2023-2024

Filtered By School: All Schools | Test Reasons: All Test Reasons | Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Algebra I	Ohio's State Tests	10	Spring 2024 (OST)	50	715	Percent Count 20%18%24%20%18% 10912109	04/25/2024
Geometry	Ohio's State Tests	10	Spring 2024 (OST)	50	706	Percent Count 22%26%16%24%12% 11138126	04/25/2024
Grade 3 Mathematics	Ohio's State Tests	3	Spring 2024 (OST)	49	703	Percent Count 35%8%22%22%12% 17411116	04/25/2024

Click the test name to view the Performance on Test report. For example, if you want to view the Ohio’s State Tests Performance on Test Report for Algebra I, click [Algebra I].

District Performance on Test Report

The District Performance on Test report displays data for the grade and subject selected on the *Performance on Tests* report. Each school that has results in the selected grade and subject has a row for its performance data along with the comparison rows for district and state performances. District level users can view the data for each school in their districts.

Figure 4. District Performance on Test Report

Average Score and Performance Distribution for **Algebra I** (Spring 2024 (OST)), by School and Reporting Category: DEW Training Demo District, 2023-2024

Filtered By School: All Schools | Test Reasons: Spring 2024 (OST) | Standards Keys

School

Total

	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
State	154624	702	Percent Count 34%17%22%17%10% 52.6K26.7K33.5K26.7K5.1K	49%
District	50	715	Percent Count 20%18%24%20%18% 10912109	62%
DEW Training Demo School-B	50	715	Percent Count 20%18%24%20%18% 10912109	62%

5 Items on which Students Performed the Best

5 Items on which Students Performed the Worst

Functions

Modeling and Reasoning

Number, Quantities, Equations and Expressions

Statistics

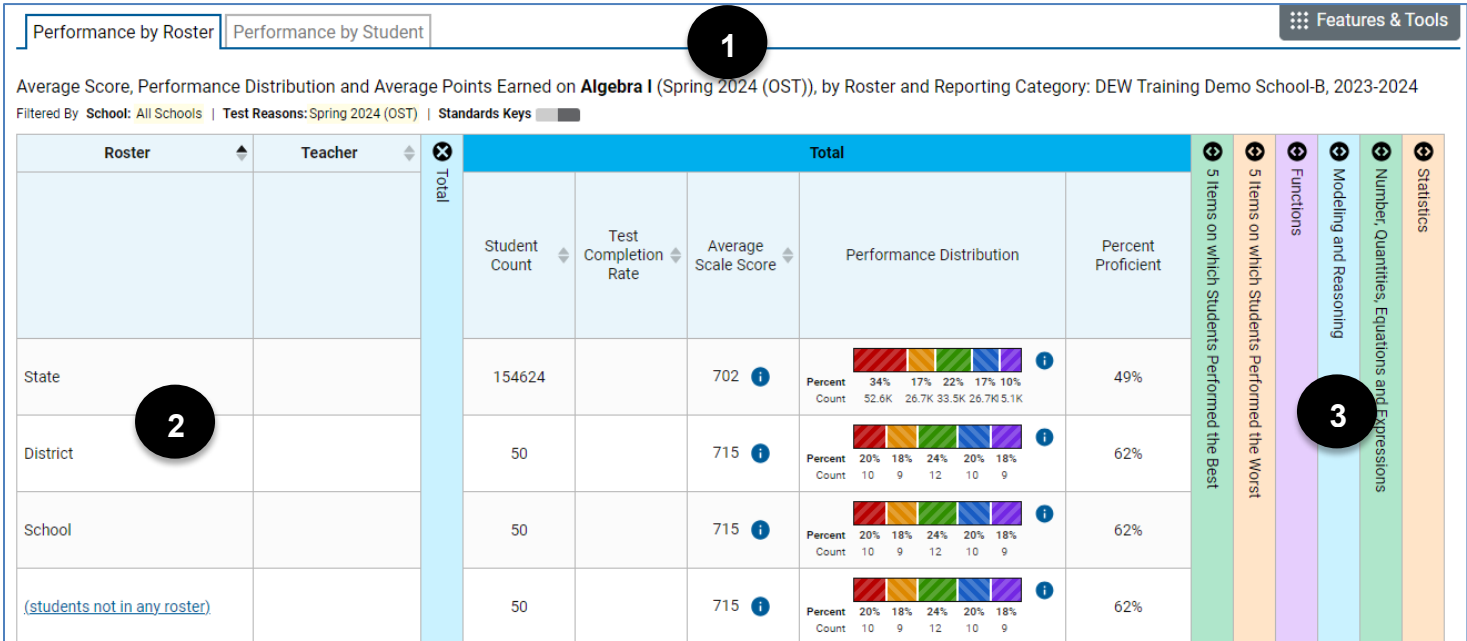
- 1. **Report Title:** Includes the report type, test name, report components, district name, administration year, and filters applied.
- 2. **Report Rows:** Rows for the state, district, and each school display the student count, average scale score, performance distribution in both percentages and counts, and percent proficient.

- 3. Accordion Sections:** These can be expanded to show reporting category performance, item level data for operational items (when available), and writing dimension data (when available).

School Performance on Test Report

The *School Performance on Test* report displays school-level data in two tabs. The first shows Performance by Roster and the second shows [Performance by Student](#). School-level users see this report when selecting a test from the *Performance on Tests* report. District-level users see this report when clicking on a school in the *District Performance on Test* report.

Figure 5. School Performance on Test Report – Performance by Roster



- 1. Report Title:** Includes the report type, test name, report components, school name, administration year, and filters applied.
- 2. Report Rows:** Rows for the state, district, school, and each roster display the student count, test completion rate (roster rows only), average scale score, performance distribution in both percentages and counts, and percent proficient.
- 3. Accordion Sections:** These can be expanded to show reporting category performance, item level data for operational items (when available), and writing dimension data (when available).

Figure 6. School Performance on Test Report – Performance by Student

Performance by Roster

Performance by Student

1

Features & Tools

Score, Performance and Points Earned on Algebra I (Spring 2024 (OST)) of All Rosters, by Student and Reporting Category: DEW Training Demo School-B, 2023-2024

Filtered By

School: All Schools

Test Reasons: Spring 2024 (OST)

Standards Keys

Student	Student ID	Total	Total				5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Functions	Modeling and Reasoning	Number, Quantities, Equations and Expressions	Statistics
			Scale Score	Raw Score	Performance	Met Competency Score						
State		702	n/a	34% 17% 22% 17% 10% 52.6K 26.7K 33.5K 26.7K 5.1K	n/a							
District		715	n/a	20% 18% 24% 20% 18% 10 9 12 10 9	n/a							
School		715	n/a	20% 18% 24% 20% 18% 10 9 12 10 9	n/a							
DEW-Trainingdata_FN	DEMO08501	664	8	Limited	No							
DEW-Trainingdata_FN	DEMO08502	631	3	Limited	No							

2

3

- Report Title:** Includes the report type, test name, report components, school name, administration year, and filters applied.
- Report Rows:** Comparison rows for the state, district, and school display the average scale score, and the performance distribution in both percentages and counts. Rows for each student display the scale score, raw score, reading subscore (grade 3 English language arts only), performance level, and third grade reading guarantee promotion score met (grade 3 English language arts only). For English Language Arts II, Algebra I, and Integrated Mathematics I, there is a column for met competency score.
- Accordion Sections:** These can be expanded to show reporting category performance and item level data for operational items (when available).

Teacher Reports

For teachers, the Performance on Tests page has two sections – My Assessments and My Students. My Assessments shows each test of the selected subject that one or more of the teacher’s students has taken. My Students lists all of the teacher’s students who have taken one or more tests in the selected subject. Note that all features of this page are based on students associated to teachers via rosters.

Figure 7. Teacher Performance on Tests

Select Role > Dashboard Generator > Dashboard > Performance on Tests Enter Student ID Features & Tools

My Assessments

Average Score and Performance Distribution, by Assessment: All Rosters, 2023-2024
 Filtered By: Rosters: All Rosters | Test Reasons: All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 3 Mathematics	Ohio's State Tests	3	Spring 2024 (OST)	3	640	Percent Count: 100% 3	04/25/2024
Grade 8 Mathematics	Ohio's State Tests	8	Spring 2024 (OST)	2	662	Percent Count: 50% 1 50% 1	04/24/2024

Rows per page: 10 2 items: 1 of 1

My Students

Most Recent Assessment of All Rosters: 2023-2024
 Filtered By: Rosters: All Rosters | Test Reasons: All Test Reasons

Student Name	Student ID	Most Recent Assessment	Date Taken
DEW-Trainingdata_FN	DEMO08003	Grade 3 Mathematics	04/25/2024
DEW-Trainingdata_FN	DEMO08002	Grade 3 Mathematics	04/25/2024
DEW-Trainingdata_FN	DEMO08001	Grade 3 Mathematics	04/25/2024
DEW-RDLdata_FN	DEMO08362	Grade 8 Mathematics	04/24/2024
DEW-RDLdata_FN	DEMO08361	Grade 8 Mathematics	04/23/2024

My Student's Performance on Test

Clicking on a test name or magnifying glass in the My Assessments table displays the My Student's Performance on Test report for the selected test which displays data in two tabs. The first tab shows [Performance by Roster](#) and the second tab shows [Performance by Student](#).

Figure 8. My Students' Performance on Test – Performance by Roster

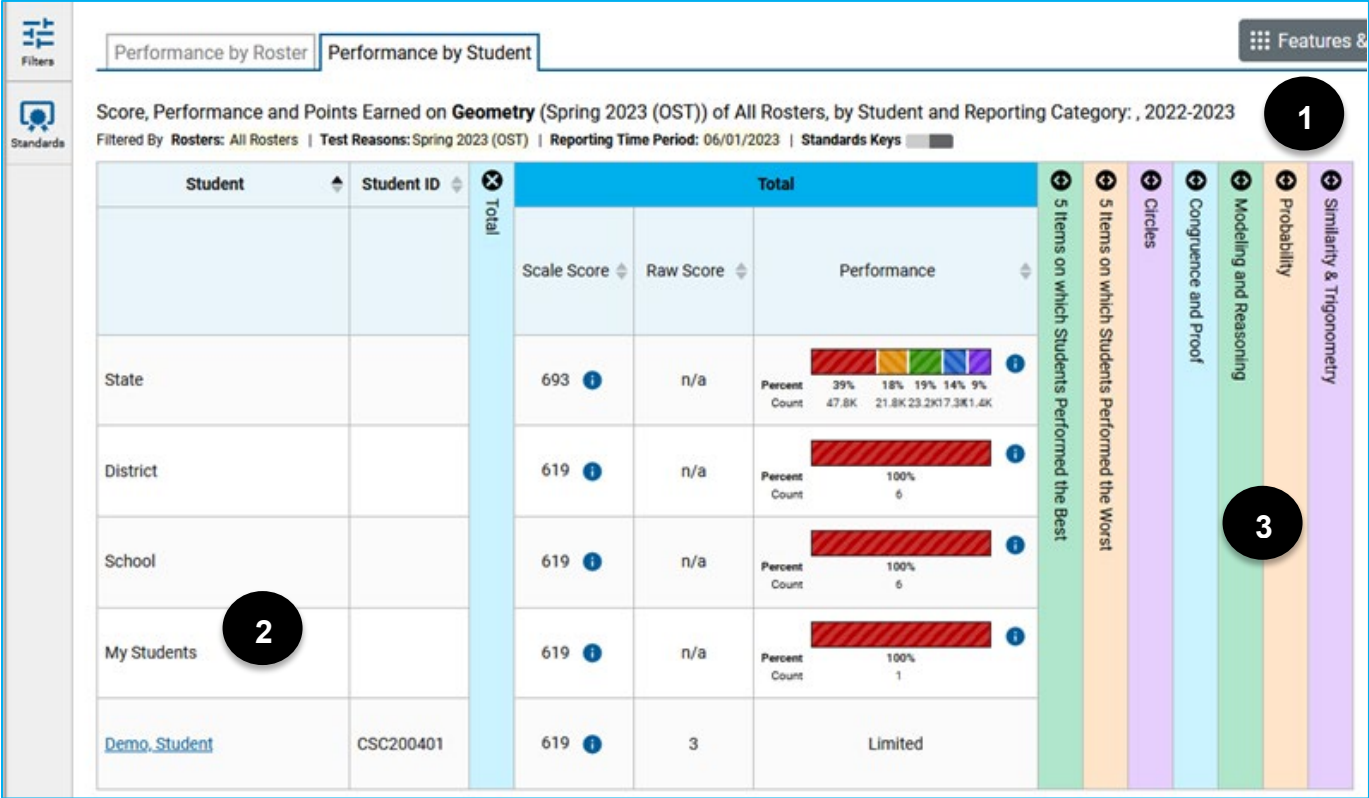
Performance by Roster Performance by Student Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 3 Mathematics (Spring 2024 (OST))**, by Roster and Reporting Category: , 2023-2024
 Filtered By: Rosters: All Rosters | Test Reasons: Spring 2024 (OST) | Standards Keys

Roster	Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Fractions	Geometry	Modeling and Reasoning	Multiplication and Division	Numbers and Operations
State		119312		714	Percent Count: 28% 10% 20% 19% 24% 33.5K 11.7K 23.8K 22.2K 28.1K	62%							
District		49		703	Percent Count: 35% 8% 22% 22% 12% 17 4 11 11 6	57%							
School		49		703	Percent Count: 35% 8% 22% 22% 12% 17 4 11 11 6	57%							
My Students		3		640	Percent Count: 100% 3	0%							
Demo Roster 1		3	60% (3/5)	640	Percent Count: 100% 3	0%							

1. **Report Title:** Includes the report type, test name, report components, administration year, and filters applied.
2. **Report Rows:** Rows for the state, district, school, my students, and each roster display the student count, test completion rate (roster rows only), average scale score, performance distribution in both percentages and counts, and percent proficient.
3. **Accordion Sections:** These can be expanded to show reporting category performance, item level data for operational items (when available), and writing dimension data (when available).

Figure 9. My Students' Performance on Test – Performance by Student



1. **Report Title:** Includes the report type, test name, report components, administration year, and filters applied.
2. **Report Rows:** Comparison rows for the state, district, school, and my students display the average scale score, and the performance distribution in both percentages and counts. Rows for each student display the scale score, raw score, reading subscore (grade 3 English language arts only), performance level, and third grade reading guarantee promotion score met (grade 3 English language arts only). For English Language Arts II, Algebra I, and Integrated Mathematics I, there is a column for met competency score.
3. **Accordion Sections:** These can be expanded to show reporting category performance, item level data for operational items (when available), and writing dimension data (when available).

Student Portfolio

Clicking on an individual student in the My Students table of the Performance on Tests page displays the [Student Portfolio](#). This displays all tests taken in the current school year by the selected student.

Figure 10. Student Portfolio

Select Role > Dashboard Generator > Dashboard > Student Portfolio

Enter Student ID

Score and Performance, by Assessment and Test Reason: OST-Online-MOCK FN, 2022-2023

Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
Grade 8 Mathematics	Ohio's State Tests	8	Spring 2023 (OST)	1	633	Limited	03/14/2023
Grade 8 English Language Arts	Ohio's State Tests	8	Spring 2023 (OST)	1	586	Limited	03/09/2023

Rows per page: 992 Items: 1 of 1

Student Performance on Test

Clicking on any test on the student portfolio displays the Student Performance on Test report.

Figure 11. Student Performance on Test

Score, Performance and Points Earned on Grade 3 English Language Arts (Spring 2022 (OST)) of , by Student and Reporting Category: 2023-2024

Filtered By Rosters: All Rosters | Test Reasons: Spring 2022 (OST) |

Features & Tools

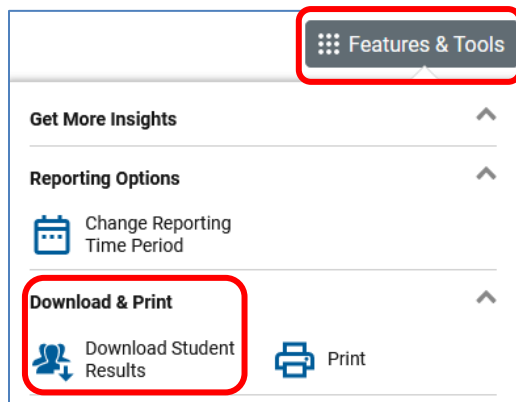
Student	Student ID	Total	Scale Score	Raw Score	Reading Subscore	Performance	Third Grade Reading Guarantee Promotion Score Met	Reading Informational Text	Reading Literary Text	Writing	Writing Dimensions
State		709	n/a	n/a		Percent Count 21% 21% 19% 18% 20% 25.4K 25.3K 23.6K 22.4K 24.6K	n/a				
District		604	n/a	n/a		Percent Count 100% 20	n/a				
School		604	n/a	n/a		Percent Count 100% 20	n/a				
My Students		632	n/a	n/a		Percent Count 100% 1	n/a				
LN-SV, FN	DEMO08567	632	6	36		Limited	No				

1. **Report Title:** Includes the report type, test name, report components, administration year, and filters applied.
2. **Report Rows:** Comparison rows for the state, district, school, and my students display the average scale score, and the performance distribution in both percentages and counts. The student row displays the scale score, raw score, reading subscore (grade 3 English language arts only), performance level, and third grade reading guarantee promotion score met (grade 3 English language arts only). For English Language Arts II, Algebra I, and Integrated Mathematics I, there is a column for met competency score.
3. **Accordion Sections:** These can be expanded to show reporting category performance, item level data for operational items (when available), and writing dimension data (when available).

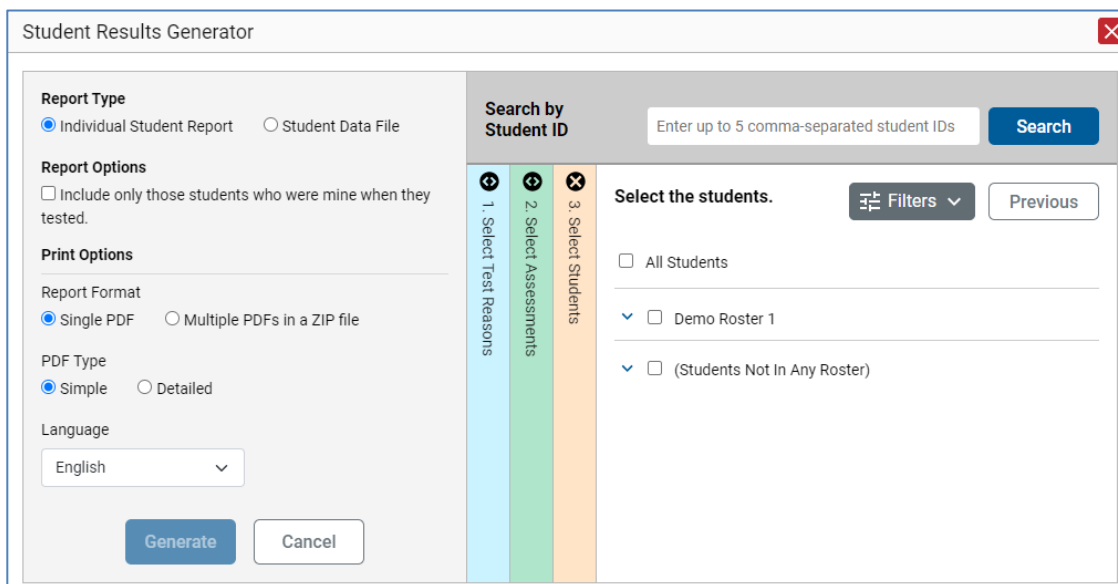
Individual Student Report

The *Individual Student Report* (ISR) displays the student's scale score and performance level for a test. The report includes a graphical representation of a student's performance and text explaining what the achieved performance level means and possible next steps. The report includes average scale scores for the state, district, and school for comparison purposes.

Individual Student Reports can be generated from any page by clicking the [Features & Tools] button and selecting the [Download Student Results] button in the Download & Print section.



From the Student Results Generator pop up, make selections in the Select Test Reasons, Select Assessments, and Select Students sections to create the Individual Student Reports needed.



Reports can be generated as a single PDF or multiple PDFs in a zip file, and can be simple or detailed. Report language may be changed by making a selection from the Language dropdown. ISRs are available in English, Chinese, French, German, Japanese, Kinyarwanda, Nepali, Russian, Spanish, Somali, Swahili, Turkish, and Vietnamese.

Generated reports appear in the user's Secure File Center.

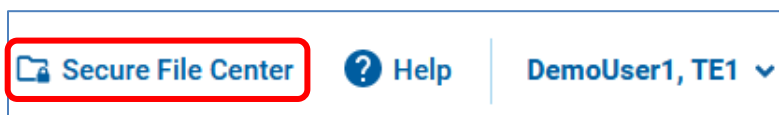
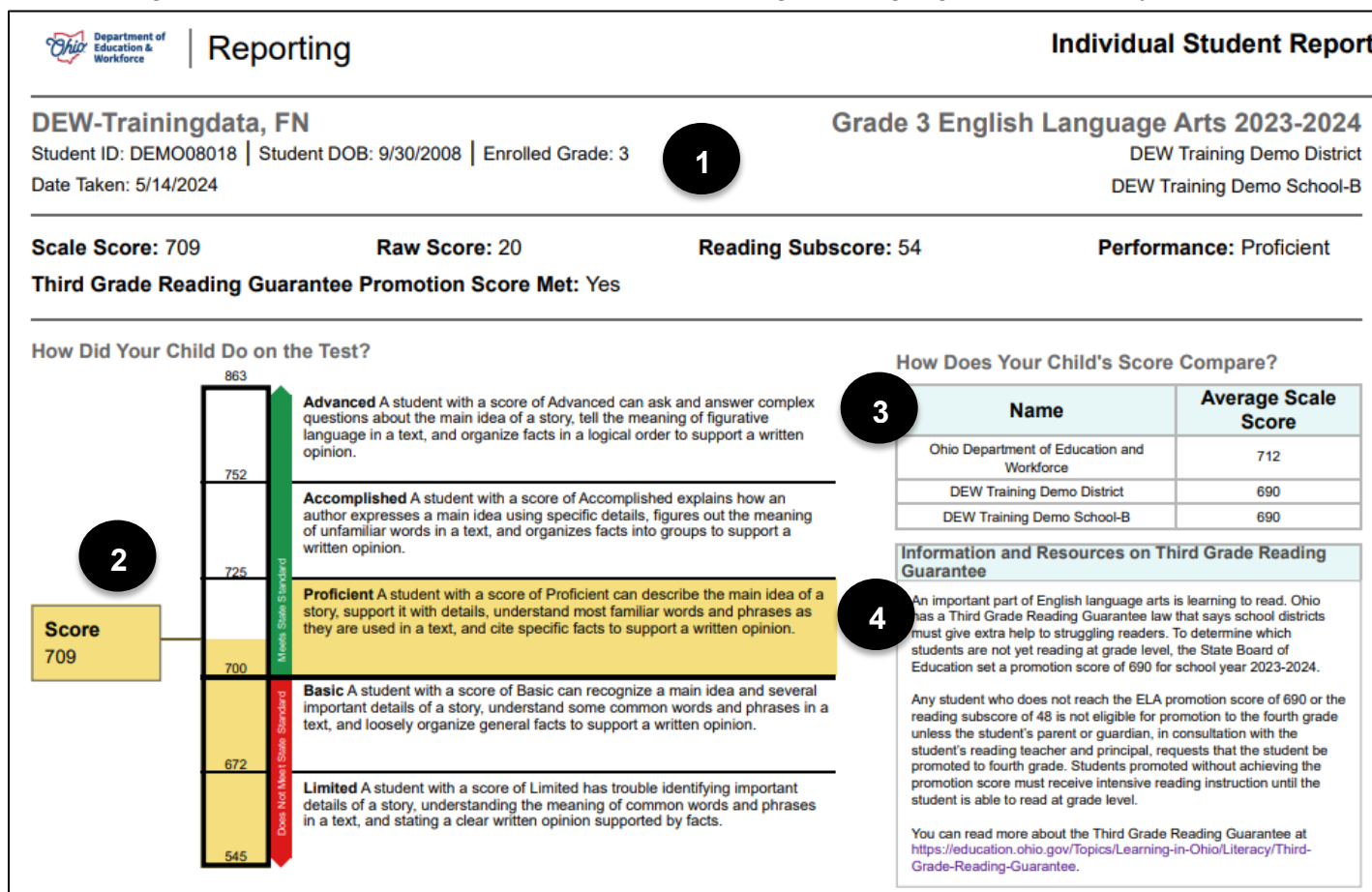


Figure 12. Individual Student Report for Grade 3 English Language Arts – PDF Type Simple



- 1. Student Information** – Includes the student's name, SSID, overall scale score, and performance level. For grade 3 English language arts, the reading subscore and third grade reading guarantee promotion score met will also be displayed. For high school English Language Arts II, Algebra I, and Integrated Mathematics I, a met competency score will also be displayed.
- 2. Scale Score and Overall Performance** – The barrel chart visually depicts the student's performance level based on their overall scale score. It also includes a brief description of the student's performance level.
- 3. Comparison Scores** – Includes the average scale score for the state, district, and school with which the student is associated.
- 4. Third Grade Reading Guarantee** – Includes information about the Third Grade Reading Guarantee requirements, including the reading promotion score. For more information on the reading promotion score and status, please refer to the glossary in this document. For high school English Language Arts II, Algebra I, and Integrated Mathematics I, this box displays information about the competency score.

Figure 13. Individual Student Report for Grade 3 English Language Arts – PDF Type Simple, continued

How Did Your Child Perform on Different Areas of the Test?

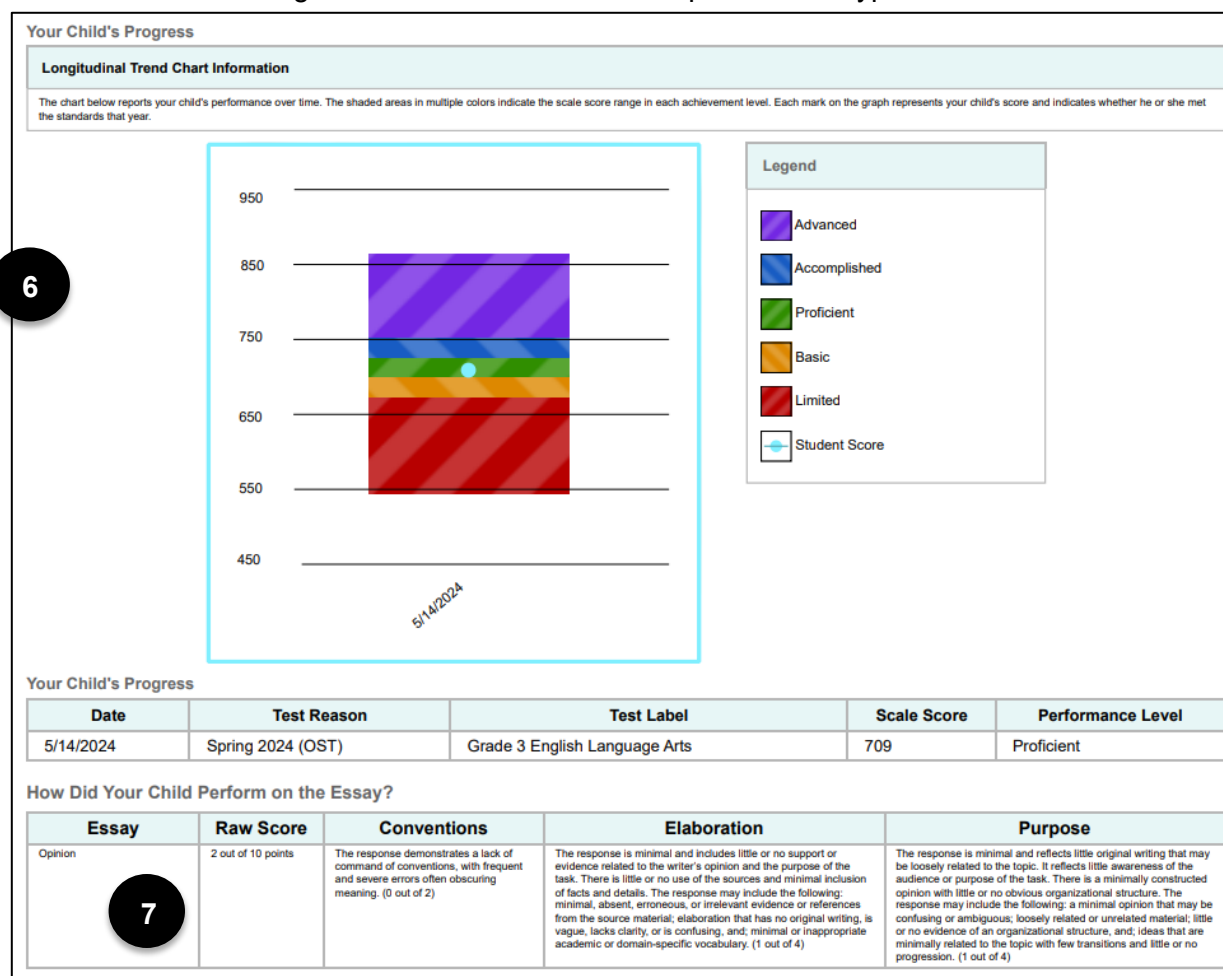
5

Below Proficient Near Proficient Above Proficient

Category	Performance	Performance Description
Reading Informational Text	Below Proficient	What These Results Mean Your child may have trouble answering questions about a text; finding the main idea and supporting details; using charts to find information; recognizing the connections between different ideas in a text; and understanding the author's point of view. Next Steps Read an article about a current event or scientific discovery with your child. Pause at different points when reading to ask your child questions about details in the article. When finished reading, ask your child to tell you something he or she learned from the article.
Reading Literary Text	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	Above Proficient	What These Results Mean Your child can write for a purpose; find information from a text and organize the information into clear categories that support a main idea or opinion; write sentences and paragraphs with correct punctuation; and choose the best words to describe an idea. Next Steps Ask your child to write a few paragraphs to express an opinion about a text. Have your child include details from the text to support that opinion. Ask your child to organize his or her own ideas and details from the text so that the argument is clear.

5. **How Did Your Child Perform on Different Areas of the Test** – Includes the student's indicators for each reporting category. Refer to the legend on the top of the report to understand the data represented. Additionally, the *What These Results Mean* and *Next Steps* text provides a detailed explanation of the student's skills based on the achieved performance level and provides guidance on advancing the student's capabilities.

Figure 14. Individual Student Report – PDF Type Detailed



- 6. Trend Information** – Displays multiple scores (when available) on related tests to see the student's trend over time. Information is shown both as a chart and as a table.
- 7. Writing Item Information** (English language arts tests only) – Includes the essay type, overall essay score, description of the student's score on each writing dimension, and the dimension scores. Students can earn between two and ten points on writing items. Per the writing rubric, students can earn one to four points on the Purpose, Focus, and Organization dimension; one to four points on the Evidence and Elaboration dimension; and zero to two points on the Conventions of Standard English dimension. In some cases when a student receives no points for a writing item, there may be a description of the reason why the student received no points. These descriptions correspond to the condition codes listed in the student results layout, as noted below. For more information on these condition codes, refer to the document *How a student can earn a zero on a written response* on the Department's website [here](#).
- BR = Blank Response
 - ND = Not Enough Data
 - NO = Not Enough Original Text
 - RT = Repetitive Text
 - FR = Foreign Language Response
 - UR = Unreadable Response
 - TR = Off Topic Response

Figure 15. Individual Student Report – PDF Type Detailed, continued

How Did Your Child Perform on Each Test Question?		
Reading Informational Text		
Question #	Standard	Points Earned/Points Possible
1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	0/1
2	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	0/2
3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	0/1
4	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	0/1
5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	0/1
6	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	0/1
13	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	1/1
14	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	0/1
15	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1/1
16	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	0/1
17	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	0/2
18	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	0/1
19	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	0/1
20	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	0/1
Reading Literary Text		
Question #	Standard	Points Earned/Points Possible
8	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	1/1
9	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	0/1

- 8. Item Level Data** – Includes the student's performance on each operational item. The three columns provide the item number (item numbers for field test items are omitted), description of the content statement for each item included for the standard, and the points earned out of the points possible for each item. These data are not available for all students (for example, students who used a breach form will not have item level data). This report will display "N/A" for each item for students that do not have data. Item content is not included.

Glossary

Competency Scores – As part of the [long-term graduation requirements](#), Ohio law directed the then Ohio Department of Education, working with the Ohio Department of Higher Education and Office of Workforce Transition, to establish a competency score on Ohio's English language arts II and algebra I end-of-course tests. The competency score was set at 684 for each test. The Department also has developed a [frequently asked questions](#) document about the competency score for districts and schools.

Computer-Based Testing – When taking the test on the computer or supported device, students make their answer choices using the mouse or keyboard, and they may use various testing tools, such as the strikethrough tool or the highlighter tool, as they work. Once they complete the test, they submit their answers electronically. Before exiting the test and submitting their responses, students are taken to a review screen that identifies questions that are answered, unanswered, and marked for review.

Items – These are test questions that students are required to answer. For more information on operational items and field test items, review the section How Ohio Builds State Tests on the Department's [website](#).

Ohio's Learning Standards – Ohio's Learning Standards define expectations for student learning in Ohio's classrooms. Find information about Ohio's Learning Standards on the Department's website at [education.ohio.gov](#).

Performance Level – Ohio reports five performance levels (or standards): Limited, Basic, Proficient, Accomplished, and Advanced.

Performance Level Descriptors – Each subject has its own specific descriptions of each performance level. Performance Level Descriptors for all content areas are located on the Ohio's State Tests portal under [Performance Level Descriptors \(PLD\)](#).

Third Grade Reading Guarantee Promotion Score – The Third Grade Reading Guarantee promotion score is used to determine if the student satisfied the requirements of the Third Grade Reading Guarantee. This only applies to grade 3 English language arts tests.

Third Grade Reading Guarantee Promotion Status – Ohio's Third Grade Reading Guarantee law states that school districts must give extra help to struggling readers. The law also requires that third graders who do not reach the promotion score must be retained to build stronger skills before moving on to fourth grade unless they are eligible for an exemption. Beginning in the 2024-2025 school year and each year after, the promotion score for the Third Grade Reading Guarantee is a grade 3 English language arts scale score of 700. The Department has approved the use of the state test reading subscore as an alternative reading assessment. Students who do not reach the English language arts subscore of 700 but do earn a score of 50 or higher on the reading subscore for the 2024-2025 school year and beyond will also be eligible for promotion at the end of the school year. Districts can visit the Department's [Third Grade Reading Guarantee](#) page for additional information and resources.

Reporting Category – Reporting categories represent groups of similar student skills or content standards assessed within each grade and subject.

Reporting Category Indicators – The report shows student performance on the subset of items associated with a reporting category with an indicator, rather than with scale scores. These indicators are *below proficient*, *near proficient*, and *above proficient*.

Scale Score – A scale score is a conversion of a student's raw score on a test to a common scale that allows for a numerical comparison between students. For example, we can compare scale scores for students who took the Biology test this year with those who took this test last year. Scale scores are not comparable across different subjects.

SSID – Statewide student identifier