
Ohio Statewide Assessment Program

Rules Book



*Ohio Department of Education
Office of Assessment and Curriculum*

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Purpose

Substitute House Bill 231, passed in July 1987, provided for the establishment of a statewide high school proficiency testing program for Ohio high school students. Since that time, additional legislation has been enacted to modify and expand the testing program. Some aspects of the program are similar at all grade levels while others are unique. The purposes of this rules book are the following:

- to provide a reference for school officials responsible for statewide testing in a district or building; and
- to provide a general overview of Ohio's statewide testing program and to share specific information pertaining to the testing at each grade level.

The *Ohio Statewide Assessment Program Rules Book* presents information regarding the K-12 assessment program in the state of Ohio. Because of the volume and complexity of these topics, this year's *Rules Book* has been designed to take advantage of electronic document features. The *Rules Book* is distributed via the ODE website at (education.ohio.gov, keyword search: *Rules Book*) as a downloadable Adobe Acrobat Portable Document Format (PDF) file. This PDF makes extensive use of hyperlinks and cross-references. When viewed on a computer, a reader may click directly on any hyperlink or specific page reference and advance directly to that cross-reference.

New for 2011-2012

There are several changes made to the statewide assessment program per House Bill 153 (July 1, 2011):

- The senior project as part of the high school assessment will be deleted from the three-step exit program.
- There will be no public release of Ohio Achievement Assessments (OAA) test questions.
- The development and administration of the Grades 4 and 7 writing and the Grades 5 and 8 social studies OAA will be suspended for the 2011-12 and 2012-13 school years. The suspension also applies to the Ohio Achievement Assessments-Alternate Assessment for Students with Disabilities (OAA-AASWD).

Changes to be Posted on website

The *Rules Book* will be posted once annually in September and will not be posted mid-year. Changes made through legislation or for other reasons during the year will be posted on the *Rules Book* website. These changes will be incorporated within the *Rules Book* the following September.

Text Used Throughout Rules Book

The term *district* will be used throughout the Rules Book to refer to any city, exempted village, local, cooperative education, and/or career and technology center, community or chartered nonpublic school, the state school for the blind, the state school for the deaf, any school operated by the departments of youth services or rehabilitation and corrections, or any entity that participates in the statewide assessments.

Information that refers to a specific type school will be noted.

Assessment Schedule

Grade K: Kindergarten Readiness Assessment-Literacy (KRA-L)

- Administration: must be administered to **all** kindergarten students no **earlier** than four weeks prior to the first day of school and **no later** than the first day of October.

Grades K-12: Ohio Test of English Language Acquisition (OTELA)

- Administration: Jan. 16-March 9, 2012.
 - Results: available online May 9, 2012; printed reports in districts May 17, 2012.

Grades 3-10: Ohio Alternate Assessment for Students with Disabilities (AASWD) – OAA and OGT

- Collection of Evidence (COE) period: Sept. 2011-March 2, 2012.
 - Online results available April 30, 2012.

Grades 9-12 (Optional High School End of Course Exam)

- Use of these tests is optional to the district. Please call the Office of Assessment and Curriculum for details.

Grades 3-8: Ohio Achievement Assessments

- Fall Administration: Oct. 3-7, 2011.
 - Results available online Nov. 18, 2011; printed reports shipped week of Nov. 28, 2011.
 - Grade 3: Reading Achievement Assessment.
- Spring Administration: April 23-May 11, 2012.
 - Results available online June 15, 2012; printed reports shipped no later than June 30, 2012.
 - Grade 3: Reading and Mathematics.
 - Grade 4: Reading and Mathematics.
 - Grade 5: Reading, Mathematics and Science.
 - Grade 6: Reading and Mathematics.
 - Grade 7: Reading and Mathematics.
 - Grade 8: Reading, Mathematics and Science.

Grades 10-12 Ohio Graduation Tests

Grade 10

- March 12-25, 2012: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due May 14, 2012; printed reports shipped no later than May 24, 2012).
- June 18 – July 1, 2012: Ohio Graduation Tests (optional) in reading, mathematics, writing, science and social studies (downloadable data file results due Aug. 6, 2012; printed reports shipped no later than August 28, 2012).

Grade 11

- Oct. 24-Nov. 6, 2011: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due Dec. 12, 2011; printed reports shipped no later than Jan. 5, 2012).
- March 12-25, 2012: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due May 14, 2012; printed reports shipped no later than May 24, 2012).
- June 18 – July 1, 2012: Ohio Graduation Tests (optional) in reading, mathematics, writing, science and social studies (downloadable data file results due Aug. 6, 2012; printed reports shipped no later than August 28, 2012).

Assessment Schedule continued

Grade 12

- Oct. 24-Nov. 7, 2011: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due Dec. 12, 2011; printed reports shipped no later than Jan. 5, 2012).
- March 12-25, 2012: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due May 14, 2012; printed reports shipped no later than May 24, 2012).
- June 18 – July 1, 2012: Ohio Graduation Tests (optional) in reading, mathematics, writing, science and social studies (downloadable data file results due Aug. 6, 2012; printed reports shipped no later than August 28, 2012).

Statutory/Regulatory History of Statewide Testing

- HB 231, July 1987 – initial legislation requiring ninth-grade tests beginning in 1990, 12th-grade tests starting in 1994.
- HB 55, March 1992 – one diploma; science added to ninth-grade tests; fourth-grade and sixth-grade tests added.
- HB 152, July 1993 – eighth-grade option; chartered nonpublic schools required beginning in 1999.
- HB 552, May 1994 – two-year science delay for the ninth-grade tests.
- HB 715, May 1994 – citizenship exemption on the ninth-grade test for non-U.S. citizens.
- SB 55, August 1997 – phases out ninth-grade tests and phases in new graduation tests, increases graduation units from 18 to 21; adds the fourth-grade reading guarantee.
- Ohio Supreme Court decision, April 1998 – previous year’s tests available as public records upon request.
- HB 770, May 1998 – field-tested items become available as public records when used operationally.
- HB 282, August 1999 – temporary exemption for English-limited students.
- HB 94, June 2001 – decreases minimum graduation units from 21 to 20.
- SB 1, September 2001 – delays ninth-grade tests phase-out for two years; phases out proficiency tests and phases in achievement tests and diagnostic assessments aligned with academic content standards and model curriculum.
- HB 95, June 2003 – requires Academic Watch and Academic Emergency districts to administer to ninth-graders the OGT practice tests that are aligned with academic content standards and model curriculum.
- HB 3, August 2003 – brings Ohio law into conformity with federal *NCLB* legislation including achievement tests in reading and mathematics in grades 3-8 and Ohio Graduation Tests in reading, mathematics, writing, science and social studies in Grade 10.
- SB 2, March 2004 – directs that the General Assembly’s ongoing efforts to improve the quality of teaching in Ohio including provisions recommended by the Governor’s Commission on Teaching Success; changes date for summer Grade 3 reading achievement tests; expands use of OGT practice tests; changes phase-in date of Grade 8 social studies achievement test; changes requirements for administering diagnostic assessments, including the kindergarten readiness assessment.
- HB 106, June 2004 – exempts limited English proficient (LEP) students who have been enrolled in U.S. schools for less than one year from certain testing and accountability requirements, i.e., the exemption from taking reading and writing achievement tests.
- HB 493, May 2005 – provides for the substitution of passing OGT scores for certain eligible students who originally were required to pass the Ohio Ninth-Grade Proficiency Tests by amending ORC 3313.614 to expressly allow that substitution.
- HB 66, July 2005 – changes the date for the Grades 3-8 achievement tests from March to May in 2006-2007; eliminates state development and distribution of additional Grades 3-8 diagnostic assessments; changes the public record provisions governing the release of test items; institutes a new voucher program (EdChoice) for chartered nonpublic schools in 2006-2007 with mandatory achievement testing in Grades 3-8 (OGT is already required); strengthens assessment and accountability provisions for e-school students and e-schools; requires additional reading and mathematics academic progress assessments in certain community schools in 2006-2007.
- HB 276, March 2007 – eliminates summer third-grade reading test; allows students who otherwise must pass ninth-grade proficiency tests for graduation but who did not fulfill the curriculum requirements for a diploma by Sept. 15, 2006, to meet the graduation testing requirements by passing any combination of proficiency tests and OGT in the five tested subjects; revises the time period for administering the KRA-L.
- SB 311, April 2007 – establishes the “Ohio Core” curriculum of 20 specified units of study as minimum graduation requirements beginning with the class of 2014; provides alternative requirements and excuses certain students in drop-out prevention/recovery programs; requires State Board to revise standards for honors diplomas and make them effective by June 30, 2007; changes many other requirements regarding high school and college and work readiness.

Statutory/Regulatory History of Statewide Testing, *continued*

- HB 119, July 2007 – requires that each school district board and community school to designate one location for the collection of the spring elementary achievement tests in Grades 3-8 and to submit the tests to ODE’s test contractor for test scoring on a staggered schedule based on the size of the district; repeals the “foreign exchange student” exemption as to the “alternate pathway for graduation” so foreign exchange students now are required to pass the social studies OGT in order to graduate under that alternative pathway; requires students with disabilities taking alternate assessments to have written into their IEPs a description of benchmarks or short-term objectives as well as a statement of why the child cannot take the regular assessment and why the alternate assessment selected is appropriate for the child; requires any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of students with disabilities on state and district-wide assessments be written into their IEPs.
- HB 190, November 2007 – revises spring testing date for elementary achievement tests to be no earlier than the week containing April 24; provides for achievement tests to be administered over a two-week period instead of consecutive days.
- HB 1, July 2010 – phases out the Ohio Graduation Tests* and requires seniors to complete a three-step exit program* (college entrance exam such as ACT or SAT, end-of-course exam and senior project); OGT will no longer be released as a public document on July 1 of each year; requires the reading and writing tests to be combined to form an ELA test*; suspends for the next two school years the development and administration of the Grades 4 and 7 writing and Grades 5 and 8 social studies tests. *There is no timeline for these HB 1 changes to the assessment program.
- HB 153, July 2011 – deletes senior project from the three-step exit program; deletes release of OAA test questions; continues suspension for the next two school years (2011-12 and 2012-13) the development and administration of the Grades 4 and 7 writing and Grades 5 and 8 social studies tests. *There is no timeline for these HB 153 changes to the assessment program.

Timetable for Statewide Testing Graduation Requirements

Class of 1994 – Students graduating after Sept. 15, 1993 make up the first public school class required to pass Ohio Ninth-Grade Proficiency Tests in writing, reading, mathematics and citizenship and to meet curriculum requirements in order to receive a diploma.

Class of 1999 – Students graduating after Sept. 15, 1998 make up the first chartered nonpublic school class required to pass Ohio Ninth-Grade Proficiency Tests in same four areas and to meet curriculum requirements in order to receive a diploma.

Class of 2001 – Students graduating after Sept. 15, 2000 make up the first public school and chartered nonpublic school classes required to pass the Ohio Ninth-Grade Proficiency Test in science in addition to the other Ohio Ninth-Grade Proficiency Tests and to meet curriculum requirements in order to receive a diploma.

Class of 2006 – Students who began ninth grade before July 1, 2003 make up the last public school and chartered nonpublic school classes required to pass the Ohio Ninth-Grade Proficiency Tests in the five areas and to meet curriculum requirements in order to receive a diploma. This group of students also may use a pass on the OGT in any subject area in lieu of a pass on the same subject area of the Ohio Ninth-Grade Proficiency Tests.

Class of 2007 – Students who began ninth grade on or after July 1, 2003 make up the first public school and chartered nonpublic school classes required to pass the OGT in reading, mathematics, writing, science and social studies and to meet curriculum requirements in order to receive a diploma.

Assessment of Grades 3-8 Students

The Ohio Achievement Assessments (OAA) are designed to meet both state and federal law and to measure student achievement of Ohio's academic content standards. Reading and mathematics tests are required to be administered annually in Grades 3-8, and a science test is required in Grades 5 and 8. Except for Grade 3 reading, all of these achievement tests will be given once annually in the spring. The Grade 3 test in reading will be given in fall and spring. The higher score from fall and spring administration results will count in the accountability system reported in the Local Report Cards.

The fall administration test period will be the first full week in October. The spring administration test period will begin no earlier than the week containing the 24th day of April.

At each grade, the reading, mathematics and science achievement tests have a combination of multiple choice (1 point) and constructed-response (short answer 2 points; extended response 4 points) questions. The blueprint of each of the achievement tests is shown on page 15.

Test Window

Districts may begin the administration of the OAA on any day within the test window. Districts have flexibility in scheduling the tests but there are some rules that must be followed:

- All schools within a district must test the same grade level content area on the same day;
- The testing sequence of content area tests must remain in the order prescribed by the state (reading, mathematics and science);
- Makeup tests may be scheduled after the initial administration of the grade-level subject to the entire district – the 9-day rule for makeup testing has been *deleted*;
- Makeup tests may be administered during the first two weeks of the regular administration of the test and returned no later than Friday, May 4, with the other tests administered during that initial week;
- Testing materials will arrive in districts the week of April 9, 2012;
- All scorable materials must be returned no later than Friday, May 4 (subject to the “rolling pickup” provision below). The return schedule for the regular test administration, excluding makeup testing, is based on district enrollment as follows:
 - Fewer than 2,500 students, no later than Friday, May 4;
 - Between 2,500 and 7,000 students, no later than Monday, May 7;
 - More than 7,000 students, no later than Tuesday, May 8;
 - Any makeup tests given during the week of May 7, no later than Monday, May 14.

Test Administrator

Schools are responsible for administering statewide tests. The statewide tests at each grade level must be administered by test administrators who are employees of the school district and hold a license/certificate/permit issued by the ODE. Students and student teachers may not serve as test administrators.

For any group of more than 30 students, monitors will assist test administrators so that the ratio of test administrators/monitors to students is no greater than 30 students to one test administrator/monitor in any room. Monitors, however, do not have to be school personnel who hold a license/certificate/permit issued by the ODE; other responsible employees may be utilized if necessary.

Test Administrator, *continued*

Even if fewer than 30 students will be tested in a room, a school employee who holds a license/certificate/permit issued by the ODE must serve as the test administrator. A small-group administration must be administered by a test administrator who meets the criteria as per [OAC 3301-13-02 \(N\)\(7\)](#) or, if the person administering the test does not meet the criteria, a test administrator who meets the criteria must be present in the test administration room.

School districts are required to select district and building test coordinators. Test coordinators are responsible for ensuring that all test administrators and monitors are thoroughly trained and that all policies, procedures and schedules are followed.

Practice Tests

Practice tests for all achievement tests are available on the ODE website at education.ohio.gov, keyword search: *practice tests*. Districts must download and print their own copies because printed practice tests are no longer available through ODE.

Online practice tests for all achievement tests are available on the SUCCESS website at <http://ohio3-8.success-ode-state-oh-us.info/>. Students may take the practice OAA online and have their multiple-choice questions scored immediately. Scoring rubrics are provided to score the constructed-response questions.

Third-Grade Guarantee

Districts must make a deliberate promotion/retention decision for students who, after multiple administrations, have a score in the “limited” performance range on the Grade 3 test in reading. Districts have three options:

- Promote the student to fourth grade if the principal and reading teacher both agree that other evaluations of the student’s work indicate that the student is academically prepared to be promoted to fourth grade;
- Promote the student to the fourth grade with “intensive intervention” services in fourth grade; or
- Retain the student in third grade.

Districts may decide if a student that did well (proficient or higher range) on the fall Grade 3 test in reading should take the spring Grade 3 reading test. The higher score from the fall or spring administration will be reported through EMIS and will count for accountability purposes. Districts must report all scores received for each student on the Grade 3 reading if the student was assessed in both the fall and spring administrations.

Summer Intervention – Grade 3 Reading

Districts must offer intensive remediation services during the summer following third grade to students who did not achieve a score in the proficient or higher range on the Grade 3 test in reading, per [ORC 3313.608\(B\)\(2\)](#). Any summer remediation services funded in whole or in part by the state and offered by school districts to students must meet the following conditions:

- The remediation methods are based on reliable educational research;
- The school districts conduct testing before and after students participate in the program to facilitate monitoring results of the remediation services;
- The parents of participating students are involved in programming decisions; and
- The services are conducted in a school building or community center and not on an at-home basis.

Suspension of OAA Writing and Social Studies Assessments

The development and administration of the OAA Grades 4 and 7 writing assessments and the Grades 5 and 8 social studies assessments are suspended through the school year 2012-2013 due to the Ohio Department of Education budget cuts. Subject and content standard requirements for each grade level are presented in the chart below.

Number and Type of Questions Used on Ohio Achievement Assessments						
	Multiple choice items (1 point each)	Short answer items (2 points each)	Extended response items (4 points each)	Number of field test items	Total number of operational items	Total number of points
Grade 3 Reading	29	4 or 6	2 or 3	6	36 or 37	49
Grade 3 Mathematics	32	6	2	6	40	52
Grade 4 Reading	29	4 or 6	2 or 3	6	36 or 37	49
Grade 4 Mathematics	32	6	2	6	40	52
Grade 5 Reading	29	4 or 6	2 or 3	6	36 or 37	49
Grade 5 Mathematics	32	6	2	6	40	52
Grade 5 Science	32	4	2	6	38	48
Grade 6 Reading	29	6	2	6	37	49
Grade 6 Mathematics	32	5	2	6	39	50
Grade 7 Reading	29	5	2	6	36	47
Grade 7 Mathematics	32	5	2	6	39	50
Grade 8 Reading	32	4	2	6	38	48
Grade 8 Mathematics	32	5	1	6	38	46
Grade 8 Science	32	4	2	6	38	48

Performance Levels

The State Board of Education has set cut scores for the performance levels of the achievement tests. Due to differences in the difficulty of questions from one administration of the test to another, the **raw score** needed to achieve the **scaled score** will vary slightly with each form of the test. The **scaled score** needed to meet each of the achievement levels remains the same over time. The scaled scores for each performance level for each of the OAA are provided on page 17. More detail on any given administration of the OAA is available in the **Statistical Summary** document published after each administration of the OAA on the ODE website at education.ohio.gov, keyword search: *statistical summaries*.

Results are reported using a scaled score for overall achievement as well as raw-score points received for each of the following standards:

Reading

- Word Recognition/Acquisition of Vocabulary
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
- Reading Applications: Informational, Technical, and Persuasive Text
- Reading Applications: Literary Text

Mathematics

- Number, Number Sense, and Operations
- Measurement
- Geometry and Spatial Sense
- Patterns, Functions, and Algebra
- Data Analysis and Probability

Science

- Scientific Processes: Technology, Inquiry, and Ways of Knowing
- Earth and Space Sciences
- Life Sciences
- Physical Sciences

Scoring the OAA

The OAA are scored by trained scorers in central locations. These scorers work for the test contractors that support Ohio's OAA testing programs. The test contractors for OAA are currently the American Institutes for Research (AIR), which is the overall contractor, and Pearson, which is the scoring contractor.

Performance Level Scores Established by State Board of Education

The State Board of Education has adopted performance standards for the Ohio Achievement Assessments. These standards were recommended by stakeholder committees participating in the standard setting process.

Performance Level Scores					
	Limited	Basic	Proficient	Accelerated	Advanced
Grade 3 Reading	below 385	385	400	415	432
Grade 3 Mathematics	below 378	378	400	429	447
Grade 4 Reading	below 384	384	400	435	467
Grade 4 Mathematics	below 377	377	400	432	452
Grade 5 Reading	below 384	384	400	441	459
Grade 5 Mathematics	below 382	382	400	424	439
Grade 5 Science	below 363	363	400	417	448
Grade 6 Reading	below 380	380	400	436	456
Grade 6 Mathematics	below 378	378	400	429	448
Grade 7 Reading	below 379	379	400	432	452
Grade 7 Mathematics	below 378	378	400	436	458
Grade 8 Reading	below 378	378	400	428	451
Grade 8 Mathematics	below 379	379	400	432	459
Grade 8 Science	below 365	365	400	427	445

Assessment of High School Students

Beginning with the class of 2007 (students who began ninth grade on or after July 1, 2003), students are required to pass all five subject areas of the OGT* as well as meet all local and state curriculum requirements in order to receive a high school diploma. Students begin taking the OGT in March of 10th grade.

For fall administration, the only students who may take the OGT are students who were eligible to take the test in the spring of their sophomore year, those students in Grades 11 and 12, OGT-only students/adults, and Grade 6-9 STEM students**. Students may take the fall OGT if they are likely to achieve Grade-11 status before the end of the current year.

For spring administration, students in Grades 10-12, adult high school students, OGT-only students/adults, and Grade 6-9 STEM students** may take the OGT.

Districts are required to provide intervention to all students who score below proficient on the OGT as per [ORC 3301.0711](#) and [ORC 3313.6012](#). This requirement includes all students with disabilities and ELL students.

* If the student/adult completed curriculum requirements for graduation on or before **Sept. 15, 2000**, the student/adult is NOT required to take and pass the science OGT to receive a diploma.

** The Grade 6-9 STEM students must be enrolled in a school approved under the Partnership for Continued Learning (*not STEM programs*). STEM programs of excellence are ***not recognized*** as STEM schools.

Test Window

The required sequence for administration of the OGT during the test period is reading, mathematics, writing, science and social studies. These tests must be administered one test per day during the regular first week of the test administration period on consecutive days. That is, reading will be administered on Monday, mathematics on Tuesday, writing on Wednesday, science on Thursday and social studies on Friday. During make up testing, schools may administer the tests in any sequence, or administer multiple tests on a single day, so long as any students take only one test per day.

Spring

The OGT shall be administered for the first time to students enrolled in 10th grade, students in Grades 11 and 12, OGT-only students/adults, and Grade 6-9 STEM students. The regular test administration period shall begin on the Monday of the week containing March 15. The make-up testing period shall be completed within nine calendar days of the last regularly scheduled test administration date.

Fall

The OGT shall be administered during the fall administration which shall begin on the fourth Monday in October for the regular administration to students who took the test in the spring of their sophomore year, students in Grades 11 and 12, OGT-only students/adults, and Grade 6-9 STEM students. Students may take the fall OGT if they are likely to achieve Grade-11 status before the end of the school year. The make-up testing period shall be completed within nine calendar days of the last regularly scheduled test administration date.

Test Window, *continued*

Summer

An optional summer OGT test window shall begin on the week containing June 15th and will continue for 14 calendar days. Participating schools may begin testing at any time during this test window and shall administer the tests in the manner prescribed by the Ohio Department of Education. All testing must be completed within the designated testing session.

Test Administrator

Schools are responsible for administering statewide tests. The statewide tests at each grade level must be administered by test administrators who are employees of the school district and hold a license/certificate/permit issued by the ODE. Students and student teachers may not serve as test administrators.

For any group of more than 30 students, monitors will assist test administrators so that the ratio of test administrators/monitors to students is no greater than 30 students to one test administrator/monitor in any room. Monitors, however, do not have to be school personnel or hold a license/certificate/permit issued by the ODE; other responsible school employees may also be utilized if necessary.

Even if fewer than 30 students will be tested in a room, a school employee who holds a license/certificate/permit issued by the ODE must serve as the test administrator. A small group administration must be administered by a test administrator who meets the criteria as per [OAC 3301-13-02 \(N\)\(7\)](#) or, if the person administering the test does not meet the criteria, a test administrator who meets the criteria must be present in the test administration room.

School districts are required to select district and building test coordinators. Test coordinators are responsible for ensuring that all test administrators and monitors are thoroughly trained annually, prior to test administration and that all policies, procedures and schedules are followed.

Practice Tests

District Test Coordinators may order printed half-length OGT practice tests when notified of availability by the OGT vendor. Both half-length and full-length practice tests are available on the ODE website. Released OGT tests, answer documents and scoring guides are downloadable from the ODE website.

Online practice tests for all OGT are available on the SUCCESS website at <http://ogt.success-ode-state-oh-us.info/studentsOGT.htm>. Students may take the practice version of the OGT online and have their multiple-choice questions scored immediately. Scoring rubrics are provided to score the constructed-response questions.

Requirement for Administering Full-Length OGT Practice Test

Districts declared under “academic watch” or “academic emergency” and districts that have a three-year average graduation rate below 75 percent **must** administer the full-length OGT practice test to all ninth-grade students prior to September 30.

Summer Administration of OGT

The summer OGT test administration period for 2012 is June 18-July 1. Districts should complete all testing within 14 consecutive days, which cannot begin before June 18 or extend past July 1. The summer administration is considered optional testing. Participating schools and districts do not have to offer all five tests.

Summer Administration of OGT, *continued*

Districts that decide to offer the summer OGT for their enrolled students are not obligated to allow students from other districts or schools to participate in their summer OGT administration. Districts that do allow non-enrolled students to participate in the summer OGT may not charge for the OGT administration but may charge for the ten hour intervention program that is required prior to the summer OGT administration (students who would have graduated in June are not required to take the ten hours of intervention.)

Districts that plan to administer more than one subject test should follow the sequence used during the spring administration: reading, mathematics, writing, science and social studies. Districts may determine when they will begin summer testing. Make-up tests may be given any time after the first day that the subject test was administered.

Students may not take more than one test on the same day. Students are allowed up to 2 ½ hours to complete each test unless additional time is granted due to an IEP, Section 504 Plan, or ELL accommodation. In these situations when additional time is granted, tests still need to be completed within the same day. Additional make-up days will not be granted to districts that have not completed testing by July 1 when the summer test window ends.

Students who have completed Grade 10 or above, who are in an adult high school program or who have completed curriculum requirements for graduation may participate if they have not passed all required tests. Students who were required to pass the Ninth-Grade Proficiency Test may participate and they may use any combination of OGT and Ninth-Grade Proficiency Test passes to meet graduation requirements.

Students who are enrolled in school are required to complete 10 hours of intervention before each subject tested. Students who have completed curriculum requirements for graduation are not required to complete 10 hours of intervention.

If the district from which a student is currently enrolled or from which a student has completed the curriculum requirements (i.e., home district) is not offering the summer administration of the OGT, such a student may take a test in another district as long as he or she has met any applicable intervention requirements and the district administering the test has verified with the student's home district that the student is eligible to take the test. The school district offering the summer administration needs to accurately grid the student's home district IRN on the answer document so that the student's scores are reported to the student's home district.

Seniors Who Met High School Requirements But Did Not Pass the OGT

Students who have met all of the curriculum requirements for graduation but have not passed all required parts of the OGT before their intended date of graduation will not earn a diploma. However, school districts decide locally whether or not a student may participate in graduation ceremonies under such circumstances.

Students may continue to take the OGT until they pass all required parts, which would then allow them to earn their diplomas. The first opportunity to take the test after their senior year would be in June during the summer administration of the OGT. Students should contact a school district well in advance of the summer test dates. These students are not required to partake in summer intervention prior to the summer administration of the OGT. Students who are eligible may test at a district of their choice [[ORC 3301.0711\(B\)\(8\)\(b\)](#)] during any of the testing opportunities throughout the school year – March, June (Optional) and October.

Students have at least five opportunities while school is in session to pass the OGT prior to the graduation of their high school class. The first opportunity for students to take the OGT is in March of 10th grade. Students then have an opportunity to take the test again in the fall and spring of 11th grade and the fall and spring of 12th grade.

Summer administrations of the OGT between 10th and 11th grades and between 11th and 12th grades are optional, but participation affords students two additional opportunities to pass the test.

Adult Non-Students Who Did Not Pass the OGT

Adults who are not enrolled in any school in Ohio and still need to pass one or more of the OGT may contact a district that is administering the OGT. The adult will need to present a photo ID and sign a statement that she/he has completed all high school requirements before she/he will be allowed to take the OGT.

Did Not Pass the Ohio Ninth-Grade Proficiency Test

According to [ORC 3313.614](#), students who began high school with a class that was required to pass the Ohio Ninth-Grade Proficiency Tests but who fell behind and did not graduate on time must meet the following criteria:

- If the student began ninth grade prior to July 1, 2003 and passed the Ohio Ninth-Grade Proficiency Test in any subject prior to Sept. 15, 2008, the Ninth-Grade Test passes count toward graduation.
- If the student began ninth grade prior to July 1, 2003, but did not pass the Ohio Ninth-Grade Proficiency Tests in a particular subject before Sept. 15, 2008, the student must pass the OGT instead of the Ohio Ninth-Grade Proficiency Tests in that subject.
- If the student began ninth grade on or after July 1, 2003 (class of 2007 and beyond), then the student is NOT eligible to receive a diploma based on passage of Ohio Ninth-Grade Proficiency Tests but instead must pass the OGT.
- If a student was required to pass the Ohio Ninth-Grade Proficiency Test and took and passed the OGT in any subject prior to passing the Ohio Ninth-Grade Proficiency Test, the OGT pass will count toward the graduation requirement.
- If the student/adult completed curriculum requirements for graduation on or before Sept. 15, 2000, the student/adult is NOT required to take and pass the science OGT to receive a diploma.
- Once a person fulfills the curriculum requirement for a diploma, the person is never required, as a condition of receiving a diploma, to meet any different curriculum requirements that take effect pending the person's passage of proficiency or graduation tests.

Foreign Exchange Students

All foreign exchange students classified as Grade 10 or above must take the OGT. All foreign exchange students seeking a diploma from an Ohio school must take and pass the five OGT. One exception to this statement is that a foreign exchange student may be exempted from having to pass the **social studies OGT** if the person meets these qualifications: the person is not a U.S. citizen; the person is not a permanent U.S. resident; and the person indicates no intention to reside in the United States after the completion of high school per [ORC 3313.61\(H\)](#). The requirements for foreign exchange students who wish to use the Alternate Pathway to Graduation in order to meet graduation requirements are stated in the following section.

- If a foreign exchange student passes the social studies OGT, which is now a prerequisite to using the Alternative Pathway under [ORC 3313.615](#), then if he/she meets all the other criteria under ORC 3313.615, he/she would not have to pass one of the remaining four tests (reading, mathematics, writing or science) to take advantage of the Alternative Pathway.
- If a foreign exchange student does not pass the OGT social studies OGT he/she may NOT take advantage of the Alternative Pathway even if the person meets all the other criteria in that statute.
- Foreign exchange students either may be exempt from passing the social studies OGT under 3313.61(H), or if they pass the social studies OGT, then they can use the Alternative Pathway to not be required to pass one of the OTHER tests.
- ALL students, including foreign exchange students, will be required to pass four of the five tests to take advantage of the Alternative Pathway. This does not include students with disabilities who have been exempted from the consequences of not passing one or more of the graduation tests as per [ORC 3313.61\(L\)](#).

Criteria for the Alternative Pathway to Graduation

An alternate way for students who do not pass all parts of the OGT to meet the graduation test requirement to receive a high school diploma is provided by [ORC 3313.615](#). The student must pass at least four of the five OGT **subjects** and meet additional criteria. Listed below are the alternative conditions for eligibility for a diploma where a person passes all but one graduation test.

1. On the one OGT for which the person failed to attain the designated score, the person missed that score by 10 points or less; for example, a scaled score of at least 390 on the failed OGT.
2. Has a 97 percent school attendance rate in each of the last four school years, excluding any excused absences (excused absences are defined by local school district policy).
3. Has not been expelled from school in any of the last four school years (statute does not address other student disciplinary outcomes, such as suspension).
4. Has a grade point average of at least 2.5 out of 4.0, or its equivalent as designated in rules adopted by the state board of education, in the subject area of the [failed OGT]. The conversion chart can be found on the ODE website at education.ohio.gov, keyword search: *Alternate Pathway*.
5. Has completed the [state] high school curriculum requirements...in the subject area [of the failed test] (applies to a student's eligibility to be considered for an alternative pathway only. To receive a diploma, the student must also satisfy all of the school district graduation requirements, including all of the curriculum requirements).
6. Has taken advantage of any intervention programs provided by the school district or school in the subject area [of the failed OGT]...and has a 97 percent attendance rate, excluding any excused absences, in any of those programs that are provided at times beyond the normal school day, school week or school year, or has received comparable intervention services from a source other than the school district or school; Note: Students are only subject to this criterion if they were offered intervention. If so, the attendance requirement refers to their rate of participation.
7. Holds a letter recommending graduation from each of the person's high school teachers in the subject area [of the failed OGT]...and from the person's high school principal. Note: If the student's teacher from a specific course is no longer available, a person with sufficient knowledge to make an informed recommendation may substitute.

Criteria for Awarding a Diploma with Honors

Ohio Administrative Code Rule 3301-16-02

- (A) Each school district shall award the diploma with honors to any student who is determined to be eligible in accordance with the following provisions:
 - (1) Successfully completes the high school curriculum or the individualized education program developed for the student by the high school or demonstrates technical expertise in a career-technical education program;
 - (2) Has attained at least the applicable scores designated under division (B) of section [3301.0710](#) of the Revised Code on all tests required by that division; and
 - (3) Meets the criteria for honors as provided in paragraph (H) of this rule for students graduating prior to Sept. 15, 2010, or paragraph (I) of this rule for students graduating thereafter.
- (B) No school district shall require students to make application or declare intention to qualify for the diploma with honors.
- (C) Upon initial receipt of this rule after its adoption, and before the beginning of each school year thereafter, each school district shall notify all high school students and their parents of the adoption of this rule and of the criteria required for earning the diploma provided by this rule.
- (D) The school district shall not add to, or delete from, the criteria provided in paragraph (H) of this rule prior to Sept. 15, 2010, or paragraph (I) of this rule thereafter.

Criteria for Awarding a Diploma with Honors, *continued*

- (E) The provisions of paragraph (D) of this rule shall not be interpreted to prohibit a school district from recognizing academic excellence in additional ways that the local district board of education deems appropriate.
- (F) Each school district that enrolls students in a joint vocational school shall involve the joint vocational district in the development of any policy, guidelines, or procedures adopted pursuant to this rule. Each joint vocational school district shall provide at least annually to the appropriate home district information regarding the status with respect to this rule of each student who is enrolled at the vocational school.
- (G) The diploma awarded in accordance with this rule shall be in such form as the district board of education prescribes; bear the date of its issue; and contain the signatures of the president and treasurer of the district board of education, the superintendent of schools, and the principal of the high school.
- (H) To be awarded a diploma with honors beginning Sept. 15, 2001, the student shall be required to meet at least all but one of the criteria listed in this paragraph for either the high school academic or career-technical curriculum. A student shall not be required to meet more than the specified number of criteria, nor shall any student be required to meet any one specified criterion. Any student who receives high school credit for a course in accordance with the provisions of paragraph (B) of rule [3301-44-06](#) of the Administrative Code (postsecondary enrollment options) or in accordance with the provisions of division (G) of section [3313.603](#) of the Revised Code (credit for advanced work below ninth grade), shall receive credit for this course toward the requirements of this paragraph provided the course is related to a subject area listed in this paragraph.
- (1) The student who completes the college preparatory curriculum in the high school shall meet at least eight of the following nine criteria:
- Earn four units of English;
 - Earn at least three units of mathematics which shall include algebra I, algebra II and geometry or a three-year sequence of courses which contains equivalent content;
 - Earn at least three units of science which develop the concepts for physical, life, and earth and space sciences;
 - Earn three units of social studies;
 - Earn either three units of one foreign language or two units each of two foreign languages;
 - Earn one unit of fine arts;
 - Earn either one unit of business/technology and two additional units in paragraphs (H)(1)(a) to (H)(1)(f) of this rule; or earn three additional units in paragraphs (H)(1)(a) to (H)(1)(f) of this rule;
 - Maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
 - Obtain a composite score of twenty-seven on the American college test's ACT assessment (excluding the optional writing test) or a combined score of twelve hundred ten on the college board's SAT verbal and math sections (excluding the score obtained on the required writing section).
- (2) The student who completes an intensive career-technical education curriculum in the high school shall meet at least nine of the following ten criteria:
- Earn four units of English which may include one unit of applied communication;
 - Earn three units of mathematics which will include algebra and geometry, or a sequence of courses that contain equivalent content;
 - Earn three units of science that develop concepts for physical, life, and earth and space sciences;
 - Earn three units of social studies;
 - Earn two units of a foreign language; or two units of business/technology; or one unit of each;
 - Earn three units in the student's career-technical education curriculum;
 - Earn two additional units in paragraphs (H)(2)(a) to (H)(2)(f) of this rule or fine arts;
 - Maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year;
 - Complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio career-technical competency assessment or the equivalent; or

Criteria for Awarding a Diploma with Honors, *continued*

- (j) Obtain a composite score of twenty-seven on the American college test's ACT assessment (excluding the optional writing test) or a combined score of twelve hundred ten on the college board's SAT verbal and math sections (excluding the score obtained on the required writing section).
- (I) To be awarded a diploma with honors beginning Sept. 15, 2010, the student shall be required to meet at least all but one of the criteria listed in this paragraph for either the more rigorous high school academic or career-technical education curriculum. The criteria listed in this paragraph will replace the criteria established in paragraph (H) from that date forward. A student shall not be required to meet more than the specified number of criteria, nor shall any student be required to meet any one specified criterion. Any student who receives high school credit for a course in accordance with the provisions of paragraph (B) of rule [3301-44-06](#) of the Administrative Code (postsecondary enrollment options) or in accordance with the provisions of division (G) of section [3313.603](#) of the Revised Code (credit for advanced work below ninth grade) shall receive credit for the course toward the requirements of this paragraph provided the course is related to a subject area listed in this paragraph.
- (1) The student who completes the more rigorous high school academic curriculum shall meet at least seven of the following eight criteria:
- Earn four units of English;
 - Earn at least four units of mathematics which shall include algebra I, algebra II, geometry, and another higher level course or a four-year sequence of courses which contains equivalent content;
 - Earn at least four units of science including one unit of physics and one unit of chemistry;
 - Earn four units of social studies;
 - Earn either three units of one foreign language or two units of each of two foreign languages;
 - Earn one unit of fine arts;
 - Maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
 - Obtain a composite score of twenty-seven on the American college test's ACT assessment (excluding the optional writing test) or a combined score of twelve hundred ten on the college board's SAT verbal and math sections (excluding the required writing section).
- (2) The student who completes an intensive career-technical education curriculum in the high school shall meet at least seven of the following eight criteria:
- Earn four units of English;
 - Earn at least four units of mathematics which shall include algebra I, algebra II, geometry, and another higher level course or a four-year sequence of courses which contains equivalent content;
 - Earn at least four units of science including one unit of physics and one unit of chemistry;
 - Earn four units of social studies;
 - Earn four units in a career-technical education program that leads to an industry recognized credential, results in an apprenticeship, or is part of an articulated career pathway which can lead to post secondary credit. If the student's program design does not provide for any of these outcomes, then the student must achieve the proficiency benchmark established for the applicable Ohio career-technical competency assessment or the equivalent;
 - Achieve the proficiency benchmark established for the Ohio career-technical competency assessment available at http://www.webxam.org/info_docs.asp (additional content is available at education.ohio.gov, keyword search: *OCTCA*) or an equivalent assessment aligned with state-approved and industry validated technical standards;
 - Maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
 - Obtain a composite score of twenty-seven on the American college testing service's ACT assessment (excluding the optional writing test) or a combined score of twelve hundred ten on the college board's SAT verbal and math sections (excluding the score obtained on the required writing section).

Number and Types of Questions Used on the Ohio Graduation Tests

Number and Types of Questions Used on the Ohio Graduation Tests							
	Prompts on writing test (18 points each)	Multiple choice items (1 point each)	Short answer items (2 points each)	Extended response items (4 points each)	Number of field test items	Total number of operational items	Total number of points
Reading	NA	32	4	2	6	38	48
Mathematics	NA	32	5	1	6	38	46
Writing	2	10	1	NA	0	13	48
Science	NA	32	4	2	6	38	48
Social Studies	NA	32	4	2	6	38	48

Scoring the OGT

The OGT are scored by trained scorers in central locations. These scorers work for the test contractors that support Ohio's OGT testing programs. The test contractors for OGT are currently the American Institutes for Research (AIR) which is the overall contractor and Data Recognition Corporation (DRC) which is the scoring contractor.

Performance Levels

The State Board of Education has set cut scores for the performance levels of the OGT. Due to differences in the difficulty of questions from one form of the test to another, **the raw score needed to achieve the scaled score will vary slightly with each form of the test.** The scaled score needed to meet each of the performance levels remains the same over time. Students must score at or above the proficient level on each of the OGT in order to receive a diploma. The scaled score necessary to reach the proficient level is 400 on all OGT subject areas. The scaled scores for each performance level for each of the OGT are provided below. More detail on the OGT is available in the statistical summary document published after each spring administration of the OGT (education.ohio.gov, keyword search: *statistical summaries*).

Performance Level Scores Established by State Board of Education

The State Board of Education has adopted performance standards for the Ohio Graduation Tests. These standards were recommended by stakeholder committees after participating in the standard setting process.

Performance Level Scores					
Subject	Limited	Basic	Proficient	Accelerated	Advanced
Reading	below 383	383	400	429	448
Mathematics	below 384	384	400	425	444
Writing	below 378	378	400	430	476
Science	below 371	371	400	425	445
Social Studies	below 382	382	400	429	446

Students Identified as English Language Learners

Note: Both Limited English Proficient (LEP) and English Language Learners (ELL) are terms used to refer to students whose primary language is not English and whose level of English proficiency is not at the level needed to participate effectively in U.S. mainstream classrooms. Although LEP is used in both federal and state legislation, ELL is widely used these days because of its more positive connotation. In this document, the term ELL will be used.

Identification of ELL

A comprehensive resource that lists detailed procedures for the initial identification and assessment of an English Language Learners (ELLs) may be found in the document “*Guidelines for the Identification and Assessment of English Language Learners*.” The document may be found on the ODE website at education.ohio.gov using the keyword search term *Guidelines*, or by clicking this [link](#). A student must be administered a formal assessment (listed in the previously noted *Guidelines*) to determine if a student is an ELL. The Ohio Test of English Language Acquisition (OTELA) is **NOT** the formal assessment to be used to identify a student as ELL.

HB 3 adopted the federal definition of limited English proficient for the purpose of Ohio law. According to that definition, ELL generally is an individual who:

- is between the ages of 3 and 21;
- is enrolled in an elementary or secondary school;
- has a language other than English as the native/home language, whether born in the U.S. or another country; and
- has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.

ELL and OGT

By law, ELLs must pass all five of the graduation tests required for their class, as well as meet all curricular requirements, or meet the criteria for the Alternative Pathway in order to receive a high school diploma (p. 22). This requirement applies to students who began ninth grade after July 1, 2003 (the graduating class of 2007 or thereafter for whom the OGT requirements apply). A high school ELL must be administered the Ohio Test of English Language Acquisition (OTELA) until a student meets the exit criteria. An ELL who has not passed the OGT, has not met the exit criteria for the ELL program and has left high school may take the OGT tests with ELL accommodations because the student has not been officially exited from the ESL program.

An ELL who was never exited from the ELL program, **has left school, is not enrolled** and has not passed all of the OGT may continue to take the OGT with the ELL accommodations that are appropriate: use a dictionary and have extended time. If the ELL has been in U.S. schools for less than three years, the ELL may use the additional accommodations and special versions.

An ELL who was never exited from the ESL program, **has left school but is still technically enrolled** and has not passed the OGT may continue to take the OGT with ELL accommodations that are appropriate: use a dictionary and have extended time. If the ELL has been in U.S. schools for less than three years, the ELL may use the additional accommodations and special versions.

An ELL who was exited from the ESL program, **has left school may be enrolled or not**, and has not passed the OGT may continue to take the OGT with no ELL accommodations.

Requirements of ELL

All Ohio students must take statewide assessments, including ELLs whose primary language is not English and whose level of English proficiency is not at the level needed to participate effectively in the mainstream classroom. ELLs are

required to be taught the same academic content in the core subject areas [English language arts (reading and/or writing) math, science and social studies] as their classmates, at the same time they are learning English. This is to ensure that ELLs do not fall behind in any content areas as they are learning English. The statewide assessments include all state diagnostic, achievement and graduation tests as well as the OTELA. There is no alternate form of the OTELA; all students identified as ELL must take the OTELA, including those ELLs with disabilities.

However, *NCLB* and Ohio law allow for ELLs who recently arrived at U.S. schools to be exempted one time from taking the state's English Language Arts (reading and/or writing) assessments. The definition for the exemption for the ELLs in the U.S. for less than one year is as follows:

A recently arrived English Language Learner who has been enrolled in U.S. schools for **no more** than 180 school days and **not** previously exempted from taking the spring administration of either of the state's English Language Arts assessments (reading and/or writing). [Source: ODE EMIS Manual FY 2011]

ELLs who have recently arrived and who are not administered the reading and writing (OGT only) assessments must be administered the mathematics, science and social studies (OGT only) assessments per appropriate grade level. However, recently arrived ELLs must take and pass the OGT reading and writing tests at some point to qualify for the diploma. Additionally, all ELLs, even those who are recently enrolled, must take the OTELA.

Students who will have over 180 school days in U.S. schools as of the first day of a spring test administration window (Grades 3-8 spring administration) are required to be assessed in the reading and writing assessments during that spring test administration (and any other assessments required per grade level).

If an ELL enrolls during the spring administration on or after May 10 for the Ohio Achievement Assessments that spring administration will not count toward the ELL exemption for testing unless the student was enrolled in the previous school year prior to the May 10 date. [Source: EMIS Manual FY 2011]

If an ELL enrolls during the spring administration on or after March 19 for the Ohio Graduation Tests, that spring administration will not count toward the ELL exemption for testing unless the student was enrolled in the previous school year prior to the March 19 date. [Source: EMIS Manual FY 2011]

Grade 3 ELLs who meet the criteria for a one-time exemption for the spring administration of the reading achievement assessment are not required to take the fall administration of the reading achievement assessment for that school year. In terms of reporting and accountability, if the exemption is used for both the fall and spring administration for the Grade 3 reading achievement assessment, there will be no test score in reading for the school year included in the assessment data (EMIS).

Test Administrator and Accommodations

If the person providing the accommodation is also the test administrator for the statewide test, then that person must be an employee of the district who holds a license/certificate/permit issued by the ODE. If someone other than the test administrator is providing the accommodation, then that person must be under the supervision of the test administrator who meets the licensing/certification/permit criteria. Teaching assistants or other staff members may be used. Any person providing an accommodation must be an **adult non-relative** of the student. Students may **not** serve as scribes for other students, even if they are older students.

Accommodations for ELL

The only students who may be allowed accommodations on the statewide assessments are those who have been identified as ELLs using the results from a formal assessment (*not the OTELA*) and the Home Language Survey. Assessments that may be used to identify a student as ELL are listed on the ODE website education.ohio.gov, keyword search: *Guidelines*. There is no enrollment time limit for the ELL for the use of the dictionary and the extended time accommodations, i.e., an ELL who has been in U.S. schools for six years may use the dictionary and have extended time.

ODE believes that the instructional staff who work with the ELLs are in the best position to make judgments about which allowable accommodations are appropriate for these students. The ODE has developed a flow chart (see page 35) that provides a systematic framework for helping schools determine which accommodation to utilize.

All ELLs may be given the following general allowable accommodations on the OAA and the OGT:

- the use of a dictionary* and
- extended time to complete the tests.

* Students identified as ELL may use a hand-held electronic or printed/paper dictionary on the OAA or OGT. A computer dictionary may not be used. The type of dictionary used is the district's choice (translation, word-to-word, bilingual, standard, etc.).

Read-Aloud Accommodation for Eligible ELL

ELLs who have been enrolled in U.S. schools for less than three years and are at the “beginning” or “intermediate” level in both reading and writing as measured by an English language proficiency test are eligible to receive the read-aloud accommodation on the OAA and OGT. Districts may use OTELA scores if student arrives after the OTELA has been administered.

Special Test Formats for Eligible ELL

ELLs who have been enrolled in U.S. schools for less than three years and are at the “beginning” or “intermediate” level in both reading and writing as measured by an English language proficiency test are eligible to use the special test formats developed by the ODE to meet the read-aloud accommodation requirement:

- the **English audio CD** (OAA and OGT) – a standardized read-aloud accommodation of allowable parts of the tests in English – a test administrator must be in the test location to maintain security when the English audio CD is used
- the **read-aloud script** – test administrator reads the test aloud in English to student(s) (in Grades 3-8 OAA only) – Passages on the reading test may **not** under any circumstances be read aloud to the student.
- the **foreign-language CD** (OAA and OGT) – a test administrator must be in the test location to maintain security when the foreign-language CD is used
- the language translation script – translator reads aloud in the student's language to student(s) (OAA and OGT)

ODE strongly recommends the use of the English audio CD because it provides a standardized reading of allowable parts of the test forms. The new Read-Aloud Script for OAA (available only for the spring administration) will likewise ensure that reading passages are **not** read aloud to students. It is suggested that prior to the assessment administration, ELLs use the released special versions on the assessment website to allow them to become familiar with the CD format.

ODE has developed a special test format for eligible ELL literate in written Spanish. These ELL must meet the eligibility requirements of being enrolled in U.S. schools for less than three years and are at the “beginning” or “intermediate” level in both reading and writing:

- a **Spanish bilingual printed form** of the test (OAA only)

Special Test Formats for Eligible ELL					
Special Test Formats Available	Grade 3 Reading Fall	Grade 3-8 Spring (All Subjects)	OGT Fall	OGT March	OGT Summer (When Offered)
Spanish Bilingual Form	Not Available	Yes	Not Available	Not Available	Not Available
Foreign Language CD	Not Available	Yes	Yes	Yes	Not Available
Language Translator Script (for languages that are not provided on CD)	Yes, at district expense	Yes, reimbursed at \$100/test/student by test contractor for languages not on CD	Yes, at district expense	Yes, reimbursed at \$100/test/student by test contractor for languages not on CD	Yes, at district expense
English Audio CD	Yes	Yes	Yes	Yes	Not Available
Read-Aloud Script	Yes	Yes	No	No	No

ODE has placed samples of some of the materials online on the ODE website at education.ohio.gov, keyword search: *special test formats*.

Foreign-Language CD

For the most frequently spoken languages other than English in Ohio, the ODE will provide a standardized audio CD of the tests in various foreign languages. Languages for the foreign-language CDs are selected for translation on the basis of enrollment data from the previous year for each test (grade/subject). The student may respond with a written response in the native language. The student responses in the native language will be translated into English by the vendor. On the **writing assessment** (at this time, only OGT has a writing assessment), the student’s answers **must** be provided in **written English as produced by the student**. The student responses in a language other than English will **not** be translated or transcribed by the test contractors.

The foreign-language CDs for the 2011-2012 school year are:

Languages for 2011-12 school year		
OGT 2011 Fall Administration	OGT 2012 Spring Administration	OAA 2012 Spring Administration
Spanish	Spanish	Spanish
Arabic	Arabic	Japanese
Mandarin Chinese	Mandarin Chinese	

Language Translations

A language translator may translate allowable parts of these tests (**not passages on the Reading tests**) into the student's native language. The translator will use the Language Translation Script which does not include the reading passages; therefore, the translator will not have access to the **reading passages**. Language translators will be asked to translate and transcribe student oral and written responses into a general test booklet or answer document that is to be returned to the test contractor for scoring. Language translators must follow the guidelines for scribing as presented on pages 63–65. Language translations shall be conducted in the presence of a test administrator who must hold a certificate/license/permit and be an employee of the school district. For spring test administrations, test contractors will provide assistance to districts in locating translators. Districts that provide a translator during the spring administration will be reimbursed up to \$100 per test per student by the test contractor for languages not recorded on a CD.

District personnel can serve as translators for their students. (Another district staff member **MUST** also serve as a test administrator if a district staff person is providing translation services.) Family members and close family friends may **not** serve as Language translators. If districts choose to provide their own translators, they must coordinate with the appropriate contractor so that a Language Translation Kit can be provided. (The OAA kit includes the script and other materials needed for translation; the OGT kit includes the script, other materials needed for translation, and blank audio cassettes.)

Districts may also choose to provide a language translator for languages that are recorded on a foreign-language CD. However, ODE expended resources translating these tests into a standardized format (via the native language recordings), including centralized translation/transcription of student answers; therefore, districts will be responsible for compensating any translator who provides a test translation for any test for which a foreign language CD is available.

Procedures for Language Translators

A language translator must be an adult, may not be a student in high school, and **must be proficient in both** English and the translation language. Language translators may **not** be relatives or close family friends of the students to be assessed. Language translators may review the test hours prior to the administration of the test on the day of the test. Language translators may not review the test the week prior to the administration. It is noted that a translation does not translate word for word verbatim from the English to the native language; however, it must be explained very clearly to the language translators the importance of following the Language Translation Script because there have been instances in which the language translator gave answers or clues to answers with no intention of helping the student. Also, if a word cannot be translated word for word or into a few words, a definition or description cannot be used. The English word must be used.

Spanish Bilingual Form of the OAA

The Spanish Bilingual Test Booklet is offered for students who are literate in written Spanish. This test format presents written translation of allowable test materials (**not the passages in the reading test**) in Spanish alongside the written English in a special test booklet. The student may write responses in English directly onto the answer document. If the student provides the answer in Spanish, the student's responses **MUST** be transcribed locally into written English onto the answer document in order for the responses to be scored. The district is responsible for providing any translation/transcription that is necessary for the answers to be written in English (see page 65 for Scribing/Transcription Guidelines). It is recommended that districts that order the bilingual test booklet not provide a language translator or request an audio CD for the student.

The Spanish bilingual test format is offered because Spanish is the native language spoken by the large majority of ELL based on current enrollment data.

Braille and Large-Print Versions

The OTELA is available in Braille and large-print versions. Districts are required to request these versions, which will then be sent to the district test coordinators. Responses on these version of the statewide tests must be transcribed into a scannable answer document in order to be scored. Transcription is required to occur locally at the district/school level. See pages 63-64 for transcription guidelines. ELLs who require a Braille or large-print version of the state test must have this accommodation listed on an IEP or 504 Plan.

Exiting the ELL Program

Districts and community schools must annually assess an ELL's progress in learning English. OTELA is the statewide assessment used to determine whether the ELLs meet Ohio's criteria to be reclassified as no longer ELL. The OTELA is not used to identify students as ELL.

Ohio has criteria, as set in the ORC, for exiting the ELL program. A student is reclassified as no longer ELL when the student:

- Has attained a composite score of five on the OTELA;
OR
- Has attained a composite score of four on the OTELA, subsequently completes a trial period of mainstream instruction, and has attained a composite score of five or a second four on the OTELA during the trial period of mainstream instruction.
OR (pertains only to Grade 2 and 3 students)
- Has attained a composite score of four or five on the OTELA in Grade 2 and has attained a composite score of five or a second composite score of four on the OTELA during the trial period of mainstream instruction in Grade 3.

Special Conditions

- Students in kindergarten through Grade 2 shall not be exited from the ELL program.
- Transition Year – ELL who obtained a composite score of four or five on the OTELA in 2008-2009 will be exited from the program if they obtained a composite score of four or five on the OTELA in 2009-2010.

If a student meets the exit criteria, all of the following steps are taken:

- Student is exited from the program of supplementary ELL services [such as English as a Second Language (ESL) instruction or bilingual education].
- Student's EMIS record is updated to show the year and month the student is reclassified as no longer ELL in the Limited English Proficient Reclassification Data Element (for students who met the exit criteria with the spring 2010 OTELA administration, the exit date is June 2010). Also, change the ELL status to "N" (no longer ELL).
- Student participates in statewide assessment with **NO** accommodations.

ODE has placed additional information regarding revisions to Ohio's Title III Accountability Plan available on the ODE website at education.ohio.gov, keyword search term 'Ohio's Revised Title III Accountability Plan'.

For further information about the revised criteria, contact the Lau Resource Center at Lau@ode.state.oh.us or by telephone at 614-466-4109.

Guidelines for Identifying, Assessing, Serving and Reporting English Language Learners (ELL)

As a state education agency (SEA) and recipient of funds under the *No Child Left Behind* (NCLB) Act, the Ohio Department of Education is required to collect information on a yearly basis regarding the number of English language learners (ELL) enrolled in the state's elementary and secondary schools, as well as ELL progress in attaining English proficiency.

A comprehensive resource that documents detailed procedures for the **initial** identification and assessment of ELL may be found on the ODE website at education.ohio.gov, keyword search: *Guidelines for the Identification*, or by clicking this [link](#).

Note: Students must be administered a **formal assessment** to determine identification of ELL status. The OTELA is ***NOT*** to be used for initial identification and placement of ELL. Only those students identified as ELL through a formal assessment may be allowed accommodations on the state assessments. The following are brief guidelines for identifying, assessing and serving ELL and reporting related information using Ohio's Education Management Information System (EMIS):

1. Determine if newly enrolled student is ELL. Refer to definition of Limited English Proficiency in EMIS Manual, Chapter 2.

Does the student have a primary/home/native language other than English?

- Yes →
- 1) Indicate the student's native language in EMIS Native Language – Record Field Number GI570.
 - 2) Assess the student's English language proficiency in the domains of speaking, listening, reading, writing and comprehension using a state-approved placement test (Contact the Lau Resource Center for guidelines on the assessment of ELL – access a reference document to this at this [link](#) or at education.ohio.gov, keyword: *Guidelines for the Identification*).
- No → Student is **not** ELL - Mark "N" in EMIS Limited English Proficiency (ELL) – Record Field Number FD170.

Does the student score at the proficient level in the domains of reading, writing, listening and speaking on the placement test of English language proficiency?

- Yes → Student is **not** ELL – Mark "N" in EMIS Limited English Proficiency (ELL) – Record Field Number FD170.
- No → Student is ELL - Mark "Y" in EMIS Limited English Proficiency (ELL) – Record Field Number FD170.

Has the ELL student been enrolled in U.S. schools for no more than 180 school days and not previously been exempted from taking the spring administration of either of the state's English language arts assessments (reading or writing)?

- Yes → Mark L in the Limited English Proficiency (ELL) – Element Record Number FD170.
- No → Do not mark anything.

Guidelines for Identifying, Assessing, Serving and Reporting English Language Learners (ELL), *continued*

Note: The code L indicates that the student is eligible for a one-time exemption from the English Language Arts (reading and writing) portions of the statewide assessments. The ELL student must take the mathematics, science and social studies achievement assessments. However, students coded L like all other ELL must take the annual English language proficiency assessment (OTELA).

2. Determine the appropriate program to meet ELL language and academic needs.

School districts are required to take affirmative steps to provide ELL with educational services that address the students' English language and academic needs. The services are to be designed based on scientifically based research so that the students receive effective instruction leading to academic achievement and timely acquisition of proficiency in English.

Mark in EMIS the appropriate Program Code (Appendix E of EMIS Manual FY 2011) for the ELL student (refer to Program Codes 235012 through 235015).

3. Prepare parent notification letter.

Schools must, within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of English Language Learners (ELLs) participating in ELL programs of the following:

- reasons for child's identification and placement;
- child's level of English proficiency, how assessed, and status of child's academic achievement;
- type of language acquisition program and method of instruction used in child's program;
- how the program will meet the educational strengths and needs of the child;
- how the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- program exit requirements, expected rate of transition and expected rate of graduation; and
- if applicable, the ELL student has been appropriately identified as having a learning disability, how the program meets the child's individual education plan (IEP).

Rights of the parent include:

- removing the child from the program;
- declining enrollment in the program or other program options available; and
- obtaining assistance in selecting from among available programs.

Schools must:

- notify parents within 30 days when the school fails to progress on measurable objectives under Section 3122 of the *No Child Left Behind Act*;
- implement an effective means of outreach to parents of ELLs to inform them how they can be involved in the education of their children; and
- provide above information in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand.

Guidelines for Identifying, Assessing, Serving and Reporting English Language Learners (ELL), *continued*

4. Determine if ELL is eligible for additional allowable accommodations on statewide achievement assessments.

Has the ELL been enrolled in U.S. schools more than three full years (i.e., 534+ days of enrollment—the 534 days may be over the course of more than three years, e.g., migrant students)?

Yes → Student is **not** eligible for additional accommodations; however, the student may take statewide assessments with general allowable accommodations for all ELL (use of dictionary and extended time).

No → Review the results of the most recent assessment of the student’s English language proficiency tests.

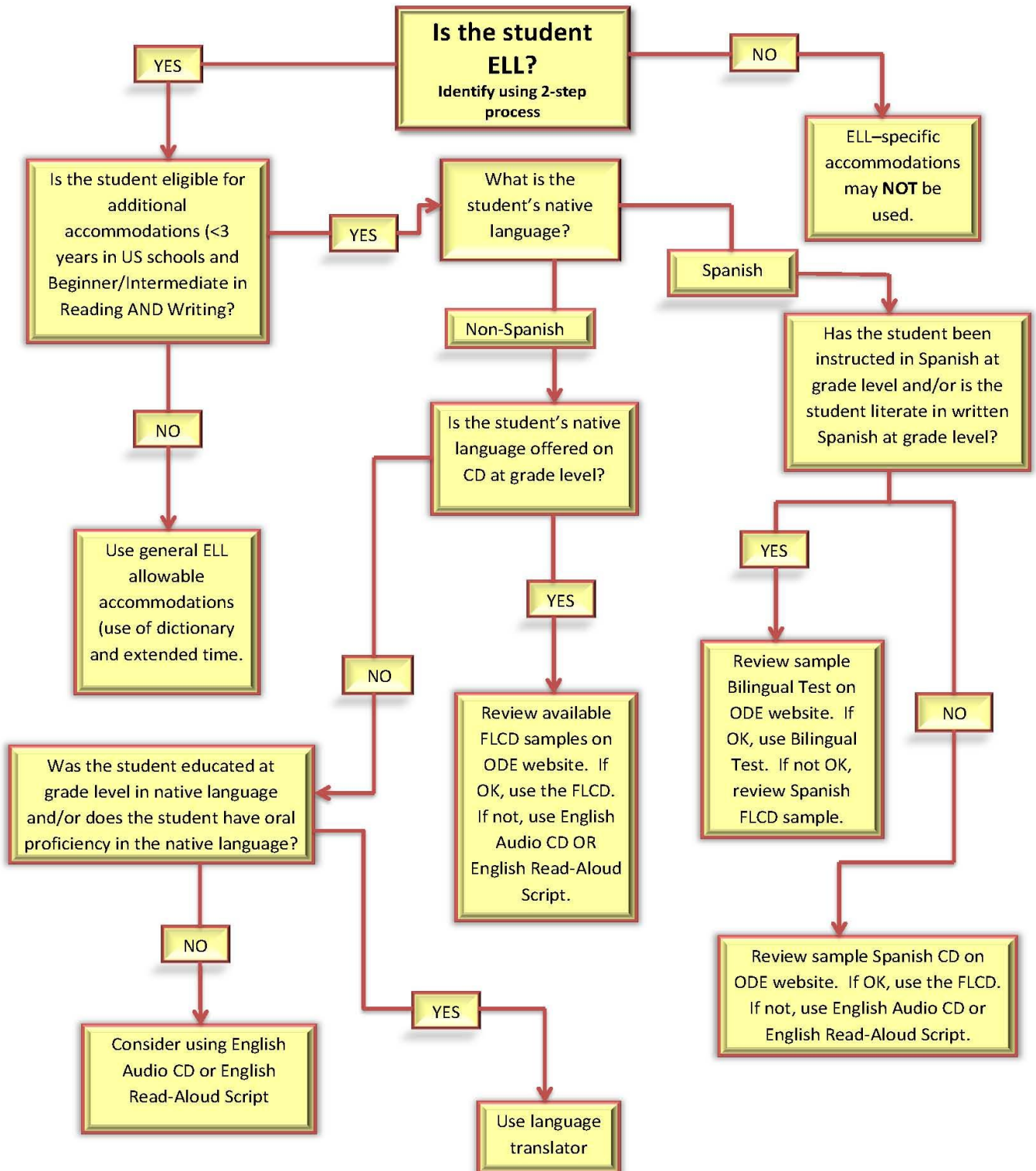
If the student’s reading and writing level in the English language proficiency assessment is intermediate or below, the student is eligible for additional accommodations.

5. Annually assess ELLs’ English language proficiency.

Each year districts and community schools are required to assess all ELLs to determine their current level of English proficiency. Possible results of yearly assessment:

- a) Student continues to be ELL because student did not meet exit criteria (see p. 31). The level of English language proficiency may change in one or more language domains. Report levels of proficiency based on results of spring assessment (OTELA) in EMIS English Language Development Assessment Elements GF during the EMIS Year-end (N) reporting period.
 - Student continues in appropriate program of ELL supplementary services.
 - Student participates in statewide achievement testing with general allowable accommodations. Based on results of spring assessment, student may or may not meet the eligibility requirements for additional allowable accommodations as indicated on the previous question.
- b) Student is no longer ELL because the student did meet exit criteria (see p. 31). In order to be exited from ESL programs in Ohio, students need to demonstrate the ability to understand, speak, read and write the English language at a level in which they are able to:
 - a) achieve successfully in classrooms where the language of instruction is in English;
 - b) meaningfully take academic assessments in English with **NO** accommodations; and
 - c) participate fully in society in the United States.

Decision Flow Chart for Selecting Additional ELL Accommodations



Ohio Test of English Language Acquisition (OTELA)

Assessment of English Language Learners (ELL)

Ohio also requires students in Grades K-12 to be assessed using the Ohio Test of English Language Acquisition (OTELA) for their annual English language proficiency assessment. OTELA is not the assessment to identify the student as ELL. A comprehensive resource that documents detailed procedures for the **initial** identification and assessment of ELL may be found on the ODE website at education.ohio.gov, keyword search: *Guidelines for the Identification* or by clicking this [link](#).

The four domains or subjects that must be assessed are reading, writing, listening and speaking. OTELA is designed to meet the requirement of *NCLB* to annually measure English language proficiency in English for academic purposes as well as English for social purposes. Each spring all ELLs in Grades K-12 will be required to take the OTELA unless the student is no longer considered to be ELL. See page 31 for the requirements to exit the ELL status. More complete information may be found about the OTELA on the ODE website at education.ohio.gov, keyword search: *OTELA*.

Number and Type of Questions for the OTELA

Number and Type of Questions for the OTELA					
Estimated Testing Time and Numbers of Items per Grade Band					
Estimated Testing Time in Minutes	Subjects/ Domains	Grade Band 3-5 (MC = multiple choice)	Grade Band 6-8 (MC = multiple choice)	Grade Band 9-12 (MC = multiple choice)	Administration Notes
25-30	Reading	20 MC	20 MC	20 MC	Group Setting
35-40	Writing	9 MC and 2 writing prompts	9 MC and 2 writing prompts	9 MC and 3 writing prompts	Group Setting
30	Listening	18 MC	18 MC	20 MC	Group Setting; requires use of audio CD player to play listening prompt CD
25-30	Speaking	12 tasks	12 tasks	12 tasks	Individual Setting; requires use of audio CD player to play speaking prompt CD and may require use of cassette recorder to record student responses for teacher scoring

Note: OTELA is not a timed test. Time estimates are provided as a guide for planning. Estimated administration time does **not** include set-up time.

For the 2011-12 school year, there will be no field-test passages or questions on the OTELA.

Performance Level Standards

The State Board of Education has adopted performance standards for the Ohio Test of English Language Acquisition. These standards were recommended by stakeholder committees after participating in the standard setting process.

Performance standards for Ohio Test of English Language Acquisition						
Subject	Grade Level Cluster	Level 1: Pre-functional	Level 2: Beginners	Level 3: Intermediate	Level 4: Advanced	Level 5: Full English Proficiency
Reading	K	Below 270	270-299	300-337	338-358	359 and Above
	1-2	Below 262	262-299	300-327	328-363	364 and Above
	3-5	Below 450	450-579	580-647	648-769	770 and Above
	6-8	Below 460	460-611	612-689	690-828	829 and Above
	9-12	Below 545	545-629	630-717	718-849	850 and Above
Listening	K	Below 248	248-299	300-354	355-398	399 and Above
	1-2	Below 254	254-299	300-347	348-381	382 and Above
	3-5	Below 450	450-543	544-644	645-724	725 and Above
	6-8	Below 554	554-625	626-717	718-805	806 and Above
	9-12	Below 556	556-631	632-728	729-849	850 and Above
Speaking	K	Below 255	255-299	300-348	349-393	394 and Above
	1-2	Below 266	266-299	300-343	344-387	388 and Above
	3-5	Below 450	450-546	547-667	668-808	809 and Above
	6-8	Below 458	458-610	611-718	719-824	825 and Above
	9-12	Below 570	570-649	650-764	765-849	850 and Above
Writing	K	Below 251	251-299	300-327	328-374	375 and Above
	1-2	Below 245	245-299	300-328	329-368	369 and Above
	3-5	Below 450	450-576	577-668	669-784	785 and Above
	6-8	Below 553	553-652	653-721	722-893	894 and Above
	9-12	Below 509	509-630	631-718	719-849	850 and Above

Assessment of Students with Disabilities

The reauthorized federal *Individuals with Disabilities Education Improvement Act (IDEIA, 2004)* reflects the intent to extend educational accountability and reform to all students, including those with disabilities. This legislation, along with the federal *NCLB* and Ohio law (Senate Bill 1, House Bill 3), mandate that all students with disabilities be included in general state- and district-wide assessment programs, and that they take either the general assessments (with or without accommodations) or alternate assessments. These laws provide clear expectations that states will align assessment of student achievement with academic content standards.

Ohio has these three ways to assess student achievement of academic content standards:

- participation in the general assessments without accommodations (*most students*);
- participation in the general assessments with allowable accommodations (*many students with disabilities*); and
- participation in the alternate assessments (*small number of students with the most severe cognitive disabilities*).

Participation decisions [e.g., taking tests with accommodations and/or exclusions from the consequences of not passing the graduation test(s)] must be made by the Individualized Education Program (IEP) team on an annual basis and documented in writing in the student's IEP **BEFORE** the student takes the tests.

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified handicapped individual...shall solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.” Students with a 504 Plan may have accommodations during the administration of the statewide tests. The accommodation must be documented in writing on the student's 504 Plan and must meet all four of the criteria listed in [OAC 3301-13-03 \(H\)\(1-4\)](#).

Such students may not be excused from the consequences of not passing tests required for graduation unless they are completing a curriculum that is *significantly different* from the curriculum completed by other students required to take the tests. *Such exclusions are rarely appropriate under a 504 Plan.*

A student no longer having an IEP or a 504 Plan shall take any statewide assessment in the same manner as other students not having an IEP or 504 Plan. This would mean that the student may no longer be excused from the consequences of not passing the graduation tests. The student may no longer receive accommodations.

Graduation Requirement

School districts, through the IEP team for each student, may excuse a student from the consequences of not passing one or more of the Ohio tests for graduation (OGT). This means that the student's IEP team would determine that the student is completing a curriculum that is significantly different from the curriculum completed by other students required to take the tests, or the student requires accommodations that are beyond the allowable accommodations (see page 39-40). This determination is made by the student's IEP team **PRIOR** to the student taking the test from which the student is excused from the consequences of not passing and it is stated in writing on the student's current IEP.

Students who take the AASWD, by definition, are students who are completing a curriculum that is significantly different from that being completed by other students. Therefore, all students who take the OGT-AASWD meet the criteria to be excused from the consequences of all the OGT tests. Students who take the OGT-AASWD must take the test at least once, as do all students. As long as it has been properly recorded on their IEP, there is no requirement to test a second time. These students have met the participation requirement.

Excused from Consequences – “Blanket” Excusal

Federal law requires that ALL students be included and participate in all statewide assessments. While students with disabilities are required to take all statewide assessments, those who are completing a curriculum that is significantly different from the curriculum completed by other students required to take the tests, or who require accommodations that are beyond the allowable accommodations as outlined in [OAC 3301-13-03\(H\)\(1-4\)](#) may be excused from the consequences of not passing a graduation test. However, these students may NOT be given a “blanket” excusal, that is, an excusal that assumes a disability in one area would automatically “cover” all of the other four test areas. Excusal from the consequences of not passing the OGT is to be made for each individual test area based on the student’s ability. If a student does not qualify for an excusal in all areas, the student must take and pass the test(s) in the non-excused area(s) to graduate and receive a diploma.

There are three types of children with disabilities attending chartered nonpublic schools. They are:

- Children participating in the Autism Scholarship Program (ASP);
- Children who are unilaterally placed by their parent, i.e., children on services plans;
- Children who are placed by a public entity like a public school district, court, children services, i.e., children on an IEP;

Children with disabilities unilaterally placed by their parent are not entitled to a free appropriate public education (FAPE) and are only entitled to some special education services as a group. These children do not have to take the OGT unless they want to receive an Ohio high school diploma. These students either must take the OGT until they pass, or meet the criteria to be excused from the consequences of the test and participate in testing at least one time under the excused status. Children with disabilities who are placed by a public entity are entitled to FAPE and a high school diploma from Ohio and so they are treated exactly like a child with a disability who attends a public school.

Test Administrator and Accommodations

If the person providing the accommodation is also the test administrator for the statewide test, then that person must be an employee of the district who holds a license/certificate/permit issued by the ODE. If someone other than the test administrator is providing the accommodation, then that person must be under the supervision of the test administrator who meets the licensing/certification criteria. Teaching assistants or other staff members may be used. Any person providing an accommodation must be an **adult non-relative** of the student. Students may **not** serve as scribes for other students, even if they are older students.

General Information on Accommodations

“Accommodations are changes made in how a student has access to the curriculum or demonstrates learning. Accommodations provide equal access to learning, do not substantially change the instructional level or content, are based on individual strengths and needs, and may vary in intensity or degree. In testing situations, accommodations are changes in format, response, environment, timing, or scheduling that do not alter in a significant way what the test measures or the comparability of the scores” (Batshaw, M., *Children With Disabilities*, 2002, p. 603).

Accommodations in test format and/or test administration procedures can be made to facilitate the needs of an individual student, if such accommodations are specified in writing in the IEP or 504 Plan BEFORE the student takes a test and if consistent with the criteria established in [OAC 3301-13-03](#). Any accommodation that gives a student with disabilities an unreasonable advantage is not allowable, because it does not allow for valid assumptions to be made from the results.

General Information on Accommodations, *continued*

[OAC 3301-13-03\(H\)\(1-4\)](#) specifies these **four criteria for allowable accommodations**:

- **The accommodation must be specified in a student with disabilities' IEP and be provided to the student in the classroom for classroom- and district-wide tests.** In addition, the accommodation must be documented in writing on the testing page of the IEP or 504 Plan ***BEFORE*** the student takes a test.
- **The accommodation cannot change the content or structure of the test.** For example, the test administrator may not convert open-ended questions to multiple-choice questions.
- **The accommodation cannot change what type of knowledge or skill that a test is intended to measure.** For example, the test administrator is not permitted to read the passages from a reading test, because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies (e.g., an acceptable calculator on a mathematics test or an acceptable word processor on a writing test) may be allowed if it does not change what a test is intended to measure. Such allowable accommodations may be appropriate to support student participation in a statewide test.
- **The accommodation cannot change or enhance the student's response as to what type of knowledge or skill is intended to be assessed.** For example, a scribe may record **ONLY** the actual response provided by a student. If such an accommodation is provided in the classroom, then the IEP team may determine that the accommodation should be provided to the student at the time of testing. School staff should use caution, however, when providing these types of accommodations, because the potential exists to exceed the criteria for allowable accommodations, i.e., the scribe could enhance a student's response and invalidate the assumption made from the test result. The two most common allowable methods for scribing to accommodate the participation of a student with a disability in the area of writing are word processing and dictation. Specific guidelines for these two methods of scribing can be found on page 64.

ODE has published guidance on test accommodations for IEP teams in the form of a chart to use in planning and it is available on the Office for Exceptional Children website. Please go to ODE website at education.ohio.gov, keyword search: *accommodations*. Questions regarding specific allowable accommodations should be directed to the Office for Exceptional Children at (614) 466-2650. The Office for Exceptional Children is also the correct resource at ODE to contact for all other questions related to students with disabilities.

Read-Aloud Accommodation

There are two methods for providing a standardized read-aloud accommodation for eligible students with disabilities.

English Audio CD

The English audio recording of the test will be provided on a secure CD for student use. The purpose of this CD is to provide a standardized “read aloud” accommodation of allowable parts of the tests in English. This accommodation resource is meant to provide an alternative to districts providing a staff person to provide the read aloud accommodation; however, a test administrator must be in the test location to maintain security. It is suggested that prior to the assessment administration, students use the released special versions on the assessment website at education.ohio.gov, keyword search: *special versions* to allow them to become familiar with the CD format. In addition, districts may order English audio CDs of the OGT half-length tests from the test contractor.

Read-Aloud Accommodation with Test Administrator

Based on student need, a district may choose to provide the “read aloud” accommodation to eligible students instead of using the English audio recording. If a district chooses to directly provide the “read aloud” accommodation, the district may read only the instructions and questions on the reading and writing tests, and all parts of the mathematics, science and social studies tests. Passages on the reading test may **not** under any circumstances be read aloud to the student. To provide a standardized read-aloud administration with a test administrator for the spring administration, districts are required to order the Read-Aloud Script for OAA and

Read-Aloud Accommodation with Test Administrator *continued*

use Form SV for OGT. For the OGT fall and summer administration, districts must use the test booklet. For the OAA fall administration, districts must use the test booklet.

ODE strongly recommends the use of the English audio CD because it provides a standardized reading of allowable parts of the test forms. The Read-Aloud Script for OAA will likewise ensure reading passages are not read aloud to students.

Special Version Format

All statewide tests are available in Braille, large-print and English audio CD versions. Districts are required to request these versions, which are sent to the district test coordinators. For these versions of the statewide tests, student responses must be transcribed into a scannable test booklet or answer document in order to be scored. Transcription is required to occur locally at the district/school level. See the chart on page 66.

Students with Disabilities in Adult High School Programs

[OAC 3301-13-09](#): Provisions for an excuse from taking any assessment required for graduation for an adult with disabilities, or for providing accommodations on any assessment required for graduation for an adult with disabilities, twenty-two or more years of age, and enrolled in adult high school continuation program.

- (A) For purposes of excusing a student from taking any assessment required for receiving a diploma under section [3313.611](#) of the Revised Code, or for providing accommodations on any assessment required for graduation, the provisions of this rule shall apply only to a student who meets all of the eligibility criteria in this rule:
- (1) The student is a person twenty-two or more years of age and enrolled in an adult high school continuation program established pursuant to section [3313.531](#) of the Revised Code; and
 - (2) The student is a person with a disability based on an evaluation completed in accordance with the requirements of this rule.
- (B) A student who meets the criteria pursuant to paragraph (A) of this rule or any applicant to a board of education for a diploma of adult education under division (B) of section [3313.611](#) of the Revised Code may request the board to conduct an evaluation. Upon the request, the board of education to which the request was made shall evaluate the person to determine whether the person has a disability. The evaluation shall be conducted in accordance with paragraphs (C) and (D) of this rule.
- (C) An evaluation to determine if an adult student has a disability shall be accomplished in one or more of the following ways:
- (1) By review of an evaluation completed by an Ohio state agency and acceptance of the evaluation, if said evaluation was completed within the past five calendar years, and if deemed appropriate;
 - (2) By completing an evaluation in accordance with the requirements set forth in 20 U.S.C. section 1400 et seq. (Jan. 2, 2006), known as the Individuals with Disabilities Education Act or in 29 U.S.C. section 794 (Jan. 3, 2005), known as Section 504 of the Rehabilitation Act of 1973; and
 - (3) By review of the evaluation data and acceptance of the evaluation, if said evaluation was completed within the past five calendar years, and if deemed appropriate, for a student who was evaluated and determined by a board of education to have a disability while enrolled in a public school or chartered non-public school in Ohio.
- (D) Any evaluation completed by a board of education to determine whether an adult student has a disability must include a variety of assessments and be comprehensive and multidisciplinary in nature.
- (E) A board of education shall maintain written documentation of all information used to determine any disability.
- (F) For a student who has been determined to have a disability, the determination of whether to excuse the person from taking any assessment required by division (B) of section [3301.0710](#) of the Revised Code as a requirement for receiving a diploma under section [3313.611](#) of the Revised Code, or the determination of what accommodations to provide shall be made in accordance with the provisions of rule [3301-13-03](#) of the Administrative Code.

Students with Disabilities in Chartered Non-Public Schools

[OAC 3301-13-10](#) lists the provisions for testing requirements for graduation for chartered nonpublic school students with disabilities.

- (A) The provisions of this rule shall apply only to a student who meets all of the following eligibility criteria:
 - (1) The student has been identified as a child with a disability based on an evaluation conducted in accordance with section [3323.03](#) of the Revised Code or section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (Jan. 3, 2005);
 - (2) The student has been enrolled by the parent in a chartered nonpublic school; and
 - (3) The student with a disability:
 - a. Is not being provided publicly funded special education services; or
 - b. Is receiving publicly funded special education services that do not address the academic objectives as measured by any particular assessment.
- (B) The chartered nonpublic school shall annually develop a written plan that complies with all of the following:
 - (1) Addresses the eligible student's needs;
 - (2) Parents must be included in the development of the written plan;
 - (3) Any excuse from participation in achievement assessments must be made in accordance with rule [3301-13-03](#) of the Administrative Code, and must be specified in the written plan. If a plan developed for a student excuses the student from taking any statewide tests, the chartered nonpublic school may not prohibit the student from taking the tests;
 - (4) Any accommodation must be made in accordance with provisions of rule [3301-13-03](#) of the Administrative Code, and must be specified in the written plan;
 - (5) Parents must agree to the written plan;
 - (6) The chartered nonpublic school shall implement the plan; and
 - (7) The plan and the decision to provide any accommodation for or to excuse a student with a disability from statewide tests must be reviewed annually.

Alternate Assessments for Students with Disabilities (AASWD)

Assessment of Students with Identified Disabilities (IEP and 504 Plan)

In Ohio, all students are to receive instruction aligned with the Ohio Academic Content Standards. Students with identified disabilities may have differing learning needs or IEP goals that may or may not be related to the content standards.

At least annually, each student's IEP team decides how a student will take the statewide alternate assessment and district-wide assessment. Ohio provides IEP teams with guidelines for participation in the Alternate Assessment for Students with Disabilities (AASWD). Ohio's AASWD was developed for students with significant cognitive disabilities. Participation in the alternate assessment should not be based solely on disability condition, achievement level, school attendance or social/cultural factors. A student's participation in the alternate assessment process should not be based on whether the child will perform well on the general assessments. If a student can take any part of the general assessments, then he or she should take all of the general assessments with accommodations as needed. As many students as possible should take the general assessments.

For further information, refer to the Alternate Assessment Administration Manual, which can be found on the ODE website at education.ohio.gov, keyword search: *alternate assessment*. A one-page set of participation guidelines and flowchart is at the end of this chapter and on the Alternate Assessment website.

In most cases, students may not take a general education assessment and alternate assessment in the same year. Once an IEP team has decided that a student will take the general education assessment, the decision will remain in effect unless some traumatic event affects the student. Test contractor records for the general OAA/OGT and the AASWD will be annually audited to monitor compliance with this requirement.

In rare instances with third-grade students, an IEP team may be unsure about the severity of a student's disabilities in terms of taking standardized tests of academic content and providing meaningful information. In these situations, the IEP team may choose to have such a student take the fall third-grade reading test to establish the student's level of achievement, and then re-convene and decide that the AASWD is the most appropriate test participation for the student. However, second-grade diagnostic measures, released test forms and practice tests for Grade 3 reading OAA are readily available and should be used locally to help guide the IEP team in making this determination **prior** to the fall Grade 3 reading administration.

Ungraded Programs

If a student is currently assigned to a grade for the purposes of the Educational Management Information System (EMIS), the student must take assessments according to this grade classification. Students who currently are not assigned to a grade should be assigned to a grade level on the basis of their chronological age and take assessments with their same-age peers. It is critical that the EMIS grade assignment correspond to the grade-level Collection of Evidence (COE) submitted for the AASWD. Students at the beginning of these grades are approximately these ages:

Grade 3.....	Ages 8 years, 1 month to 9 years, 0 months
Grade 4.....	Ages 9 years, 1 month to 10 years, 0 months
Grade 5.....	Ages 10 years, 1 month to 11 years, 0 months
Grade 6.....	Ages 11 years, 1 month to 12 years, 0 months
Grade 7.....	Ages 12 years, 1 month to 13 years, 0 months
Grade 8.....	Ages 13 years, 1 month to 14 years, 0 months
Grade 9.....	Ages 14 years, 1 month to 15 years, 0 months
Grade 10.....	Ages 15 years, 1 month to 16 years, 0 months

Collection of Evidence

The Collection of Evidence (COE) is collected and assembled by the educators who work with the students with disabilities. The responsibility for the AASWD process should be shared by IEP team members. Joint planning and a common timeline for instruction and assessment will help special and general educators, related service providers and parents collaborate and complete the AASWD process.

Teachers and school staff are **not** allowed to retain copies of the completed COE. COEs are considered secure testing responses once they are completed for submission. Reproducing copies of secure test responses is prohibited under the [OAC 3301-13-05\(A\) and \(F\)](#). The only part of the AASWD COE that should be copied for district retention is a photocopy of the Collection of Evidence Student Answer Document (COESAD), which contains content related information about the evidence submitted for scoring in the COE binder. Entry Sheets are for planning purposes only and may be retained.

The AASWD is typically conducted over a period of several months, beginning in September of the school year. The final COEs are submitted to the scoring contractor the first week in March. However, any student who is identified to take the AASWD and is enrolled in a district any time prior to the March due date must have a completed COE submitted for them to be counted in statewide assessments.

Suspension of OAA-AASWD Writing and Social Studies Assessments

The development and administration of the OAA-AASWD Grades 4 and 7 writing assessments and the Grades 5 and 8 social studies assessments are suspended through the school year 2012-2013 due to the Ohio Department of Education budget cuts. The OAA-AASWD requires the COEs at each grade level to contain four entries. Subject and content standard requirements for each grade level are presented in the chart below.

Ohio Alternate Assessment for Students with Disabilities (AASWD) Specific Subject and Content Standard Requirements for Each Entry							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	OGT
Entry 1	Reading: Phonemic Awareness	Reading: Literary Text	Reading: Informational Text	Reading: Literary Text	Reading: Informational Text	Reading: Reading Process	Reading: Informational Text OR Writing: Writing Conventions
Entry 2	Reading: Reading Process	Reading: Acquisition of Vocabulary	Reading: Reading Process	Reading: Acquisition of Vocabulary	Reading: Acquisition of Vocabulary	Reading: Literary Text	Mathematics: Patterns, Functions, and Algebra
Entry 3	Mathematics: Numbers and Number Sense	Mathematics: Data Analysis and Probability	Mathematics: Measurement	Mathematics: Numbers and Number Sense	Mathematics: Data Analysis and Probability	Mathematics: Geometry and Spatial Sense	Science: Physical Science
Entry 4	Mathematics: Geometry and Spatial Sense	Mathematics: Patterns, Functions, and Algebra	Science: Life Science	Mathematics: Patterns, Functions, and Algebra	Mathematics: Measurement	Science: Earth Science	Social Studies: Economics

Special Services Outside District of Residence

When a student is receiving special education services outside of his or her district of residence, the student's assessment should be a collaborative effort between the district of service and the district of residence. In most cases, the district of residence is responsible for administrative functions. These include providing the student's SSID number, ordering assessment materials and identifying the district and building IRN numbers within the district of residence where the student's scores will be reported in EMIS. The district of service plans, collects and assembles evidence for the AASWD.

However, in some unique situations (e.g., students placed by the Department of Youth Services, students placed in a Juvenile Detention Center), the student may not count for the district of residence for accountability purposes. For testing purposes, the student scores are sent to the district and school IRNs that are recorded in the student's COESAD. It is up to the districts of residence and service, with the assistance of their EMIS coordinators, to identify how the student's scores will be submitted in EMIS and consequently, for which district the student will count. Typically, the district where the student will count and be reported into EMIS is the district which should receive the student's assessment scores.

Scoring the AASWD

The AASWD follows the same procedures for scoring as Ohio's general assessments. The AASWDs are scored by trained scorers in central locations. These scorers work for the test contractors that support Ohio's OAA and OGT testing programs. The test contractors for OAA-AASWD are currently the American Institutes for Research (AIR) and Pearson. The test current contractors for OGT-AASWD are AIR and Data Recognition Corporation (DRC).

The COE will be scored across four categories, known as domains: Performance, Instructional Context, Independence, and Settings and Interactions. Student achievement scores for each entry are calculated by multiplying performance by instructional context. A student's scores in Independence, Settings and Interactions are considered classroom environment scores and do not directly affect the achievement score. However, data shows that there is a positive correlation between classroom environment scores and achievement scores. This means that COEs that receive high Independence and Settings and Interactions scores tend to also receive high student achievement scores.

The achievement levels of AASWD participants will be combined for accountability purposes with those of general assessment participants. Raw scores are reported to districts of residence within 60 days of test submission. Districts report individual results to parents of participants in the general assessments and AASWDs. The achievement levels of all students are used for school, district and state accountability purposes and are a part of the Local Report Card. Districts that do not receive AASWD scores for individual students should submit verification requests for those students as quickly as possible.

Performance Level Scores Established by State Board of Education

The State Board of Education has adopted performance standards for Ohio's alternate assessment. These standards were recommended by stakeholder committees after participating in the standard setting process.

Performance Level Scores for the AASWD					
Test	Advanced Score Range	Accelerated Score Range	Proficient Score Range	Basic Score Range	Limited Score Range
Grade 3 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 3 Math Achievement	20-24	16-19	11-15	8-10	0-7

Performance Level Scores Established by State Board of Education, *continued*

Performance Level Scores for the AASWD, <i>continued</i>					
Test	Advanced Score Range	Accelerated Score Range	Proficient Score Range	Basic Score Range	Limited Score Range
Grade 4 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 4 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 5 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 5 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 5 Science Achievement	22-24	16-21	10-15	8-9	0-7
Grade 6 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 6 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 7 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 7 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 8 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 8 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 8 Science Achievement	20-24	14-19	10-13	8-9	0-7
OGT ELA (Reading and Writing)	21-24	17-20	12-16	8-11	0-7
OGT Math	22-24	17-21	12-16	9-11	0-8
OGT Science	22-24	17-21	13-16	10-12	0-9
OGT Social Studies	21-24	17-20	12-16	9-11	0-8

Accountability and 1 Percent Cap Limit

Federal regulations under the *NCLB* place a limit on the total number of alternate assessment scores that may be counted as proficient or higher in AYP accountability calculations for schools and districts. This cap has been established at an amount not to exceed 1 percent of the total tested population. Beginning with the 2009-10 school year, only those LEAs with charters to serve high percentages of students with cognitive disabilities (i.e., community schools) may request a waiver to the 1 percent cap on alternate assessments on an annual basis. This waiver request is administered through the ODE Office of Accountability at education.ohio.gov, keyword search: *accountability*.

The one percent cap does NOT limit the number of students who may be assessed with the alternate assessment, only the number of scores that can count as proficient in school and district accountability calculations. The decision to test a student using the alternate assessment should not be based on how the scores will be counted for accountability purposes. Only those students who have severe cognitive disabilities may take the AASWD.

Training and Technical Assistance

State Support Teams (SSTs) located in 16 regions in Ohio provide training and technical assistance for school districts in the planning and administration of the AASWD. Information about SSTs can be found on the ODE website at education.ohio.gov, keyword search: *SST*.

Guidelines for Participation in AASWD

Federal regulations (The *No Child Left Behind Act* and the *Individuals with Disabilities Education Act Amendments of 1997*), as well as [ORC 3301.0711](http://www.federalregister.gov), stipulate that all students, including those with disabilities, must take state-required assessments. In Ohio, the following three options exist for meeting this requirement:

- 1) participation in the general statewide assessment without accommodations;
- 2) participation in the general statewide assessment with accommodations; or
- 3) participation in a state-approved alternate assessment.

The AASWD is appropriate only for students with **the most significant cognitive disabilities** who are either completing a curriculum that is modified substantially (in form and/or substance) by the IEP from the general education curriculum or completing the general education curriculum but have a disability that presents unique and significant challenges such that the IEP provides for accommodations that exceed the allowable criteria for statewide assessment accommodations.

Ohio's experience also indicates that students with disabilities who take the AASWD share all of the following characteristics: they have a significant cognitive disability documented in their evaluation team report; require instruction focused on the application of state standards through essential life skills; require instruction at multiple levels below age or grade level; and are unlikely to provide valid and reliable measures of proficiency in content areas in a standardized assessment even with allowable accommodations.

Generally, participation in the AASWD is not appropriate for students who are engaged in and making progress in the general curriculum. Although these students require individualized instruction, they have developed the skills that enable meaningful participation in statewide assessments. AASWD is appropriate for students who have the most significant cognitive limitations and, therefore, require the highest level of individualized instruction.

How a student with disabilities will take state- and district-wide assessments is determined by each student's IEP team, at least annually. If the IEP team determines that AASWD is appropriate for a student, that student will take AASWD "across the board" (i.e., in all subject areas). Participation in the AASWD should not be based on disability condition, achievement level, school attendance or socio-cultural factors.

The IEP team should document test-taking status in the appropriate sections of the student's IEP, and pertinent status codes should be recorded through the Education Management Information System (EMIS).

Source: *Ohio Department of Education, Office for Exceptional Children, July 2007.*

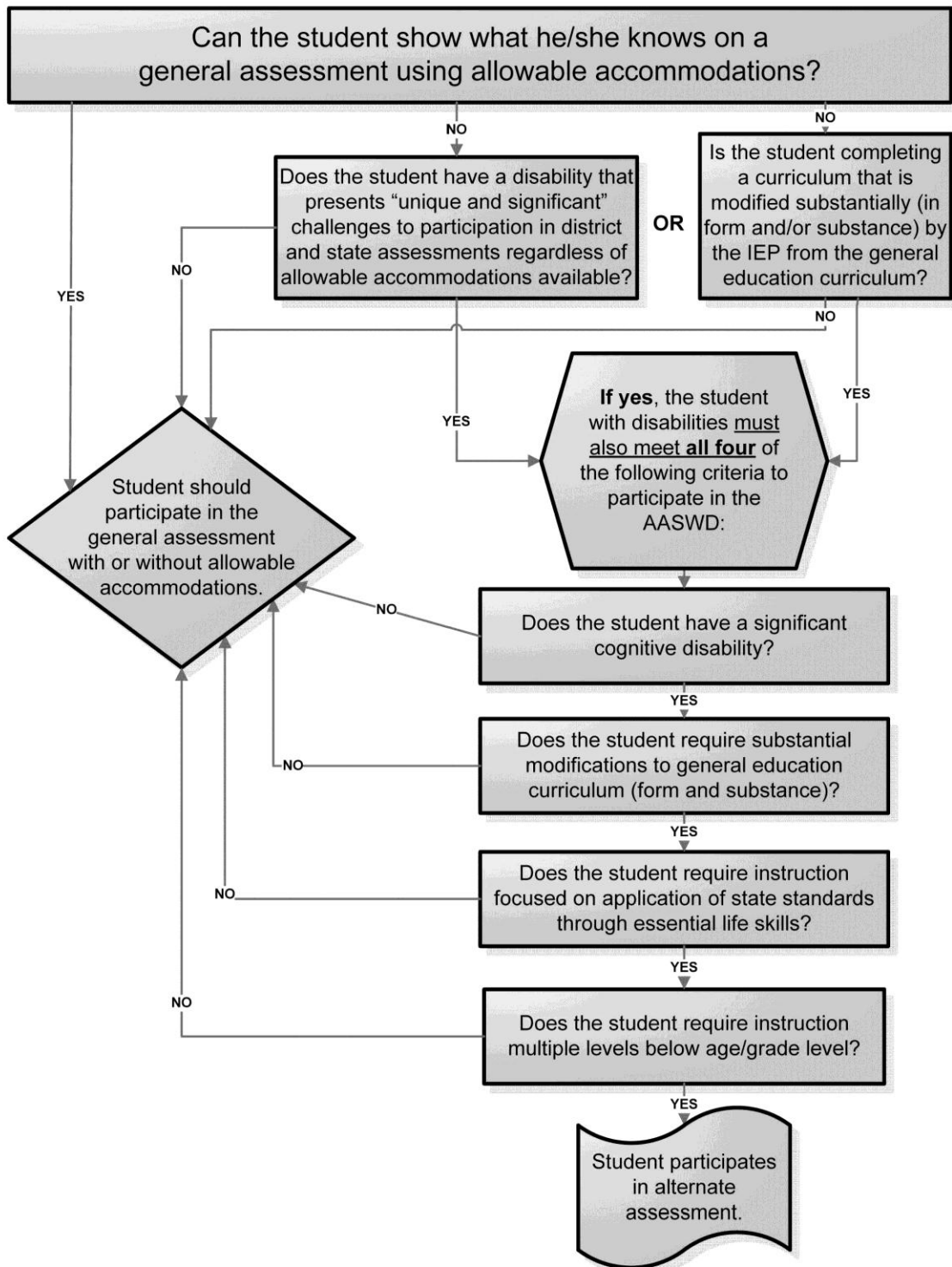
Excusal from the Consequences and the AASWD

To be excused from the consequences of one or more tests of the OGT, a student must meet one or both of the following criteria:

- 1) The student is completing a curriculum that is significantly different from the curriculum completed by other students required to take the tests, and/or;
- 2) the student requires accommodations that are beyond the allowable accommodations.

Students who take the AASWD, by definition, are students who are completing a curriculum that is significantly different from that being completed by other students. Therefore, all students who take the OGT-AASWD meet the criteria to be excused from the consequences of all the OGT tests. Students who take the OGT-AASWD must take the test at least once, as do all students. As long as it has been properly recorded on their IEP, there is no requirement to test a second time. These students have met the participation requirement.

Decision Making Framework



For more information, Ohio’s Alternate Assessment for Students with Disabilities Administration Manual, Participation Guidelines, and Frequently Asked Questions are available for download from the ODE website at education.ohio.gov, keyword search: *alternate assessment*. Follow the links to *Alternate Assessment for Students with Disabilities Administration Manual and Support Materials*.

Alternate Assessments based on Modified Academic Achievement Standards (AA-MAS)

Adopted final federal regulations (effective 5/9/07) and guidance (7/20/07) provide states with an opportunity to develop a new, optional alternate assessment based on modified achievement standards (AA-MAS). The Ohio AA-MAS grants additional flexibility, up to 2 percent of proficient scores, for states and districts in their assessment and accountability systems. The population for whom such assessments would be appropriate is **NOT** the same population as students eligible for AASWD.

ODE received a federal grant to begin development of the AA-MAS in 2007. In fall 2008 and spring 2010, the ODE conducted pilot testing of 7th and 8th grade students who were general education (as a control group) and eligible students with disabilities. ODE also conducted field testing in spring 2010 of eligible students with disabilities in 5th – 10th grade.

ODE received an additional federal grant beginning July 1, 2010 for three additional years to continue this research study to determine the characteristics of persistently low performing students and how to make statewide assessments more accessible for these students to demonstrate their knowledge of grade-level content.

For AA-MAS eligibility guidelines and resources, go to education.ohio.gov, keyword search: “AA-MAS.”

Purpose of Diagnostic Assessments

The primary purpose of Ohio's diagnostic assessments, which are aligned with Ohio's academic content standards, is to provide a tool for teachers to check the progress of their students toward meeting the standards, particularly at grade-level indicators. Diagnostic assessments serve as tools that assess students' strengths and weaknesses to inform instructional decisions. The Diagnostic assessments are **not** the same as the Kindergarten Readiness Assessment – Literacy (KRA-L). The KRA-L may **not** be given in place of the Diagnostic assessments. For more information on the KRA-L, please see page 54.

All districts are required to administer diagnostic assessments per [ORC 3301.0715](#). The district and community school AYP rating determines which diagnostic assessments will be used. See the table below to determine which diagnostic assessments will be used per grade level:

Diagnostic Assessments by Grade Level				
Who?	Diagnostic Required	When?	Required to Use State Diagnostic?	May Choose Diagnostic?
K-3 students transferring into a building or district	Yes, in K-3 if it is known that the student was NOT assessed, K2 in reading, writing and mathematics, Grade 3 in writing.	Within 30 days after date of transfer	Yes, if district did not meet AYP the previous year in reading and mathematics in all subgroups	Yes, if a district met AYP the previous year, it may use the state diagnostics OR use a diagnostic of its choice.
Kindergarten students	Yes, transfer students only in reading, writing and mathematics if it is known that the student was not assessed.	Within 30 days after date of transfer	Yes, if district did not meet AYP the previous year in reading and mathematics in all subgroups	Yes, if a district met AYP the previous year, it may use the state diagnostics OR use a diagnostic of its choice.
First and second grade students	Yes, in reading, writing and mathematics.	Annually	Yes, if district did not meet AYP the previous year in reading and mathematics in all subgroups	Yes, if a district met AYP the previous year, it may use the state diagnostics OR use a diagnostic of its choice.
Third grade students	If a building is in “school improvement” (failed to meet AYP for two or more consecutive years), the building must administer the writing diagnostic to students in Grade 3.	Annually	Yes, if district did not meet AYP the previous year in reading and mathematics in all subgroups – Note: must give diagnostic only to building(s) in “school improvement”	Yes, if a district met AYP the previous year, it may use the state diagnostics OR use a diagnostic of its choice – Note: must give diagnostic only to building(s) in “school improvement”

Components of Diagnostic Assessments

The state-developed diagnostic assessments are comprised of four components:

- **Short Screening Measure** (Grades K-2 in reading and mathematics only – K-3 writing not available as short screening measure)
 - 1) Contain 6-8 questions and
 - 2) Determine if students are on track to meet end-of-year expectations.
- **Screening Measure** (Grades K-2 reading, mathematics and writing; Grade 3 writing only)
 - 1) Analysis of key fundamental concepts,
 - 2) Link to future growth and development, and
 - 3) Contain a subset of the indicators selected for the Diagnostic Measure.
- **Observation Measure** – may **not** be used to meet the diagnostic assessment requirement
 - 1) Are embedded in daily instruction
 - 2) Ensure all grade-level indicators from the academic content standards are addressed, and
 - 3) Are available only from the ODE website at education.ohio.gov, keyword search: *diagnostic assessments*.
- **Diagnostic Measure** (Grades K-2 reading, mathematics and writing; Grade 3 writing only)
 - 1) Contain in-depth analysis of fundamental concepts and skills
 - 2) Is formal in nature, and
 - 3) Is divided into multiple parts for flexibility of administration.

A district or building may choose the component(s) to meet the diagnostic assessment requirement. The district or building is not required to administer all of the components. The components that meet the diagnostic assessment requirement:

- Short Screening Measure
- Screening Measure
- Diagnostic Measure

The Observation Measure does not meet the diagnostic assessment requirement.

The state-developed diagnostic assessments were distributed in kits to all districts and community schools in 2003. The kits included:

- Binders
- Administration Manuals
- Activities and Activity Cards
- Manipulatives
- Score Sheets

A section of the diagnostic assessments was revised and distributed to districts and community schools in 2004. These sections were to be inserted into the diagnostic assessments (only the sections which had been revised were to be discarded).

Districts and community schools are to keep the state-developed diagnostic assessments in the event that the district or community school does not meet AYP. Districts and community schools that need replacement pages may access the pages from the ODE website at education.ohio.gov, keyword search: *diagnostic assessments*. Replacement manipulatives may be purchased at local stores at district expense. The 2004 version is the most current version available. New buildings or new community schools should contact the Office of Assessment and Curriculum for information on obtaining a diagnostic kit.

Components of Diagnostic Assessments, *continued*

The Short Screening Measure was developed in response to Ohio teacher feedback. Each consists of six to eight items and can be administered in 10-15 minutes. The items were selected and reviewed by committees of Ohio educators for reading and mathematics for students in kindergarten, first and second grades. The Short Screening Measures cannot provide the type of information about students' strengths and needs that is available from the Diagnostic or Screening Measures. The Short Screening Measures tell whether a student has the skills and abilities necessary to meet end-of-year expectations. These Short Screening Measures only differentiate between students who are "on track" to demonstrate academic performance at their grade level and students who are "not on track." Students who are "not on track" are required to be provided prevention/intervention services pursuant to [ORC 3313.6012\(B\)](#).

Administration of Diagnostic Assessments

Districts have flexibility in how they choose to administer these assessments. They may use parts of them in conjunction with classroom activities or use them in their entirety as a summative assessment at a given point in time. Districts should take into consideration how the state's diagnostic assessments best complement their existing district assessments.

Kindergarten and Grade 1 assessments are largely individually administered with some small-group activities, whereas Grades 2-3 are mostly large-group administrations with some small-group activities.

The requirement to administer the diagnostic assessments is at least once annually. Districts may choose anytime during the school year to meet the requirement to administer the diagnostic assessments annually. The way districts choose to use these assessments determines when they are administered, except as otherwise specifically required by [ORC 3301.0715](#). A district may administer any diagnostic assessments in the fall and spring of a school year to measure academic growth attributable to the instruction received by the students during that school year.

All districts/buildings must administer, within 30 calendar days after the date of transfer, the diagnostic assessments to any transfer student who has not yet been assessed. If the district is unsure whether the student has been assessed with a diagnostic assessment, the new district/building may administer a diagnostic assessment. If the district did not meet AYP the previous year, the district/buildings must use the state-developed diagnostic assessments.

After the administration of the diagnostic assessment, the district must provide the student's completed diagnostic assessment and results and any other accompanying documents used during the administration of the assessment, to the parent of that student **upon the parent's request**.

Districts must provide intervention services to students whose diagnostic assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level (students that score below "on track").

ODE has a teacher support website for all of the diagnostic assessments. This website can be accessed at <http://www.diagnostictestsupport.org>.

Kindergarten Readiness Assessment – Literacy (KRA-L)

Administration of the Kindergarten Readiness Assessment – Literacy (KRA-L)

The Kindergarten Readiness Assessment-Literacy (KRA-L) is a quick screening instrument that assesses oral language, rhyming, letter identification and alliteration – elements identified through research as essential for reading. The purpose of KRA-L is to provide a rough gauge of each child’s literacy skills at the beginning of kindergarten. In addition, your interpretation of children’s responses to the items can provide direction for identifying the educational support needed for children at all levels of literacy learning. The KRA-L is **not** a component of the Diagnostic assessments and may not be given in place of the Diagnostic assessments.

The KRA-L must be administered to **all** kindergarten students not earlier than four weeks prior to the first day of school and no later than the first day of October. Scores for the KRA-L shall be reported to the state through EMIS. The KRA-L results **shall not** be used to prohibit a child from entering kindergarten per [ORC 3301.0715\(A\)\(3\)](#). Districts should keep the completed KRA-L *Individual Score Sheet* in the student’s cumulative folders.

The KRA-L is composed of six activities for assessing specific skills in three areas: oral language, phonological awareness and print awareness. These skill areas are key predictors of success in learning to read. The activities are listed in the table below:

KRA-L Activities		
Activity	Number of Items	Maximum Points Possible
Answering when and why questions	3	3
Repeating sentences	4	4
Identifying rhyming words	7	7
Producing rhyming words	5	5
Recognizing capital and lowercase letters	2	6
Recognizing initial sounds	4	4
Composite total		29

More complete information on KRA-L can be found on the ODE website at education.ohio.gov, keyword search: *KRA-L*.

Overview

House Bill 153 (July 2011) requires that the State Board, State Superintendent and Chancellor of the Board of Regents develop a new high school assessment system to replace the Ohio Graduation Tests (OGT) that consists of (1) a nationally standardized assessment in science, mathematics and English/language arts and (2) a series of end-of-course examinations in science, mathematics, English/language arts and social studies.

Which end-of-course tests will be part of this assessment system is still being determined. Ohio has been part of a consortium of states working on the ADP Algebra I and Algebra II end-of-course exams; however the end-of-course exams described on this page will not necessarily be part of this system. This information is presented to keep districts aware of the work Ohio has done in this area. As the new high school assessment system is developed, additional information about end-of-course exams will be added to the *Rules Book* through the Change Page.

American Diploma Project

The American Diploma Project Network (comprised of 35 states, including Ohio) is dedicated to making sure every high school graduate is prepared for college or work. Together, Network members are responsible for educating more than 85 percent of all U.S. public school students. For more information about ADP, go to www.achieve.org/node/604.

ADP Algebra I and Algebra II End-of-Course Exams

Since May 2005, leaders from the American Diploma Project (ADP) Network states have explored the possibility of working together, with support from Achieve, Inc., to develop a common end-of-course exam in Algebra II for nine states: Ohio, Arkansas, Indiana, Kentucky, Maryland, Massachusetts, New Jersey, Pennsylvania and Rhode Island. In recent months, six additional states – Arizona, Florida, Hawaii, Minnesota, North Carolina and Washington – have partnered in this project, bringing the total number of participating states to 15.

These states require or strongly encourage students to take Algebra II to better prepare them for college and careers. Algebra II is considered a gateway course for higher education and teaches important quantitative reasoning skills used in the workplace.

On behalf of the participating states, Ohio issued a Request for Proposals for the development, scoring and reporting of the ADP Algebra II End-of-Course Exam. In March 2007, the contract was awarded to Pearson Education Measurement (Pearson). At its own expense, Pearson developed the exam questions to meet the specifications agreed upon by the states.

The goals of this multi-state assessment are to improve high school Algebra II curriculum and instruction, to serve as an indicator of readiness for first-year, college-credit-bearing mathematic courses, and to provide a common measure of student performance across states over time.

Other general information about the Algebra II End-of-Course Exam can be found at the [achieve.org](http://www.achieve.org) website at this [link](#). You may also click [here](#) for a PDF of content standards with explanatory comments and examples and click [here](#) for a PDF of notation information.

ADP Algebra I and Algebra II End-of-Course Exams, *continued*

In December 2007, a subset of the Algebra II Consortium states, with support from Achieve, began to consider developing a common Algebra I end-of-course exam. The development of the ADP Algebra I End-of-Course Exam was a natural extension of the Partnership effort and was designed to support the goals of the Algebra II initiative. The exam standards that were created are vertically aligned with the Algebra II exam to indicate readiness for advanced mathematics.

Pearson has developed a test to meet the specifications agreed upon by the participating states. At this time, eight states are involved in the development of the Algebra I exam—Hawaii, Kentucky, Maryland, Minnesota, New Jersey, North Carolina, Ohio and Pennsylvania. Read about the standards used to develop this test at [ADP Algebra I End-of-Course Exam Standards](#) (PDF).

The Algebra I and Algebra II tests will be offered in the fall and spring of the 2010-2011 school year for use by Ohio districts at cost to the districts (due to budget limitations there is no funding to provide state support for these tests). Use of these tests is optional to the district. These tests are not currently part of the Ohio Assessment system. Schools may contact ODE Office of Assessment and Curriculum (614-466-0223) or Pearson (1-866-688-9555) for additional information.

Ohio's Statewide Assessment Program

The following state tests comprise Ohio's required statewide test program. Each test is described in the chapter titled by the test.

- Ohio Achievement Assessments (OAA) Grades 3-8
- Ohio Graduation Tests (OGT)
- Ohio Test of English Language Acquisition (OTELA)
- Alternate Assessments for Students with Significant Disabilities (AASWD)
- Diagnostic assessments K-3
- Kindergarten Readiness Assessment-Literacy (KRA-L)

The following test is optional but not required

- Algebra I or II End of Course Exam

Statewide Assessment Development

All test questions and related materials are written or selected according to specifications approved by committees of Ohio parents, community members, classroom teachers and other school personnel. Questions are then field tested in Ohio schools. Ohio educators, serving as subject matter specialists on a content committee for each test area at each grade level tested, examine all questions prior to field testing. In addition, a Fairness and Sensitivity Review Committee examines and approves test questions before field testing and analyzes the results after field testing. Members of this committee are selected to represent the cultural diversity within the state and are trained to scrutinize all test materials for issues that could adversely affect one group as compared to another. Only reviewed, field-tested and approved questions are used for scoring on any of the statewide tests or the practice tests.

Operational Tests, Field Tests, Practice Tests and Released Tests

An *operational test* is administered to all students in Ohio and is scored to determine grade-level performance. A student's score is the result of the student's performance on the questions within the operational test. Operational tests are secure and should be handled as such by school and district personnel while schools and districts are preparing for testing, during testing and after testing until materials are returned to the scoring contractor.

Field tests are administered to a representative sample of Ohio students to gather information about the appropriateness of potential test questions that may be included in future operational tests. Prior to the first operational administration of a test, questions are field tested in an independent test setting. A representative sample of Ohio schools is selected to be part of the field test. Once tests become operational, ODE typically includes five or six additional trial questions within each operational test. Performance on field-test questions is not used in determining a student's achievement level. Field-test questions are secure, just as the operational tests are secure, and field-test questions are not included in the release of questions to the public.

A *practice test* is produced and made available by ODE to schools, students and parents prior to the first administration of an operational test form at a given grade level. The practice test provides an opportunity for students, teachers and parents to understand the types of questions that might be included on an operational test. Questions on the practice tests have successfully completed the development process. Practice tests for each grade level assessment are available on the ODE website at education.ohio.gov, keyword search: *practice tests*.

Operational Tests, Field Tests, Practice Tests and Released Tests, *continued*

Practice tests are not secure and may be photocopied for local use. Large-print and Braille versions of the practice tests are also available upon request. Districts can order the OGT practice test in large-print and Braille versions through TIDE using the enrollment forms provided by the scoring contractor. For information on the practice tests for the OAA, see page 14 and for information on the practice tests for the OGT, see page 19.

A *released test* (or partially released test) is any operational test or test questions that ODE has released as a public record following the school year in which it was administered. Based on Ohio law, future Ohio statewide assessments will not be released.

The **OAA** will not be released on July 1 as per HB 153, July 2011. Previously released OAA can be found at the ODE website at education.ohio.gov, keyword search: *OAA released tests*. Each released test includes an answer key for the scoring of multiple-choice items and scoring guidelines for the scoring of open-ended items. The posted released tests or test questions are no longer secure. In addition to the released tests, some special versions are released so students can become familiar with the formats prior to test administration.

The **OGT** will not be released on July 1 as per HB 1, July 2010. Previously released OGT can be found at the ODE website at education.ohio.gov, keyword search: *OGT released tests*. Each released test includes an answer key for the scoring of multiple-choice items and scoring guidelines for the scoring of open-ended items. The posted released tests or test questions are no longer secure. In addition to the released tests, some special versions are released so students can become familiar with the formats prior to test administration.

Administration Procedures of OAA, OGT, OTELA, OAA-AASWD and OGT-AASWD

Public school districts and community schools (called “charter schools” in other states) are required by law to administer all the statewide tests to all students enrolled in each designated grade. This includes any retained students (repeating a grade level), who are enrolled in Grades 3-8 and who previously may have passed an OAA or AASWD in Grades 3-8 in the preceding school year. However, this does not apply to any students retained in Grades 10-12 who previously have passed any OGT; such high school students would not retake any OGT or AASWD they already passed.

Students having an IEP or a 504 Plan shall take the general statewide tests either with or without allowable accommodations. Students with the most severe cognitive disabilities may take an alternate assessment, if they qualify, and if it is specified in writing in their IEPs.

Community schools are part of Ohio’s public school system; therefore, students in community schools in a grade in which statewide tests are mandated are required to take those statewide tests at the specific grade level.

Students enrolled in chartered nonpublic high schools must be administered the OGT. Students who are enrolled in a chartered nonpublic school and receiving vouchers under the EdChoice Scholarship Program and the Cleveland Scholarship Program are required to take all statewide assessments.

Schools must account for and report any student who was required to take statewide tests but who did not take a test. For more information about how student scores are entered in the Education Management Information System (EMIS) access the EMIS Manual on the ODE website at education.ohio.gov, keyword search: *EMIS Manual*. For information regarding waiver requests to prevent funding cuts from otherwise occurring due to any untested students under [OAC 3301-13-04](http://www.leg.state.oh.us/legac44/olc/oc44_3301-13-04.htm).

Test Administrator

Schools are responsible for administering statewide tests. The statewide tests at each grade level must be administered by test administrators who are employees of the school district and hold a license/certificate/permit issued by the ODE. Students and student teachers may not serve as test administrators.

For any group of more than 30 students, monitors will assist test administrators so that the ratio of test administrators/monitors to students is no greater than 30 students to one test administrator/monitor in any room. Monitors, however, do not have to be school personnel who hold a license/certificate/permit issued by the ODE; other responsible employees may be utilized if necessary.

Even if fewer than 30 students will be tested in a room, a school employee who holds a license/certificate/permit issued by the ODE must serve as the test administrator. A small group administration must be administered by a test administrator who meets the criteria as per [OAC 3301-13-02\(N\)\(7\)](#) or, if the person administering the test does not meet the criteria, a test administrator who meets the criteria must be present in the test administration room.

School districts are required to select district and building test coordinators. Test coordinators are responsible for ensuring that all test administrators and monitors are thoroughly trained and that all policies, procedures and schedules are followed.

Administration Time

Students have up to 2.5 hours to complete each test. Schools may decide to schedule a set amount of time (perhaps an hour or an hour and 15 minutes) to administer a test to all students. At the end of that time, students who are finished may be dismissed. However, any student who has not finished the test in this allotted time must be given additional time to complete the test, up to a total of 2.5 hours on that same day. For suggestions on dismissing students who have completed the test, see the *Direction for Administration Manual* which can be found on the ODE website at <http://www.ohiodocs.org/>.

Statewide Assessment Policies/Procedures

Each school district, community school and chartered nonpublic school shall adopt written policies and procedures that deal with all of the following:

- Participation of students with disabilities, pursuant to [OAC 3301-13-03](#) for public schools and [OAC 3301-13-10](#) for students with disabilities in chartered nonpublic schools. (See suggestions regarding this requirement in the section entitled *Students with Disabilities* on page 38.)
- Testing of accelerated students.
- Test security, pursuant to [OAC 3301-13-05](#), Test Security Provisions.
- Access to individual students' statewide test results, in accordance with [ORC 3319.321](#), "Confidentiality of student information; law enforcement and military recruitment use."
- Each school is responsible for sharing the record of a student's statewide testing results as well as the other student records with the new school when that student enrolls in another school. The school last attended shall provide immediately upon request by a school official from the new school any and all records of the student's current statewide test status as specified by [OAC 3301-13-01\(H\)\(8\)](#). See page 60 for a chart of what information shall be maintained in the student records and what needs to be on the student transcript.
- Grade promotion and retention issues, including non-promotion of students having more than 10 percent truancy and failing two or more required course subject areas, e.g., English and history.

Statewide Test Policies/Procedures, *continued*

- Intervention services, including procedures for using diagnostic assessments, a plan for the design of classroom-based intervention services, procedures for the regular collection of student performance data, as well as procedures for using student performance data to evaluate the effectiveness of intervention services.
- Procedural issues that are addressed at the local level, **not** at the state level, including, but not limited to:
 - whether to allow students who have not passed the required graduation tests to participate in the graduation ceremony with their classmates, and/or
 - how to respond to parents who refuse to permit their child to take a statewide test.

Home Education or Home School

A home-education (may be called home-schooled) student is a student receiving instruction outside of an established school environment. Such a student is **not enrolled** full time in a school and does not receive an Ohio diploma after successful completion of all curriculum requirements. Since a home-education student is not part of a school's full-time enrollment, he or she is not required to take statewide tests. Although not required to do so, both the school district and the home-education student's parent may mutually agree to allow a home-education student to take any of the tests; however, the tests must be taken under the same rules and procedures as an enrolled student, with the district ultimately making the final decision.

A district who allows a home-education student to take a statewide assessment with the district-enrolled students should use the code 999999 for the IRN to keep the home-education student's results separate from the district-enrolled students' results.

Required Statewide Assessments for Home-Education/Home School Students

If a home-education/home school student is enrolled in a public school in a course (e.g., language arts, mathematics, social studies or science) in which there is a statewide test at that grade, the student is required to take that test. If a home-education/home school student is enrolled only in a course in which there is no statewide test (e.g., art), the student would not be required to take any statewide tests but may do so if the district permits it and the parent agrees.

Districts and home-education/home school parents and providers should understand that all enrolled students, including part-time students, are part of the EMIS reporting and are counted in the school and district aggregate numbers.

Home Instruction

Home instruction refers to a student who is enrolled in a public school district but who is temporarily receiving instructional services at home, often for health reasons. Any student receiving home instruction is required to take the tests regardless of the fact that the instruction is in the home. Administration of tests to home instruction students must follow the same rules and procedures as applied in the district, although the setting would not have to be in the school. The test may be administered in a student's home, provided that it is administered by a certificated staff person and that all security procedures are properly followed.

Chartered Nonpublic Schools

Every student enrolled in a chartered nonpublic high school must take and pass the required graduation tests in order to receive a diploma. Therefore, chartered nonpublic high schools with students in Grades 10-12 are required to administer the Ohio Graduation Tests (OGT).

Chartered Nonpublic Schools, *continued*

Chartered nonpublic schools are **required** to administer state achievement assessments (OAA) to students enrolled under the EdChoice Scholarship Program. They **may** also allow their other students to take the statewide achievement assessments as well, provided they follow the same rules as public schools. Chartered nonpublic schools must respond to an online survey concerning the Intent to Participate in Ohio assessments Ohio Achievement Assessments and Ohio Graduation Tests. Chartered nonpublic schools must notify ODE prior to August 1 (the date set in the Ohio Revised Code) of the school year in which the tests will be administered. The survey is sent to all chartered nonpublic schools in May.

Statewide Test Information/Student's Record

The following chart shows what statewide test information must be documented in either the student record or the transcript for each test that is part of the statewide assessment system in accordance with [OAC 3301-13-01\(H\)](#).

Statewide Test Information to be Documented		
Requirement	Student Record	Transcript
Student Data Verification Code (SSID)	X	
Tests Required or Not Required	X	
Tests Taken or Not Taken (each administration period)	X	
Test Score Received	X	
Attainment of Designated Level of Performance	X	
Graduation Tests Not Yet Passed	X	
Grade 3 Reading Test – Higher Grade 3 Reading Score	X	
Tests Required for Graduation – Date Each Test Passed		X

Transfer Student Record to Another School/District

Whenever a student who has taken any Ohio statewide test in one school leaves that school to enroll in another school in the same or in a different school district, the school last attended shall provide, ***immediately upon request*** by a school official at the new school, all applicable student records (including all statewide test information and the SSID) for that student to the requesting school/district. These records may **not** be withheld for any reason [[OAC 3301-13-01\(H\)\(8\)](#)].

Conflict School Calendar – Modified Testing Schedule

The schedule of test administration periods, including make-up testing, is set by the state Superintendent of Public Instruction. Pursuant to [OAC 3301-13-02 \(V\)](#), under certain circumstances, districts may be permitted to alter the schedule of test administration. If the district or school will not be in session for a part of the test administration period, the district or school is required to submit written evidence of the interruption of the school schedule to the ODE, Office of Assessment and Curriculum; the state superintendent may then approve a modified testing schedule. The district or school is asked to use the form on the ODE webpage at this link: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1327&ContentID=19379&Content=105626>. The Office of Assessment and Curriculum will address the district's request.

Closed Due to Snow/Emergency

In the event a school or district has a disruption of testing due to inclement weather or another emergency during regular testing, please phone the Office of Assessment and Curriculum at (614) 466-0223 immediately for guidance on how to proceed. Testing should follow the established sequence for Grades 3-8 and it should follow the established schedule for OGT. For example, if high school students are out of school on the first Tuesday of the testing window and miss the mathematics test, they will take the writing test as scheduled when they return on Wednesday and then they will take the mathematics test on the first day of the makeup period. The school or district may also have to reschedule the pickup of answer documents.

Testing Session Interrupted

Procedures to follow in the event of an interruption depend on the nature of the interruption. For example, in the case of a fire alarm or bomb threat, the safety of students and test administrators is of utmost importance. Under no circumstances should students be permitted to leave the room with test booklets or answer documents. If possible, the test administrator should collect all test materials and keep them secure for the duration of the interruption. The test administrator should also note how much of the 2.5 hours has elapsed. The testing session should be resumed as soon as possible. Students should be allowed whatever time remains of the 2.5 hour testing session.

Student Becomes Ill

When a student becomes ill, leaves for a doctor appointment or is otherwise unable to complete a test due to circumstances beyond the control of the student, the district has the option to allow the test to be scored as is (partially completed), invalidate the test or allow the student to continue the test when the student returns during the test administration window. If the district decides to allow the student to complete the test when the student returns, the test administrator should collect the student's test materials and note how much of the 2.5 hours has elapsed. The student should then complete the test during the make-up test administration period, if possible, using the remaining time not to exceed a total testing time of 2.5 hours. Students should be allowed to continue in the test booklet from where they left off, but they must not be allowed to go back to questions that had been completed prior to the interruption.

General Method for Scribing

The scribe must be a licensed or certificated employee of the district if the scribe is also the test administrator for a student.

- The scribe is not required to be an employee who holds a license/certificate/permit issued by the ODE if someone else is acting as the test administrator. The test administrator who is the employee who holds a license/certificate/permit issued by the ODE must remain in the room during the administration.
 - In such a case, the test administrator must supervise the scribe during the test administration.
 - However, any person giving a scribing accommodation must be an **adult non-relative** of the student.
 - Students **may not** serve as scribes for other students, even if they are older students.
- The use of a scribe for each test administration subject (e.g., reading, writing, mathematics, science, social studies) is considered an allowable accommodation, as long as **all four** of the following criteria under [OAC 3301-13-03\(H\)\(1-4\)](#) are met:
 1. The accommodation **must be provided to the student in the classroom for classroom- and district-wide tests** and the accommodation must be documented in writing in the IEP or 504 Plan.
 2. The accommodation **cannot** change the content or structure of the test.
 3. The accommodation **cannot** change what the test is intended to measure.
 4. The accommodation **cannot change** or **enhance** the student's response.

General Method for Scribing, *continued*

The “Broken Arm” Exception: There is one exception to the use of a scribing accommodation and the criteria above. If a student suffers an injury prior to (or during) test administration that prevents the student from physically writing the responses, a scribing accommodation may be provided to that student without an IEP/504 plan in place. This is a **temporary** exception that historically has been allowed for state tests. Districts should note the injury and keep a written record of any doctor’s notes on file if such a special case injury accommodation is provided. **Districts do not need** to call the Office of Assessment and Curriculum or any other ODE office to receive permission to provide this accommodation in this circumstance.

Scribe Accommodation

There are two methods for providing a standardized scribe accommodation for eligible students.

Word Processor Method for Scribing

The use of a word processor for scribing is considered an allowable accommodation. The following steps must be taken when using the word processor method.

- The computer device used should not be able to access the Internet during the test administration.
- The word processor’s dictionary and thesaurus features must be disabled during the test administration for reading, mathematics, science and social studies.
- The student may not use the word processor’s spell check, dictionary, thesaurus or grammar check features for **writing tests**. These features must be disabled during writing test administration.
- A hard copy print out is produced after the student has completed his or her responses for that test using the computer.
- The scribe transcribes **verbatim** from the hard copy print out into the answer booklet (or test book for Grades 3-4) exactly what the student wrote.
- The printed hard copy of the student’s responses must be inserted into an envelope after the scribe has completed the transcription into the answer document.
- The student’s name, ID number, grade level, subject(s), pre-ID bar code label number, test booklet number and any applicable answer document number should be recorded on the outside of the envelope. The envelope should be returned with the rest of the secure, non-scorable test materials.
- Finally, **all** electronic files containing the student’s responses must be deleted upon completion of the transcription of the printed hard copy into a scorable test booklet or answer document.

Dictation Method for Scribing

- The scribe writes exactly what the student dictates. No additions, deletions or changes may be made that are not initiated by the student.
- It is anticipated that a different scribe may be used during the administration of different test(s). An example is given below: One person may scribe (e.g., “Scribe A”) a student’s reading test and another person (e.g., “Scribe B”) may scribe a student’s mathematics test. Scribe A and Scribe B will have different handwriting
The **same** handwriting must be used within each reading test response (all in Scribe A’s hand); and the **same** handwriting must be used within each math test response (all in Scribe B’s hand).
- The student may review and edit their response after dictating it to the scribe. The student must direct the scribe to make specific changes to the response. The response must be written completely in one person’s handwriting on any single test, or the response(s) for that test **may not be scored** by the test scoring contractor.
- No audio recordings of the student’s oral response may be made during an oral dictation scribing accommodations.

Dictation Method for Scribing *continued*

- Recording a student’s oral response is only required for test administrations where language translations are provided to eligible ELL students.
- **Writing Test Restriction:** The student is **required** to indicate the beginning of sentences (use of capitals) and end of sentence punctuation on **all** writing tests. This can be accomplished by either of the following methods:
 - The student can indicate where sentences begin and end while he/she is dictating the response. **OR**
 - The student can edit what the scribe has written when the test is completed.
- Capital letters and punctuation cannot be added by the scribe.
- The student must ask the scribe to make specific changes to the response.
- The responses for the writing test must be written completely in one person’s handwriting, or a given response **may not be scored** by the test scoring contractor (considered to be a change and/or enhancement to the student’s response [OAC 3301-13-03 \(H\) \(4\)](#)).

Supplemental Guidelines for Transcribing Student Responses

There are situations during administration of state tests where it is necessary for a test administrator to transcribe a student’s response into another test booklet or answer document. These situations include, but **are not limited** to, the following examples:

- A student who records the answers in the wrong section of a test answer document
- A student who utilizes a special test format: e.g., large print, language translation, bilingual form
- A student who uses the word processor method of an allowable scribing accommodation
- A student who records the answers in a test book **instead** of the required test answer document as an allowable accommodation
- An answer document becomes unusable, e.g. torn, wrinkled, etc.

If it is necessary to transcribe a student’s responses, test administrators shall follow this procedure.

- At least two persons shall be present during any transcription of student responses with one being an authorized test administrator.
- The student’s response **must be** transcribed **verbatim** into the test answer document.
- The student’s original response in any test booklet or answer document should be returned with the secure test materials – districts should write “DO NOT SCORE” and place an “X” with a black marker on the front and back covers of this original document.
- The student’s original response must be inserted into an envelope after the scribe has completed the transcription.
- The student’s name, ID number, grade level, subject(s), pre-ID bar code label number, test booklet number and any applicable answer document number shall be recorded on the outside of the envelope. The envelope shall be returned with the rest of the secure, non-scorable test materials.

Additional Test Administration Time

Three types of students may have more time per test subject, up to a maximum of one school day for each test:

- Students having an IEP may have additional test administration time if it is specified in writing as an accommodation in the IEP.
- Students having a 504 Plan may have additional test administration time if it is specified in writing as an accommodation in the 504 Plan.

Students who are properly identified as English Language Learners (ELLs), [i.e., by meeting all of the criteria in [OAC 3301-13-11\(A\)](#)], may have additional test administration time.

Students Who Finish Early

It is likely that some students will complete the tests sooner than others. The options regarding how to deal with students who finish early fall into two broad categories: keeping students in the examination room until an established time or permitting students to leave the examination room on a periodic or continuing basis. Some options within each category are listed in this section. In deciding which option is preferable, consideration should be given to a number of factors, including maintaining test security, the size of the group tested, school policy or procedures regarding student movement in the building, the capability of monitoring student movement and concern for the needs of individual students. Although elementary and secondary schools may deal with this issue in different ways, all schools must maintain security procedures during the entire testing time.

If students are permitted to leave the testing room, there are at least two alternatives: periodic dismissal (e.g., after 45 minutes or after one hour) and continuous dismissal (i.e., each student leaves after completing the test). However, it is important that the test administrator ensure that test security is maintained (including the collection of all completed test materials) and minimize the distractions for students who have not completed the test. For either alternative, procedures (including test security measures) shall be explained clearly to everyone prior to test administration, including where students are allowed to go (e.g., to the library or the cafeteria) when dismissed from a testing room.

Once a student's material has been submitted and the student has been dismissed, no student may be allowed to return to the examination room or to have any test materials returned to them.

Prior to testing, coordinated arrangements need to have been made by the test administrator with the building test coordinator for the immediate collection and secure storage of all materials (completed and uncompleted answer booklets or tests) from every testing room after testing is completed. Plans also need to be made for providing additional testing time (up to a maximum of 2.5 hours) to those few students who may not have completed the test during the allotted time or to students with extended time allowed as an accommodation.

Allowable Reference Materials, Resources and Devices

The general rule is that during the administration of a test, students are not permitted to use reference materials, resources or devices of any kind, other than pencils. There are seven exceptions to this rule:

- use of an ODE-provided scientific calculator for the Ohio Graduation Tests in Mathematics and Science; and use of an ODE-provided reference sheet for the Ohio Graduation Test in Mathematics.
- use of an acceptable ruler on the Grade 3 Mathematics Ohio Achievement Assessment;
- use of an acceptable protractor on the Grade 5 Mathematics Ohio Achievement Assessment;
- use of an acceptable scientific calculator on the Grades 6 and 7 Mathematics Ohio Achievement Assessments;
- use of an acceptable scientific calculator and use of an ODE-provided reference sheet on the Grade 8 Mathematics Ohio Achievement Assessment;
- use of tools or devices by a student whose IEP or 504 Plan specifies in writing such allowable accommodations; and,
- use of the dictionary (translation and/or English language) used in everyday classroom instruction by English Language Learners (ELLs) identified as meeting all the criteria in [OAC 3301-13-11\(A\)](#).

Policies regarding acceptable rulers for the Grade 3 Mathematics Ohio Achievement Assessment can be found on the ODE website at [education.ohio.gov](#), keyword search: *ruler*. Policies regarding acceptable protractors for the Grade 5 Mathematics Ohio Achievement Assessment can be found on the ODE website at [education.ohio.gov](#), keyword search: *protractor*. Policies regarding acceptable calculators for the Grades 6, 7 and 8 Mathematics Ohio Achievement Assessments can be found on the ODE website at [education.ohio.gov](#), keyword search: *calculator*.

Allowable Reference Materials, Resources and Devices *continued*

Since students do all of their work in the test booklet and/or write or mark responses on a separate answer document, they do not need extra paper. Additional pages of student responses added to the answer document are NOT scored. Each test administrator should have a supply of extra pencils available.

Statewide Student Identifier (SSID)

Use of the SSID is **required** for all of Ohio’s statewide assessments in public schools. SSID is an optional field for nonpublic schools, with the exception of students enrolled in the EdChoice Scholarship Program and the Cleveland Scholarship and Tutoring Program in which it is also **required**. If the SSID is missing from any **public** school Pre-ID file, the district or Information Technology Center (formerly called Data Acquisition Site) will be notified to make corrections. Pre-ID labels will not be provided for students without a SSID. For schools that do not use Pre-ID labels, or when labels are not available for students being tested, the test administrator must grid the SSID on the demographic page of the answer document.

Due to the confidentiality of the SSID, districts shall have policies and procedures in place for schools to obtain a SSID, if needed, in order to complete the demographic page. Comprehensive information about the SSID may be found online by accessing the ODE website at: education.ohio.gov, keyword search: *SSID*.

Scorable Material Pick Up

Per [OAC 3301-13-06\(A\)](#), ODE uses a centralized pick-up location for all scorable test materials for both the OAA and the OGT. The decision as to the specific pick-up location is left up to the district and it may be the central office or a school building. Specific instructions are provided to districts by the scoring contractors. Districts may have different pick-up points for the OAA and the OGT. The processing of nonscorable materials is addressed in the Test Coordinator Manuals for all tests.

Special Version Format

The districts are required to request the special versions that are sent to the district test coordinators. For students using these special versions of the statewide tests, their responses are required to be transcribed into a scannable answer document in order to be scored. Transcription must occur locally at the district/school level. See pages 63-65 for guidelines for transcription.

Special Versions						
Test	OAA Practice	OGT Practice	OTELA Practice	OAA Operational	OGT Operational	OTELA Operational
Braille	Yes	Yes	No	Yes	Yes	Yes
Large print	Yes	Yes	No	Yes	Yes	Yes
English Audio CD	No	Yes	No	Yes	Yes Fall and Spring	No
Foreign Language CD	No	No	No	Yes Spring only	Yes Fall and Spring	No
Spanish Bilingual	No	No	No	Yes Spring only	No	No
Read-Aloud Script	No	No	No	Yes Spring only	No	No

Standards for the Ethical Use of Tests

Ohio Administrative Code Rule 3301-7-01

- (A) These standards of ethical assessment practice shall be used in determining whether or not a practice related to assessment is consistent with the principles of performing one's duties with honesty, integrity, due care, and fairness to all and ensuring the integrity of the assessment process and the reliability and validity of any inference made from any result of an assessment. Except as otherwise specified, the following definitions shall be used in this rule:
- (1) "Assessment" shall include secure and non-secure standardized achievement assessments, the Ohio graduation tests, state proficiency tests, the English language proficiency test, diagnostic tests as required by section 3301.0715 of the Revised Code, and secure alternate measurement instruments provided by the department of education. Assessment shall also include district and school-wide standardized assessment including norm referenced tests. Assessment shall include the test instrument itself and any part of the process of assessing or testing a student;
 - (2) "Participating school" shall mean any city, exempted village, local, cooperative education, or joint vocational school districts any community or any chartered nonpublic school which participates in assessment; the state school for the blind; the state school for the deaf; or any school operated by the departments of youth services or rehabilitation and corrections; or any entity that tests its students with the statewide assessments;
 - (3) "Appropriate staff" shall include any designated certificated or non-certificated employee of a participating school who has direct access to an assessment or participates in any activity related to preparing a student for an assessment, administering or scoring an assessment, and/or interpreting or using any result of an assessment;
 - (4) "Secure assessment" shall include any assessment, whether state or national, that is administered to the entire or a portion of the entire state student population and/or that is provided by the state, the results of which are included in Ohio's accountability system, are included as part of a student's course, are part of the pre-college admission process, or are required by state and/or federal law. Secure assessments shall be treated as secure materials until released by the test developer and/or the department of education. They do not include any diagnostic assessment required to be administered pursuant to section 3301.0715 of the Revised Code, any practice Ohio graduation test required to be prescribed by the state board of education pursuant to section 3301.0710 of the Revised Code, any practice achievement assessment, or any assessment that already has been released to the public by the test developer or by the department of education as a public record following the school year that the assessment actually was administered; and
 - (5) "Statewide tests" means any assessment that is provided by the department of education for use in all participating schools in the state.
- (B) Each participating school and district shall ensure that all appropriate staff have knowledge of these standards of ethical assessment practice and shall monitor the practices of all appropriate staff to ensure compliance with these standards. Each participating school's and district's duties shall include, but not be limited to, the following:
- (1) Communicate in writing to all appropriate staff at least once annually the standards defining what is an unethical and/or inappropriate practice that are contained in paragraphs (C) through (E) of this rule as well as any additional standards of ethical assessment practice adopted by a participating school and district;
 - (2) Clearly define and communicate in writing at least once annually to all appropriate staff how the standards shall be monitored and what sanctions shall apply for any violations of the standards and under what circumstances such sanctions will apply;
 - (3) Clearly define and communicate to all appropriate staff prior to each assessment the purpose(s) for each assessment;
 - (4) Clearly define and communicate in writing to all appropriate staff at least once annually all security procedures established by a participating school for each type of secure assessment identified in paragraph (A) of this rule, which shall include, but not be limited to, the test security provisions required by rule 3301-13-05 of the Administrative Code;

Standards for the Ethical Use of Tests, *continued*

- (5) Provide any other information and training as may be necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment;
 - (6) Establish written procedures for reviewing what materials and practices shall be used in a participating school to prepare students for an assessment, and clearly communicate in writing these procedures, materials, and practices at least once annually to all appropriate staff;
 - (7) Periodically review materials and practices related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment in order to ensure that the materials and practices are up-to-date, and clearly communicate in writing any additions or changes at least once annually to all appropriate staff;
 - (8) Provide channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice any concern about any practice they consider unethical and/or inappropriate; and
 - (9) Establish written procedures for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, ensuring protection of the rights of an individual, the integrity of an assessment, and any result of an assessment.
- (C) In monitoring practices related to preparing students for a state-wide assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
 - (2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
 - (3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
 - (4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
 - (5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;
 - (6) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and
 - (7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.
- (D) Except as specifically permitted by written instructions provided by the developer of an assessment, by the department of education, or by Chapter 3301-13 of the Administrative Code pertaining to accommodations and/or alternate assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices related to administering and/or scoring assessments that are unethical and/or inappropriate:
- (1) Any assessment used for purposes other than that for which it was intended;
 - (2) Any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;
 - (3) Except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;
 - (4) Any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score an assessment;

Standards for the Ethical Use of Tests, *continued*

- (5) Any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;
 - (6) Any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;
 - (7) Any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;
 - (8) Except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;
 - (9) Any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and
 - (10) Any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment.
- (E) In monitoring practices related to interpreting and/or using any result of an assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;
 - (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;
 - (3) Any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;
 - (4) Any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;
 - (5) Any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result; and
 - (6) Any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways.
- (F) Each participating school shall cooperate with the state board of education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule.

Statewide Testing Security

Except for the practice test materials, the diagnostic assessments and released tests, all other statewide tests (including any and all test passages, test questions and any other secure material developed for use with any operational test) are secure until they are publically released. It is not permissible to reproduce any of this secure material or cause it to be reproduced in any format. It is illegal to reveal any test question that is known to be on a statewide test in any manner whatsoever to any student who will be taking a test.

The following includes, but is not limited to, examples of actions that would be considered a security breach:

- Creating study guides for students based upon questions known to be on state tests.
- Monitors looking ahead at other test subjects printed in a test booklet.
- Releasing secure material to any student, the media or the general public.
- Altering any student response or to assisting a student to cheat in any other way.
- Having unauthorized persons present during a statewide test administration.

Shrink-Wrap Packages

Packets of tests will be serial numbered and wrapped in sealed packages. The shrink-wrap packages of tests must **not** be opened prior to the first day of testing. Only those staff identified by the district as authorized should process the tests which may include receiving the shrink-wrap packages from the distributor, distributing the shrink-wrap packages to the building/classroom, and distributing the shrink-wrap test booklets and answer documents to the test administrators. The authorized individuals identified by the district may include test coordinators, test administrators and monitors. Test coordinators, monitors and test administrators may not discuss test questions with anyone before, during or after the testing period. Unauthorized persons may not see the tests, nor may they take the tests. Coordinators are required to account for and return all secure used and unused materials. All statewide tests remain secure even if they are unused. The OAA and the OGT will not be released; however, previously released tests are available online.

District Test Policy/Procedures

To protect the security of the tests, each school district, community school and nonpublic school must establish written procedures that address the following components specified by the rules adopted by the State Board of Education:

- identification of personnel authorized to have access to the test;
- procedures for handling and tracking test materials before, during and after testing;
- procedures for investigating any alleged violation of test security provisions; and
- procedures for annually communicating in writing the test security provisions and discussing them with all district employees and students.

Copies or Photocopies

All test booklets are subject to the same strict test security procedures per [OAC 3301-13-05 \(F\)](#):

No person shall reveal, cause to be revealed, release, cause to be released, reproduce, or cause to be reproduced any secure assessment materials through any means or medium including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral.

All tests, including special versions, are kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. Special versions of the tests include Braille, large print, English audio CD, foreign language CD, Read Aloud Scripts, Language Translation Scripts and bilingual test booklets.

No secure test materials shall be photocopied or duplicated in any manner. Loading, storing, transferring or copying the test CD into a central server to be vectored to individual terminals would constitute a reproduction as noted in [OAC 3301-13-05 \(F\)](#). As soon as the audio data is stored, a security breach has occurred. Therefore, loading, storing, transferring or copying the test CD into a central server to be vectored to individual terminals is strictly prohibited.

Special note on the AASWD: The entry sheets and evidence submitted as part of the collections of evidence (COEs) for students with disabilities participating in the AASWD are secure documents. The **only** part of the AASWD COE Binder that **may** be photocopied and retained is the scannable COE Student Answer Document (COESAD). The original COESAD sent by the vendor **must** be completed and returned with the COE Binder.

Penalty for Revealing Test Questions

[ORC 3319.151](#) prohibits any person from revealing to students any test questions known to appear on a test students will take. Violation is grounds for suspension of a teaching license and/or termination of a teaching contract and employment.

Consequences of Test Security Violations

Any alleged assessment security violation of [ORC 3319.151](#), or any unethical testing practice under [OAC 3301-7-01](#), or any violation of the school's security procedures under [OAC 3301-13-05](#), is to be reported to ODE's Office of Assessment and Curriculum as soon as the alleged violation becomes known to the district or participating school.

The school district or participating school shall file a written report with ODE delineating the cause and results of the investigation within 10 days after the investigation is completed. If the investigation determines that a violation occurred, any of several consequences may follow: one or more students' answer documents may not be scored; student test results may be invalidated; a district board of education, after appropriate procedures are followed, may suspend or terminate an employee found guilty of cheating or helping a student to cheat; the State Board of Education, following appropriate procedures, may suspend a certificate or license; and a law enforcement agency, following an appropriate investigation, may prosecute under the state criminal code.

Standards for the Ethical Use of Tests

The State Board of Education has adopted rules of ethical practice for the use of tests and other assessments. District and school personnel may reference [OAC 3301-7-01](#) for standards concerning unethical or inappropriate practices that involve preparing students for tests, administering and scoring assessments, and interpreting and/or using results.

In addition to statewide testing, these standards apply to all school- and district-wide assessments. The standards are included in the chapter on the administration of tests on pages 68-71, and in test administration manuals at each grade level.

Additional Monitoring Procedures

ODE will continue to analyze results from the assessments to help ensure valid and fair results for students and districts. The Office of Assessment and Curriculum, with guidance from a group of national testing experts, uses a variety of commonly accepted statistical and audit procedures to review and audit both assessment score data and individual assessment documents for any anomalies that may be related to testing irregularities.

When anomalies appear in the data, districts may be contacted and asked to assist in reviewing and, if necessary, investigate the circumstances surrounding the anomalies. For instance, the audit procedures analyze and try to identify highly unlikely patterns of responses between students from the same classroom or school. Also, specific patterns of erasures and other marks on scannable documents may be examined.

ODE also will audit vendor testing records to ensure appropriate test participation and administration procedures are followed (e.g., testing at appropriate grade levels and no inappropriate “double testing” of students). The Office of Assessment and Curriculum and its testing vendors will continue to monitor the prompt return of all secure testing materials from each test administration by districts. Finally, the Office of Assessment and Curriculum may request permission from a district to observe and inspect test administration procedures in a given school building during a test administration window.

Appropriate Help for Students

Although it is not appropriate to teach students how to answer specific questions that students will take on statewide tests, it is appropriate to be sure that students are prepared for the different types of content measured by the tests. Several tools are provided by the state, including practice tests, practice test administration manuals, annotations of released test questions and other resources on the Success website. Resources on the Success website provide more detailed information about each test, the academic content standards, and scored and annotated student work on constructed-response questions. Schools needing copies of the Academic Content Standards should call ODE’s Document Resource Center at (614) 728-3471.

It is appropriate to integrate instructional activities that address the academic content standards at each grade level. It is also appropriate to establish and implement intervention programs to help students gain necessary knowledge and skills to score at the proficient level on the state tests. If students do not score at the proficient level, then public schools are required to provide intervention/remediation services to those students.

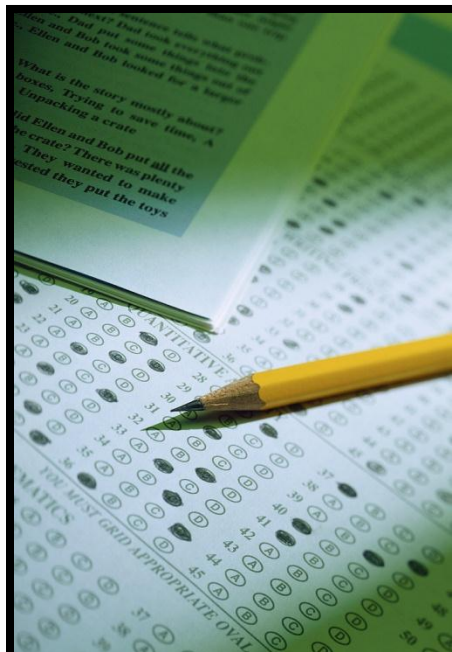
Additional Test Security Resource

The Office of Assessment and Curriculum has developed a resource and reference guide for test security, *Guidelines and Procedures: Maintaining Test Security and Reporting Testing Incidents* (see next page). This resource was developed in consultation with district staff familiar with testing issues from across Ohio, Ohio educational organizations, the ODE assessment staff and the ODE legal counsel. These guidelines shall be used in conjunction with specific test administration manuals in the event of a testing irregularity or testing incident. They shall also serve as a complement to test security training resources used by districts.

Ohio Statewide Assessment System

**Guidelines and Procedures:
Maintaining Test Security and
Reporting Testing Incidents**

2006-07 Original Development
2009-10 Revised
2010-2011 Revised
2011-2012 Revised
Ohio Department of Education



Purpose

The [*Code of Fair Testing Practices in Education*](#) prepared by the Joint Committee on Testing Practices and the [*Standards for Educational and Psychological Testing*](#) prepared by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education clearly state that educational professionals have an obligation to provide and use tests that are fair to all test takers regardless of age, gender, race, disability, ethnicity, religion and linguistic background. Standardization of test and test administration help ensure that all students are given equal opportunity to demonstrate what they know without biasing practices and procedures. Fairness implies comparable opportunity to all test takers and therefore extends to all aspects of the testing process. It is for that reason that this document was developed and provided to all educators engaged in the testing of students.

Any action or event surrounding a test that potentially interferes with any student's opportunity to demonstrate what he or she knows is considered a test irregularity or incident. This document presents procedures for schools and districts to identify and report test irregularities and incidents that interfere with the fairness and comparability of the test results for all Ohio students. Detailed instructions are included in the Guidelines to help schools and districts determine if a test irregularity, test incident and/or a test security breach has occurred and how to report such to the Ohio Department of Education.

All reported irregularities, incidents and alleged test security breaches are confidential. Confirmation of a test- or data-security breach has the potential to affect a student's score, a staff member's career and/or a district's accountability. Communication and investigations of irregularities, incidents and breaches are not discussed with anyone other than identified staff. The case (including all details) remains confidential until the case is officially closed. Any requests for data once a case is officially closed are referred to the district.

Any Ohio school that administers the Ohio statewide assessments are required to follow standardized administration and test security procedures. While the term "district" will be used throughout the Guidelines, it is meant for all Ohio schools – public schools including community schools and chartered **nonpublic schools that administer the tests.**

References: <http://www.apa.org/science/jctpweb.html> and <http://www.apa.org/science/standards.html>.

Overview

Ohio statutes (ORC [3301.07](#), [3301.0710](#) and [3301.0711](#)) require that the Ohio Achievement Assessments (OAA) in reading, mathematics and science – writing and social studies have been suspended for the school years 2011-12 and 2012-13 – (grade level will determine which subjects areas administered) and the Ohio Graduation Tests (OGT) in reading, mathematics, writing, science and social studies be administered to all students in an Ohio public school (including community schools). Charter non-public schools are required to administer the OGT. In addition, Ohio statute requires that the Ohio Test of English Language Acquisition (OTELA) must be administered to all ELL.

Any event or procedure that could potentially impact the integrity of the tests, the data, or the test results before, during or after the test administration is a test incident. All test incidents **must** be reported immediately to the district’s designated staff. A district shall report to the Office of Assessment and Curriculum at the Ohio Department of Education (ODE) as soon as a test incident becomes known to the district as per [OAC 3301-13-05 \(I\)](#). When reporting test incidents, districts shall initially contact the ODE, Office of Assessment and Curriculum by telephone as soon as the district is aware to discuss the alleged test incident. All inquiries will generate a *Report of Test Incident* report. The Office of Assessment and Curriculum **may** request a copy of the completed *Report of Test Incident* during an investigation; however, do not send in the *Report of Test Incident* report until the Office of Assessment and Curriculum requests it. In the event an investigation is conducted by a district, the district shall report the results of that investigation within 10 days after completion of the investigation to the Office of Assessment and Curriculum.

Disruptions during the test administration must be avoided and/or minimized to the greatest extent possible. Disruption may cause the students to be distracted and lose their concentration on a test, possibly impacting their performance. The procedures for standard administration of the statewide assessment must be followed. The standardized procedures and protocols are outlined in the District Test Coordinator Manual, Building Test Coordinator Manual and the Directions for Administration Manual. Any allowable exceptions to the procedures are clearly outlined in the manuals.

All statewide assessments are secure tests, except for the Ohio Diagnostic Assessments, any practice tests and any released tests published by ODE. The OAA are not released as per HB 153 (July 2011). The OGTs are not released as per HB 1 (July 2010). Assessment security is vital to the successful administration of the assessment and to the integrity of the score results. All districts must have a policy on security and the policy and consequences should be made known to all staff involved with test administration. It is recommended that the policy and consequences be made known prior to each test administration each year. District and state procedures for protecting secure test materials shall be followed. Districts must maintain test and data security before, during and after the test administration. All individuals who are involved with the test administration in any way must maintain security. Under no circumstances shall students have any access to any assessment materials or assessment items before or after the test administration.

ODE, through a contract with a test contractor, administers the statewide assessments and provides training for security procedures through Web postings that are posted during the year. The following documents contain guidelines for test security:

- Guidelines and Procedures for Test Security
- District Test Coordinator Manual
- Building Test Coordinator Manual
- Directions for Administration Manual

Districts shall refer to statutory requirements for test administration and test incidents. Those include:

- Ohio Revised Code, [3301.0710](#): Statement on State Board Policy on Test Security
- Ohio Administrative Code Rule [3301-13-02](#) (E-L): Administering State Assessments re Breach Forms
- Ohio Administrative Code Rule [3301-13-05](#): Establishing Security and Security Investigation Provisions for Assessments
- Ohio Administrative Code Rule [3301-7-01](#): Standards for the Ethical Use of Tests

Types of Test Incidents

A **test incident** is an occurrence that may inappropriately influence a student’s performance during a test administration. There are three types of test incidents in administering the Ohio statewide assessments:

- Test Irregularity
- Standardized Administration Irregularity
- Test Security Violation

A **test irregularity** is an incident that may or may not compromise the test results but does affect the student’s performance on the test. The test irregularity may cause the students to be distracted and lose their concentration on a test. A test irregularity is usually not investigated but must be reported to the ODE. A test irregularity may require an invalidation of a student’s score and the optional administration of a breach form as determined by the ODE and the district.

A **standardized administration irregularity** is a change in the established test administration procedure and protocols that may or may not compromise the test results but may affect the student’s performance on the test. Like the test irregularity, the standardized administration irregularity may cause the students to be distracted and lose their concentration on a test. This irregularity may or may not be investigated but must be reported to the ODE. A standardized administration irregularity may require an invalidation of the student score and, depending upon the nature of the irregularity, may result in the district having the option to administer a breach form if determined by the ODE as appropriate.

A **test security violation** is a serious incident that compromises test and/or data security and the integrity of a student’s score results. Any alleged test security violation requires the reporting of the incident and requires an investigation by the district and the state. A *confirmed* test security violation generally requires the invalidation of a student’s test depending upon the nature and extent of the violation. If the integrity of a student’s test results is compromised, the tests are invalidated by the district.

A test incident may be a reason for a re-administration of the test using a breach form of the test. See the section titled *Breach Forms*, page 81.

Who Reports and How to Report a Test Incident

There are several ways to file a test incident report **after** the initial call has been made to ODE: the Office of Assessment and Curriculum may ask the school or district to complete the *Report of Test Incident* form and fax or mail it to the ODE. The *Report of Test Incident* is required to collect data to enable the district and the ODE to make a decision, to offer a possible solution, and/or to determine the next step in the process.

A test incident may be reported by an identified district staff, non-district staff, school board member, a friend or relative of school personnel, student or a concerned citizen. An anonymous report will not be processed.

Procedure for Reporting a Test Incident

The report of an incident may be submitted by telephone, fax, letter, or in person. Do not report a test incident by email because the information reported is generally confidential.

The letter, telephone call, or personal visit may result in the Office of Assessment and Curriculum asking that the written *Report of Test Incident* form be completed and submitted by fax, within 24 hours, to the Office of Assessment and Curriculum by the school or district, or the form may be completed by the designated staff in the Office of Assessment and Curriculum during the telephone call.

A test incident may be reported by a district or a non-district person. A district shall report to the ODE as soon as a test incident becomes known to the district as per [OAC 3301-13-05 \(I\)](#). A non-district individual should report the test incident as soon as it becomes known to the person. The district or non-district individual should decide on the method to report a test incident to the Office of Assessment and Curriculum:

- Fax or write a letter describing test incident, make a telephone call or personal visit
- Do not email the report of a test incident

The superintendent is notified through a telephone call when a non-district individual reports a test incident, and a letter from the Director of Assessment is sent to the superintendent to open the inquiry.

The following information will be required to report a test incident (via all reporting methods)

- Type of test incident
- Name and title of person reporting incident and date reported
- Name of district, district IRN and telephone number
- Date of test incident
- Date report submitted
- Name of school, school IRN and telephone number
- Test, subject, grade level, and administration date
- Description of the test incident
- Proposed solution if the report is for a test irregularity

Contact numbers for the Office of Assessment and Curriculum

- Telephone: (614) 466-0223
- Fax Number: (614) 995-5568

A district should retain a copy of the submitted report, any communication about the incident, any evidence collected, any investigation result, and any corrective action taken by the school or district for one year following the test incident.

Procedure for the Use of a Breach Form

A breach form is a different (but parallel) form of the test. A breach form is used for a re-administration of the test within two weeks from the end of the testing period of the spring administration of the OGT and within one week from the end of the testing period for the OAA. Breach forms are not available for the fall administration of Grade 3 reading test, nor are they available for the OTELA. ODE’s Office of Assessment and Curriculum determines if the use of the breach form is an appropriate option for the district after the district has determined that an invalidation of a student score is necessary or a student score has been invalidated as a result of a district security investigation or a test irregularity. Test security violations or test irregularities that occur at the school or district level by school or district personnel for the purposes of inappropriately enhancing the students’ test results or due to a district error, and that require an administration of a breach form are at the district’s expense. Incidents that are caused by the state (ODE or the test contractor) and require an administration of a breach form are at the state’s expense (e.g., missing pages).

Possible Conditions for a Breach Form

It is intended that the breach form be used when a student test has been compromised by a test irregularity or a test security violation. Individual student cheating will not require a breach form. Districts/Schools are advised to contact the Office of Assessment and Curriculum to discuss the situation before an invalidation is entered that may lead to a breach form. The table below contains some suggested reasons for a breach form.

Test Incident	Agent Responsible for Cost of Breach
TEST IRREGULARITIES	
Defective Pages	ODE
Fire, Weather, Medical or Other Emergency	ODE
TEST SECURITY VIOLATIONS	
Unauthorized Person in the Testing Area	District
Unsupervised Students	District
Inappropriate Use of Accommodation	District
Test Administrator Impropriety Compromises Student Test such as Creation of Study Guide, Giving or Tampering with Answers	District
Student Impropriety Compromises Student Test such as Student Sharing Reading Passage Through Calls, Texting or Meeting	District

Procedure for Submitting an Invalidation

An **invalidation** occurs when a test has been compromised by a student, administrator or unauthorized party to the administration. Student responses that have been compromised are not student's true responses and are, therefore, subsequently invalid. These tests must be invalidated. There are two ways for a district to submit an invalidation:

- Submit the request *prior* to the deadline date (for OGT, during the test window; for OAA, usually three weeks after the test window has closed) – the request is sent to the vendor via the online system, *TIDE*, to nullify a test so that the test is not scored. The student does not receive a score, and the letters INV are reported on the student roster sent back to the districts by the test contractor and on the Family Report sent to the parent/guardian.
- Submit the invalidation directly through EMIS – the deadline was missed to submit the invalidation through the vendor, and the test was scored and reported back to the district by the district. This is a request that a score be nullified. All confirmed alleged security violations must result in an invalidation of all tests and scores for those students involved.

A confirmed test-security violation requires the district superintendent, school administrator, or the district test coordinator to submit an invalidation of the test score. In order to submit the request prior to the deadline date for a test administration, the district uses a secure online system supplied by the test company vendor. An inquiry may be required. The invalidation must be sent by the date stated in the test coordinator manuals. If the invalidation is not submitted through the online system, the invalidation **must be directly submitted through EMIS**. There is no charge for an invalidation of student scores.

Use of Scribe Form

A scribe takes a student's responses through dictation or may transcribe a student's responses into a test booklet or answer document. The use of a scribe may be required for a test administration. The reasons for the use of a scribe are as follows:

- Student identified with disabilities and has a written IEP or 504 Plan
- Student identified as an eligible ELL when given appropriate additional ELL accommodations and when ELL student meets eligibility requirements for these accommodations. The translator of a foreign language is the scribe.
- Short-term medical condition (e.g., broken arm or wrist).

District Investigation Report

A district conducts an investigation when an alleged test security violation has been reported to ODE and ODE has determined that the alleged test security violation warrants an inquiry. The district may take up to two weeks (or longer if necessary) to complete the investigation. Once the district investigation has been completed, an investigation report is to be submitted to ODE. [OAC 3301-13-05 \(I\)\(3\)](#) requires the district investigation report to be filed with ODE within 10 days after the completion of the district's investigation. ODE has developed a set of guidelines to help districts complete this written report, found on pages 84-91.

Interaction with the Office of Professional Conduct

After the district investigation report has been received by ODE in which an alleged test security violation has been confirmed, a copy of the report will be sent to the Office of Professional Conduct (OPC) if the investigation involved personnel who hold a license, certificate or permit issued by the ODE. The OPC determines if an additional investigation is warranted.

Test Administration Forms and Resources

Note: Some of these forms are for *optional* district use.

Forms and Other Resources

The forms to be used for the procedures listed in the guidelines are located on the following pages:

- [Report of Test Incident](#) –form is **NOT** sent until requested by the Office of Assessment and Curriculum
- [Guidelines to Help Districts Document an Inquiry into Possible Testing Irregularities](#)
- [Request for a Breach Form](#)
- [Optional: Scribe Documentation Form](#)
- [Optional: District Test Coordinator Agreement Form](#)
- [Optional: School/Building Test Coordinator Agreement Form](#)
- [Optional: Test Administrator Agreement Form](#)

Districts are **NOT** required to use the **Optional** forms included. The **optional** forms are intended to assist with required documentation for maintaining that test security. **Optional forms are NOT to be submitted to ODE.** The optional forms are to **be retained by the district.**

REPORT OF TEST INCIDENT

This form is for districts to report alleged test incidents. Please fill in all requested information, and phone the Ohio Department of Education, Office of Assessment and Curriculum at (614) 466-0223 to discuss the alleged test incident. The Office of Assessment and Curriculum may request a copy of the complete Report of Test Incident during an investigation. Please do not fax a copy of the form **unless requested**. The district should retain a copy for one year after the test incident was reported. Please submit a separate form for each test incident.

Type of Test Incident – Check One

- Test Irregularity
- Standardized Administration Test Irregularity
- Alleged Test Security Violation

Identification/Contact Information

Name of District Test Coordinator _____

Title _____

District _____

District IRN _____ District Test Coordinator Phone (required) _____

District Test Coordinator Email (required) _____

Date of Test Incident _____ Date Report Submitted _____

School Information

School _____ School IRN _____

School Phone _____

Information About Test Incident

TEST

- Ohio Achievement Assessments
- Ohio Graduation Tests
- OTELA
- AASWD

SUBJECT

- Reading
- Mathematics
- Writing
- Science
- Social Studies

ADMINISTRATION

- October
- March

May

June

Administration Year:

GRADE

3

4

5

6

7

8

9

10

11

12

OGT Only

Description of Test Incident (Use additional pages as needed)

Proposed Solution to Test Incident (Use only for Test Irregularity)

Information recorded by the Office of Assessment and Curriculum

List additional information not captured on pages 1 and 2 of this form.
List any action taken by the Office of Assessment and Curriculum.

ODE Representative Who Took Report _____

Date _____

Guidelines to Help Districts Document an Inquiry into Possible Testing Irregularities

Describe what occurred in the building/classroom during the test administration in the written report.

- Have you determined that state-mandated testing procedures were followed by all school staff?
- Have you interviewed all individuals who were involved in or may have information about the affected school/classroom(s)?
- If you found evidence indicating an irregularity, have you described exactly what happened and why?
- If you found evidence indicating an irregularity, did you prepare a timeline, if necessary, to establish when events occurred?

If evidence or indication of a testing irregularity is discovered, appropriately document the testing irregularity?

- Have you ensured that the report and any provided statements clearly lay out the sequence of events and explain exactly what happened?
- Have you received typed, signed and dated statements from all individuals who were involved in or may have information about the irregularity?
- Do all statements include the name and role (title) of all individuals involved?
- Do the statements include how the individuals were involved in the incident?
- Do the statements include a description of the incident from the individuals perspective?

If evidence or indication of a testing irregularity is discovered, describe a plan to correct and mitigate any future occurrences of the testing irregularity.

A corrective action plan must accompany the written investigation report. Here are some tips to help with preparing the plan:

- Does the plan include a description of the specific procedure(s) that will be implemented to help prevent future occurrences of this type of violation?
- Does the plan include the name and role (title) of the person(s) responsible to implement the plan?
- Have you submitted all statements in letter form on paper or letterhead? Are they typed, signed and dated?
- Have you submitted a final, written determination about what happened and who is responsible?

REQUEST FOR A BREACH FORM

This form is for districts to request a breach form. The request must be submitted by the superintendent (or designee) of the district. Please fill in all requested information and fax to the Ohio Department of Education, Office of Assessment and Curriculum at (614) 995-5568. The district should retain a copy for one year.

The Office of Assessment and Curriculum will contact the district after reviewing this request. A purchase order number must be included on this form. The original student test(s) must be invalidated in TIDE or returned to the testing contractor as a DO NOT SCORE. If a breach form is approved, the administration must occur during the allowable test window per [OAC 3301-13-02\(J\)\(5\)](#).

Identification/Contact Information

District _____ **District IRN** _____

Building _____ **Building IRN** _____

Purchase Order No. _____

Name of Superintendent _____ **Phone #** _____

Name of District Test Coordinator _____ **Phone #** _____

District Test Coordinator Email _____

Signature of Superintendent _____ **Date** _____

Test Information -- Note Specific Grade Level and Content Area

Administration Year _____

Quantity of Materials Requested:

Administration

- October (OGT Only)
- March
- April/May
- June (OGT Only)

- Reading Test Booklets _____
- Mathematics Test Booklets _____
- Writing Test Booklets _____
- Science Test Booklets _____
- Social Studies Test Booklets _____

(If a read aloud accommodation is required, additional test booklets should be ordered as needed at no cost to the district.)

Test

- Ohio Achievement Assessments
- Ohio Graduation Tests

- Answer Documents _____
- Administration Manuals _____
- DTC Manuals _____
- BTC Manuals _____

Subject

- Reading
- Mathematics
- Writing
- Science
- Social Studies

Special Versions (OGT Only)

- Braille _____
- Large Print _____
- Language Translation Scripts _____

Grade

- 3
- 5
- 7
- OGT
- 4
- 6
- 8

Revised 8-22-11

**Description of the test incident that may require the use of a breach form.
(Use additional pages as needed)**

Describe the test incident -- give details that will clearly explain the test incident.

--For Office of Assessment and Curriculum Use Only--

Information recorded by the Office of Assessment and Curriculum

Request for a Breach Form is

_____ **Approved**

_____ **Not Approved**

Reason:

P.O. # is provided on page 1

Email sent to Contractor **Time:** _____ **Date:** _____

Email sent to DTC **Time:** _____ **Date:** _____

Invalidation(s) completed in TIDE **Time:** _____ **Date:** _____

Or

Scorable Documents will be returned marked as DO NOT SCORE per the DTC

Office of Assessment and Curriculum Contact



Ohio Department of Education, Office of Assessment and Curriculum 25 S. Front St., MS 507
Columbus, OH 43215 Phone: 614-466-0223 Fax: 614-995-5568

SCRIBE/TRANSCRIBING DOCUMENTATION FORM

This is to document that the student's responses have been accurately transcribed to the test booklet or answer document.

OPTIONAL

Student Name _____

Grade _____

Subject _____

District _____

School _____

Date of Administration _____

Test: (Circle one) Ohio Achievement Assessment Ohio Graduation Test OTELA

Please check one of the following reasons for the use of a scribe:

- Student identified with disabilities and has a written IEP or 504 Plan specifying the use of a scribe
 - Under IEP/504 plan, student receives scribing accommodation as a part of daily classroom instruction and assessment
 - Student is unable to write her/his answer into a standard test booklet or answer document
- Student identified as English Language Learner (ELL) who is eligible to receive additional accommodations (translated form of test) that may require translation and transcription. The translator is the scribe.
- Short-term medical condition (e.g., broken arm or wrist or student vomited on test booklet or answer document) which requires scribing or transcribing.

Provide a brief explanation of the medical condition _____

The test administrator and scribe must both sign this form. Their signatures verify that no changes, edits or deletions were made to the student's responses. The student's responses were transcribed by the scribe exactly as given by the student including errors by the scribe. Scribing guidelines for Ohio statewide assessments have been adhered to as defined on page 63-65 of the *Rules Book*.

Test Administrator _____

Scribe _____

Date When Scribing Occurred _____

Send this form to the District Test Coordinator. DO NOT FAX OR SEND FORM TO THE ODE.

DISTRICT TEST COORDINATOR AGREEMENT FORM

This is to document that the District Test Coordinator is aware of and understands the district's security policy and all possible consequences and is aware of other resources regarding test security.

OPTIONAL

Test Procedures Agreement for District Test Coordinators

The district test coordinator acknowledges that:

1. All Ohio statewide assessments are secure tests (except Ohio Diagnostic Assessments, released tests and practice tests);
2. Procedures shall be implemented to ensure maximum test security;
3. Training on [ORC 3301.0710](#) State Board Policy on Test Security has been provided to all school/building test coordinators prior to the test administration;
4. Training on [OAC Rule 3301-13-05](#) Rule on Test Security has been provided to all school/building test coordinators prior to the test administration;
5. Training on [OAC Rule 3301-7-01](#) Standards for the Ethical Use of Tests has been provided to all school/building test coordinators prior to the test administration;
6. Training on the district's security policy, including possible consequences of test security violations, has been provided to all school/building test coordinators prior to the test administration;
7. Copies of the *Rules Book* are available and access to information has been provided to all school/building test coordinators prior to the test administration;
8. Copies of the Guidelines and Procedures for Test Security have been provided to all school/building test coordinators and reviewed prior to test administration;
9. Test security or the accuracy of the test score results will not knowingly be violated in any manner;
10. Student test scores or test performance data shall not be disclosed to unauthorized persons;
11. Any breach of security, loss of materials or other deviation from acceptable security and administration procedures shall be reported immediately to the district superintendent and to the Ohio Department of Education, Office of Assessment and Curriculum;
12. The signed Test Procedures Agreement for each school/building test coordinator has been collected and retained;
13. Secure test materials shall not be released to the school before the signed Test Procedures Agreement has been collected from the school/building test coordinator.

I have read, understand, and with my signature agree to comply with statutory and regulatory (OAC) requirements, requirements stated in the *Rules Book*, and the Guidelines and Procedures for Test Security. I also understand that I must return this signed agreement to the district superintendent before test booklets/materials are released to the school. By signing this form and returning it to the district superintendent, I verify that the above conditions have been met.

District Test Coordinator Signature

District

Date



Ohio Department of Education, Office of Assessment and Curriculum, 25 S. Front St., MS 507, Columbus, OH 43215
Fax: 614 995-5568 Phone: 614 466-0223

SCHOOL/BUILDING TEST COORDINATOR AGREEMENT FORM

This is to document that the school/building test coordinator is aware of and understands the district's security policy and all possible consequences and is aware of other resources regarding test security.

OPTIONAL

Test Procedures Agreement for School/Building Test Coordinators

The school/building test coordinator acknowledges that:

1. All Ohio statewide assessments are secure tests (except Ohio Diagnostic Assessments and practice tests, released tests and practice tests);
2. Procedures shall be implemented to ensure maximum test security;
3. Training on [ORC 3301.0710](#) State Board Policy on Test Security has been provided to all test administrators prior to the test administration;
4. Training on [OAC 3301-13-05](#) Rule on Test Security has been provided to all test administrators prior to the test administration;
5. Training on [OAC 3301-7-01](#) Standards for the Ethical Use of Tests has been provided to all test administrators prior to the test administration;
6. Training on the district's security policy, including possible consequences of test security violations, has been provided to all test administrators prior to the test administration;
7. Copies of the *Rules Book* are available and access to information has been provided to all test administrators prior to the test administration;
8. Copies of the Guidelines and Procedures for Test Security have been provided to all test administrators and reviewed prior to test administration;
9. Test security or the accuracy of the test data score results will not knowingly be violated in any manner;
10. Student test scores or test performance data shall not be disclosed to unauthorized persons;
11. Any breach of security, loss of materials or other deviation from acceptable security and administration procedures shall be reported immediately to the district test coordinator;
12. The signed Test Procedures Agreement for each test administrator has been collected and retained;
13. Secure test materials shall not be released to the school before the signed test Procedures Agreement has been collected from each test administrator.

I have read, understand, and with my signature agree to comply with statutory and regulatory (OAC) requirements, requirements stated in the *Rules Book*, and the Guidelines and Procedures for Test Security. I also understand that I must return this signed agreement to the district test coordinator before test booklets/materials are released to the school. By signing this form and returning it to the district test coordinator, I verify that the above conditions have been met.

School/Building Test Coordinator Signature

District

School

Date



Ohio Department of Education, Office of Assessment and Curriculum, 25 S. Front St., MS 507, Columbus, OH 43215
Fax: 614 995-5568 Phone: 614 466-0223

TEST ADMINISTRATOR AGREEMENT FORM

This is to document that the test administrator is aware of and understands the district's security policy and all possible consequences and is aware of other resources regarding test security.

OPTIONAL

Test Procedures Agreement for Test Administrators

The test administrator acknowledges that:

1. All Ohio statewide assessments are secure tests (except Ohio Diagnostic Assessments, released tests and practice tests);
2. Procedures shall be implemented to ensure maximum test security;
3. Training on [ORC 3301.0710](#) State Board Policy on Test Security has been provided prior to the test administration;
4. Training on [OAC 3301-13-05](#) Rule on Test Security has been provided prior to the test administration;
5. Training on [OAC 3301-7-01](#) Standards for the Ethical Use of Tests has been provided prior to the test administration;
6. Training on the district's security policy, including possible consequences of test security violations, has been provided prior to the test administration;
7. Copies of the *Rules Book* are available and access to information has been provided and reviewed prior to the test administration;
8. Copies of the Guidelines and Procedures for Test Security have been provided and reviewed prior to test administration;
9. Test security or the accuracy of the test data score results will not knowingly be violated in any manner;
10. Student test scores or test performance data shall not be disclosed to unauthorized persons;
11. Any breach of security, loss of materials or other deviation from acceptable security and administration procedures shall be reported immediately to the school/building test coordinator;
12. Secure test materials shall not be released to the school before the signed Test Procedures Agreement has been collected from the test administrator.

I have read, understand, and with my signature agree to comply with statutory and regulatory (OAC) requirements, requirements stated in the *Rules Book*, and the Guidelines and Procedures for Test Security. I also understand that I must return this signed agreement to the school/building test coordinator before test booklets/materials are released to the school. By signing this form and returning it to the school/building test coordinator, I verify that the above conditions have been met.

Test Administrator Signature

Name of District

Name of School

Date



Ohio Department of Education, Office of Assessment and Curriculum, 25 S. Front St., MS 507, Columbus, OH 43215
Fax: 614 995-5568 Phone: 614 466-0223

Scoring and Reporting of Statewide Tests

Scoring Process

Through a competitive bidding process, ODE selects a national company to serve as the scoring contractor.

After each test administration, scannable test booklets or scannable answer documents are returned to the designated scoring contractor. Tests are scored, and student results are reported with no direct cost to the schools or the students. Districts are responsible for keeping records of individual student performance from year to year.

For students using large-print or Braille versions of the tests, or for students whose IEPs or 504 Plans call for the use of a word processor, student answers must be transcribed into the scannable test booklets or scannable answer documents. Transcription of a student's responses takes place locally. Each school or district should designate a person to transcribe the student's responses into the appropriate scannable document. If this transcription does not occur, the student's responses will not be scored or included in the results reported to the district and EMIS. Pages attached to a student's answer document will not be scored. Please see page 63-65 for guidelines for transcription of student responses.

Score results will be made available to districts and schools through an online system. The OAA fall administration results will be available in November; the OAA spring results will be available in June; the OGT fall administration results will be available in December; the OGT spring administration results will be available in May; the OGT summer administration results will be available in August; the OTELA administration results will be available in May; the AASWD administration results will be available in May. Exact dates are listed page 8-9.

Score Reports

Score reports provided to each school indicate how students performed on all tests taken. Additional subscale information regarding academic content standards also is provided. This information describes each student's performance level in relation to the typical performance by students who score at the proficient achievement level. A sample of all reports may be found at OhioDocs.org. Achievement levels are **not** established for each subscale. The indicators should be used only to show areas of relative strengths and weaknesses as compared to the typical minimally proficient student. The district will receive hard copies of the Family Score Report designed to assist students and families in interpreting test results. It is the district's responsibility to distribute these reports to the families in a timely manner.

Purpose of Statewide Test Results

The test scores that students obtain on statewide tests are used for a variety of purposes. Beginning with the class of 2007, the results of the OGT are used as a graduation requirement. For the Grade 3 Reading Achievement Assessment, public schools (including community schools) will make a deliberate promotion/retention decision about those students who score in the limited score range.

In the year following the school year in which tests were administered, public schools must provide intervention services to all students who failed to demonstrate at least a score at the proficient level on any statewide test given in the spring of the prior year. For the Grade 3 Reading Achievement Assessment, public schools are required to offer intervention during the summer following third grade.

ODE uses the results of statewide tests to evaluate school effectiveness and to report state accountability to the federal government. Local Report Cards (LRCs) produced annually by ODE use statewide test performance, as well as graduation and attendance rates, to determine whether a district or school is rated as excellent, effective,

continuous improvement, academic watch or academic emergency. The Local Report Cards are found on the ODE website at reportcard.ohio.gov.

Rescores and Verifications

Within 30 days after the receipt of its students' scores, a school may request score verification or a rescoring of a student's responses if the school believes an error has been made. Score verification would be requested if the student did not receive a score on a test that was taken and/or received a score on a test that was not taken. A rescoring request would be made if the school believes that the student's score is not reflective of the student's expected performance in the classroom in the same subject and/or on other standardized tests.

The superintendent, head administrator or designee may submit the request for verification or a rescore according to procedures established by the Office of Assessment and Curriculum. Requests for OAA, OGT, OTELA (only verifications) or AASWD (both OAA and OGT) test verifications and rescoring will be made through the online system, *TIDE*, the test contractor's secure website at <https://www.ohtide.org>. **No paper forms** will be accepted, nor will any paper forms be returned or acknowledged for verifications and rescoring. District Test Coordinators are the key resource staff within school districts in terms of requesting verifications or rescoring.

Cost of a rescore or verification is \$25 per each rescore or verification for any of the statewide assessments. Although districts/schools will be required to submit a purchase order for the total number of rescore and/or verification requests, they will only be charged for those rescore requests which do not result in a change in a student's score. If the results of a verification show the error was not the fault of the district that requested the verification, the district will not be charged.

If a student has placed responses in an incorrect section of the answer document, the district will be charged as if it is a rescore. The results will be reported online. Districts/schools **must** enter any changed scores into EMIS; the vendor **will not enter** any data into EMIS. (Rescore requests are not available for the October Grade 3 Reading Achievement Assessment or the OTELA; only verification requests are available.)

Answers in the Wrong Section of Answer Document

Score reports may reflect scores for a test the student did not take, or scores may be missing for a test the student took. Students who incorrectly enter responses into the wrong section of the answer document may have score reports that inaccurately reflect student performance. For the OGT, schools may request verification of the results, and the answer document will be rescored; however, districts must pay for the rescoring. For OAA or OTELA, districts may request score verification for a variety of reasons, but if the student responded in the wrong section of the answer document, these tests will not be rescored.

Waiver – Score Not Reported

A waiver is now called “*Score Not Reported*” in the EMIS reporting vocabulary. The term “waiver” is used in the Ohio Revised Code. For purposes of sharing information in the Rules Book, the term “waiver” will be used to refer to the situation where a student does not take a required state assessment.

A waiver is NOT an exemption from testing. A waiver does NOT mean that the requirement to test has been waived. A waiver is a **REASON** why a student did not take a test.

Purpose of Waivers

ORC [3317.03](#) and ORC [3314.08](#) provide that a school district may **not** include in its membership for funding purposes any student who did not take all statewide tests as required during the previous school year, unless the student was granted a waiver for good cause by the state Superintendent of Public Instruction.

The waiver, if granted, provides the necessary accounting for funding purposes for the enrolled student who was not tested. In the case of the Grade 3 Reading Achievement Assessment, a waiver should be requested for the student who has missed taking the test in **both** the fall and spring administrations. Waiver requests must be submitted by June 30 each year through EMIS in accordance with EMIS reporting requirements. A district should discuss with its EMIS coordinator how to report when a student does not test. Districts should not submit hard-copy student lists to the ODE; paper forms are not processed.

Students who fail to take one or more tests are not removed from a district's total student count but instead are counted as being untested for the purpose of the district's accountability calculations (with the exception of the medical emergency as the reason for the waiver). Additionally, the request of a waiver due to a medical emergency does not exempt those high school students from the requirement to take and pass the OGT to receive an Ohio diploma.

Waiver vs. IEP Exclusions

After the tests are administered, the district superintendent may request a waiver for any student who did not take all required statewide tests or the alternate assessments that year to allow funding for that student.

An IEP team may excuse a student with disabilities in writing in the student's IEP from being required to meet the proficient standard (i.e., be excused from the consequences of not passing the test) on one or more of the required OGT administered during any school year. Excused students must take the OGT under the excused status at the tenth grade level or instead take the alternate assessments approved by the Department of Education. This "exclusion from meeting the proficient standard" is only allowed for students with disabilities for the OGT. There are no such exclusions from meeting the proficient standard for students with disabilities for the OAA.

"Student with disabilities" as used in this context refers either to a student receiving special education services under [ORC Chapter 3323](#) in accordance with an individualized education program (IEP) developed pursuant to [ORC 3323.08](#), or to a student who has been identified as having a disability based on an evaluation conducted in accordance with section 504 of the Rehabilitation Act of 1973.

Public Release of Tests

A *released test* (or partially released test) is any operational test or test questions that ODE has released as a public record following the school year in which it was administered. Based on Ohio law, future Ohio statewide assessments OAA and OGT will not be released.

The OAA will not be released on July 1 as per HB 153 (July 2011). Previously released OAA can be found at the ODE website at education.ohio.gov, keyword search: *OAA released tests*. Each released test includes an answer key for the scoring of multiple-choice items and scoring guidelines for the scoring of open-ended items. The posted released tests or test questions are no longer secure. In addition to the released tests, some special versions are released so students can become familiar with the formats prior to test administration.

Public Release of Tests, *continued*

The OGT will not be released on July 1 as per HB 1 (July 2010). Previously released OGT can be found at the ODE website at education.ohio.gov, keyword search: *OGT released tests*. Each released test includes an answer key for the scoring of multiple-choice items and scoring guidelines for the scoring of open-ended items. The posted released tests or test questions are no longer secure. In addition to the released tests, some special versions are released so students can become familiar with the formats prior to test administration.

The released tests are available for download and may be ordered at cost through the ODE Document Resource Center. Information about released tests for each grade level assessment may be found on ODE's website at education.ohio.gov, keyword search: *released tests*.

Amended Substitute House Bill 770 enacted in 1998 exempts from release all test questions that are being field tested. Field-test questions are not used in computing scores for individual students, so they are not included in the questions being released. Only the questions that count toward a student's score are part of the test that is released.

Use of Public Released Tests

Anyone can download and print the released tests, but they should be used only in educationally sound ways. Sharing released tests with students, teachers or parents is permissible. **One caution:** At all grades, tests contain copyrighted materials. These materials are protected by copyright laws and may be used for non-profit educational use only. Any agency, group or person that wishes to use the Ohio released tests must contact the Office of Assessment and Curriculum if any cost, directly or indirectly, is involved.

Education Management Information System (EMIS)

Scores are reported by the scoring contractor using an electronic data file and are entered into EMIS by districts (or their designees). Scoring vendors do **not** enter scores or rescore results into EMIS.

For more information regarding EMIS, please refer to the following:

- Education Management Information System Guidelines available in the districts
- Internet site: education.ohio.gov, keyword search: *EMIS*
- Phone: (614) 466-7000

Acceleration Policy

[ORC 3324.10](#) (HB 66 and HB 79) requires all school districts to implement a student acceleration policy. This statute allows districts, among other things, to place a student in a higher grade level than is typical given the student's age for the purpose of providing student access to appropriately challenging learning opportunities in one or more subject areas. This practice is known as "subject area acceleration."

In most cases, students placed in curricular options with age peers such as ability grouping, honors courses and AP courses are not covered under the testing rules.

Definitions:

- Accelerated-subject grade level: the grade level of the accelerated instruction.
- Overall grade level: the grade level as reported in the EMIS *Grade Level Element*.
- Accountability grade level: the grade level at which the student's score will be counted.

Rules for Subject Area Acceleration

A complete set of rules regarding student subject area acceleration and state testing are shown below, and a flowchart is found in this chapter.

- 1) During the first year of a student's acceleration, students with an overall grade level of 3 or higher and an accelerated-subject grade level of 4-8 (**reading** and **mathematics** only) will be **required** to test at their accelerated-subject grade level and their scores will be compared to their overall-grade level up to two grade levels below their accelerated-subject grade level. Their accountability-grade level will be their overall-grade level up to two grade levels below their accelerated-subject grade level.
- 2) During the first year of a student's acceleration it will be **optional** for the district to test at the accelerated-subject level in the following situations:
 - a) a student with an accelerated-subject level of 3 or higher but an overall grade level of 2 or lower
 - b) a student with an accelerated subject of **writing, science** or **social studies**.

In these situations, if students are tested at their accelerated-subject grade level, the accountability-grade level will be the accelerated-subject grade level.

- 3) *During the first year of a student's acceleration, for situations where no test exists at their accelerated-subject grade level, but a test does exist in that subject at their overall grade level, it will be **optional** for the district to test the student.*
- 4) In any year **other than** the first year of a student's acceleration, testing the student at their accelerated-subject grade level is **required**. For students tested at their accelerated-subject grade level the accountability grade level is the accelerated-subject grade level.
- 5) In any year **other than** the first year of a student's acceleration, for situations where no test exists at their accelerated-subject grade level, but a test does exist in that subject at their overall grade level, the district is **required** to **not** test the student in that subject.

- 6) Districts will **not** allow students with an accelerated-subject level of 10 or higher but an overall-grade level of 9 or lower to take the OGT.
- 7) During the first year of a student’s acceleration, all districts will report in EMIS the *Acceleration Elements* (subjects and number of years accelerated). During the first year of a student’s acceleration **and** for any year **other than** the first year of a student’s acceleration, districts will report in EMIS the *Type of Accommodation Element* for OAA for **any** situation in which the student was tested at their accelerated-subject grade level. For any situation where a student is not tested because a test does not exist at their accelerated-subject level, but a test does exist in that subject at their overall-grade level, districts will report in EMIS the *Score Not Reported Element* for OAA. Districts will report in EMIS the *Grade Level of Student at Time of Test Element* and the *Test Grade Level Element* per standard reporting guidelines.
- 8) ODE reserves the right to **require** testing of all students at their accelerated-subject grade level in all areas.

Specific Test Administration Procedures for Subject Area Acceleration

Students testing at the accelerated level must be noted as such on test documents/records sent to the test contractor in one of the following ways: (a) in the Pre-ID file, **or** (b) in the appropriate bubble on the Demographic Page, **or** (c) in the Record Changes System (*TIDE online system*). Failure to properly record students testing at the accelerated level may delay processing and reporting.

Example of Test Administration Procedures for a Subject Area Accelerated Student

A fourth-grade student performing above grade level in reading goes to a fifth-grade teacher every morning for instruction in reading, then returns to the fourth-grade classroom for instruction in other subject areas. The student is an accelerated tester for fifth-grade reading but is still tested at fourth-grade for mathematics and writing.

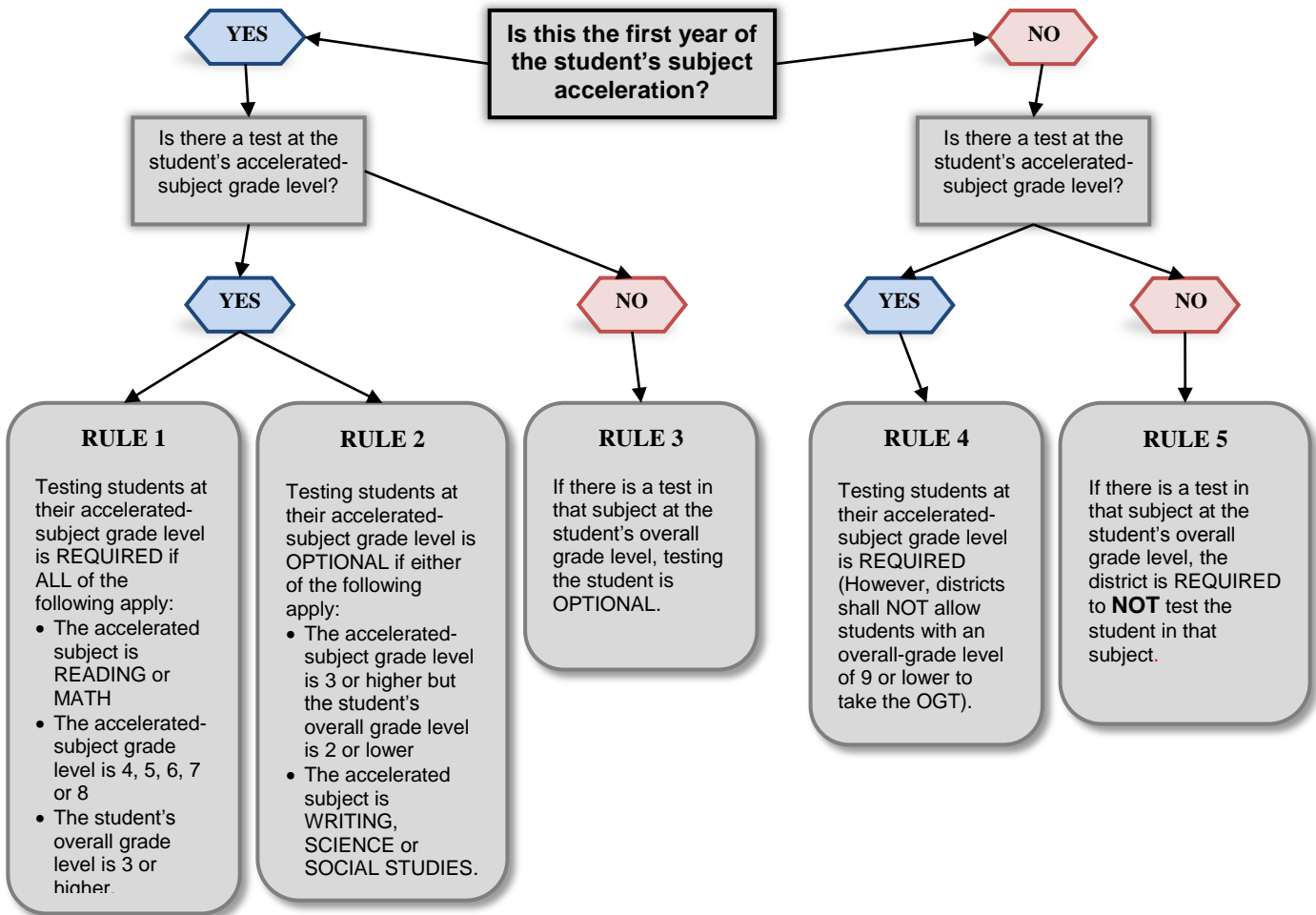
This student must be treated in the following manner:

- The student will be identified as an accelerated tester on the completed fifth-grade reading test documents submitted to the test contractor for scoring/reporting;
- The student will complete a fifth-grade reading test only using fifth-grade testing materials;
- The student will complete only the fourth-grade mathematics and writing sections using fourth-grade testing materials;
- The student will receive a fifth-grade reading score and a “did not attempt” for fifth-grade math, science, and social studies on reports from the test contractor;
- The student will receive a fourth-grade math and writing score and a “did not attempt” for fourth-grade reading on reports from the test contractor; and
- The district will record the fifth-grade reading score and the fourth-grade math and writing scores into the student’s record in EMIS for the year-end reporting. Chapter 2 of the EMIS Manual contains details on how this data should be recorded for proper accountability.

Whole Grade Acceleration

For students who have been whole-grade accelerated, their accelerated grade level, overall grade level and accountability grade levels are all identical. The only exception is when it is the first year of a student’s whole-grade acceleration **and** the grade levels and subjects outlined in Rule 1 apply; in which case the accountability grade level is the grade level the student would have been in if not whole-grade accelerated, and the student’s score will be compared to the grade level he or she would have been in if not whole-grade accelerated. Follow all other typical testing and reporting guidelines for the student’s accelerated grade level. During the first year of a student’s whole-grade acceleration, report in EMIS the same value for all five *Acceleration Elements* (subjects and number of years accelerated).

Decision Flowchart for Subject-Accelerated Students



Acceleration Resources

For questions regarding what students are covered under this policy, please contact the Gifted Services staff at 614-466-2650 or gifted@ode.state.oh.us.

For questions regarding report card and accountability calculations, contact the Accountability staff at (614) 728-4510 or (614) 995-0098 or accountability@ode.state.oh.us.

For questions regarding EMIS reporting, contact your district's EMIS coordinator or refer to Chapter 2 of the EMIS Manual.

Complete information related to state requirements and guidelines for student acceleration may be found at education.ohio.gov, keyword search: *Academic Acceleration for Advanced Learners*. Information regarding student acceleration in this assessment rules book pertains only to participation in required statewide testing.

State and Federal Legislation and Accountability System

Federal Legislation – No Child Left Behind

The federal *No Child Left Behind (NCLB) Act of 2001* requires all states receiving Title I money to administer annual assessments in reading and mathematics in Grades 3-8 and once in Grades 10-12. These assessments must be aligned with the state's challenging academic content standards. Since the 2007-2008 school year, states additionally must administer science assessments (also aligned with academic content standards) at least once in Grades 3-5, Grades 6-9, and Grades 10-12.

States also must ensure that districts annually administer tests of English language proficiency, which measure the acquisition of listening, speaking, reading and writing skills in English, to all ELLs.

NCLB also requires states to participate in the biennial National Assessment of Educational Progress (NAEP) assessments in reading and mathematics for fourth- and eighth-graders. Any school in a district that receives Title I money must participate if selected. In addition, [ORC 3301.27](#) requires participation of any Ohio schools in any NAEP administration for which they are selected; subject-matter areas vary from one administration to the next. [ORC 3301.27](#) requires a school to participate in administration of tests and provide information for research that improves education effectiveness in Ohio, including national or international assessment programs.

Ohio's Accountability Plan

Schools and districts are required by NCLB to test all students, even those students with significant cognitive disabilities. However, NCLB recognizes there will be cases in which it may not be possible to test 100 percent of the student population. For this reason, NCLB established the participation rate goal of 95 percent of the student population across all tested grades within a school or district. For example, at least 95 percent of all students enrolled during the testing period must participate in the reading and mathematics Ohio Achievement Assessment and/or Ohio Graduation Tests to meet the goal (either through the general assessment or the alternate assessment).

The participation rate goal of 95 percent applies to each of the 10 student groups. A district or school cannot make AYP if it does not test at least 95 percent of its students in each of the subgroup populations. Under state law, a district's funds may be reduced for not testing all students (see [OAC 3301-13-04](#)).

Students Included for District/School Accountability Purposes

NCLB requires all students who are in attendance for a full academic year to be included in accountability calculations for a school and a district. The Education Management Information System (EMIS) Manual states the full academic year criterion as follows:

A student continuously enrolled in a single building from the end of October Count Week through the spring test administration of the current school year is reported with the IRN of that building. However, a student continuously enrolled in the district from the end of October Count Week through the spring test administration, but enrolled in multiple buildings within the district during that time frame, is reported with the IRN of the district.

“Continuously enrolled” means that the student did not withdraw from the district after October Count Week and re-enroll in the same district prior to May 10 for Grades 3-8 and March 19 for all other grades.

STEM Schools

STEM schools approved under the Partnership for Continued Learning (*not STEM programs*) are permitted to administer the OGT to students in Grades 6, 7, 8 or 9. ODE recognizes only those STEM schools approved by the Partnership for Continued Learning. STEM programs of excellence are **not recognized** as STEM schools.

Accountability Components

The following chart shows the components (including assessments) that are used in Ohio’s accountability plan. The state standard is at least 75 percent proficient rate for all assessments Grades 3 through 8 and 10. For the OGT, the standard is at least 85 percent cumulative proficient rate by the end of Grade 11.

2011-2012 Accountability Components	Measures Applied	District and School Standards
Performance Indicators	Ohio Achievement Assessments (OAA): Grade 3 reading and mathematics Grade 4 reading and mathematics Grade 5 reading, mathematics and science Grade 6 reading and mathematics Grade 7 reading and mathematics Grade 8 reading, mathematics and science	Twenty-six total indicators for each district; the number varies for each school depending on the grade spans. Standard to meet each designation (districts): <ul style="list-style-type: none"> • Excellent: 25-26 • Effective: 20-24 • Continuous Improvement: 13-19 • Academic Watch: 9-12 • Academic Emergency: 0-8
	Ohio Graduation Tests (OGT): Grade 10 reading, mathematics, writing, science and social studies Grade 11 reading, mathematics, writing, science and social studies Attendance Rate Graduation Rate	
Performance Index	Ohio Achievement Assessments: Grade 3 reading and mathematics Grade 4 reading and mathematics Grade 5 reading, mathematics and science Grade 6 reading and mathematics Grade 7 reading and mathematics Grade 8 reading, mathematics and science Ohio Graduation Tests: Grade 10 reading, mathematics, writing, science and social studies	Nineteen assessments create the performance index score for each district. The number of assessments varies for each school depending on the grade spans.
Adequate Yearly Progress (AYP)	Ohio Achievement Assessments: Grade 3 reading and mathematics Grade 4 reading and mathematics Grade 5 reading and mathematics Grade 6 reading and mathematics Grade 7 reading and mathematics Grade 8 reading and mathematics Ohio Graduation Tests: Grade 10 reading and mathematics Attendance Rate Graduation Rate	Six overall district Adequate Yearly Progress (AYP) indicators: <ul style="list-style-type: none"> • Reading Proficiency Rate • Reading Participation Rate • Mathematics Proficiency Rate • Mathematics Participation Rate • Attendance Rate • Graduation Rate

<p style="text-align: center;">Value-Added Measure</p>	<p>Ohio Achievement Assessments: Grade 3 reading and mathematics Grade 4 reading and mathematics Grade 5 reading and mathematics Grade 6 reading and mathematics Grade 7 reading and mathematics Grade 8 reading and mathematics</p>	<p>Value-added is computed in reading and mathematics for all school districts and for any building that has at least one tested grade between Grades 4 and 8.</p>
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ODE website: Keywords	
<p>Visit the Ohio Department of Education’s website at education.ohio.gov and enter the keywords below in the search box in the top right corner to find information on the topics below. Or click on the links given for related websites some of which cannot be accessed through the search box method.</p>	
Keyword search terms	Information you will find
<i>Acceleration Policy</i>	Information and resources for Grades 3-8 regarding the State Board of Education’s model policy on acceleration, acceleration updates.
<i>AA-MAS</i> <i>(must use hyphen)</i>	Alternate Assessment based on Modified Achievement Standards (AA-MAS) information and resources about Ohio’s alternate assessments based on modified academic achievement standards
<i>AASWD or</i> <i>Alternate Assessment</i>	Alternate Assessment for Students with Disabilities (AASWD) information and resources about Ohio’s alternate assessment for students with significant cognitive disabilities. Includes the OAA AASWD and OGT AASWD.
<i>Diagnostic Assessments</i>	Information and resources for the Grades K-3 Diagnostic Assessments in reading, mathematics and writing.
<i>Diagnostic Support website</i>	http://www.diagnostictestsupport.org/ website to help Ohio’s K-3 teachers navigate and use the Ohio Diagnostic Assessment System, interpret student scores and select appropriate activities.
<i>IMS</i>	http://ims.ode.state.oh.us Ohio’s Instructional Management System (IMS), a Web-based resource designed to help teachers and educators creatively teach Ohio’s Academic Content Standards to improve student achievement.
<i>KRA-L</i>	Information and resources for the Kindergarten Readiness Assessment-Literacy (KRA-L), which is given to all kindergarten students up through the first six weeks of school. Measures skill areas important to becoming a successful reader and helps teachers plan for experiences and lessons that encourage reading.
<i>English Language Learner (ELL)</i>	English Language Learner (ELL) information from the Lau Resource Center.
<i>Newsletters</i>	Archived copies of <i>Ides of ODE</i> monthly e-newsletter on curriculum and assessment, the K-8 District Test Coordinator monthly newsletter, the OGT District Test Coordinator monthly newsletter and the EMIS Newsflash.
<i>OAA</i>	Ohio Achievement Assessments (OAA) information and resources.
<i>OAA Released Tests</i> or <i>OGT Released Tests</i>	Released test materials used during previous years, downloadable as Adobe Acrobat PDFs.
<i>OAA Student website</i> <i>Use link to access site</i>	http://ohio3-8.success-ode-state-oh-us.info/PracticeTest/ OAA online practice tests and resources for students.
<i>OAA Teaches website</i> <i>Use link to access site</i>	http://ohio3-8.success-ode-state-oh-us.info/PracticeTest/ OAA scoring tools, resources and constructed-response for online practice test.

Keyword search terms	Information you will find
<i>Ohio Documents – Assessment Resources</i>	http://www.ohiodocs.org Various manuals for the OAA, OGT, AASWD and OTELA, and technical reports.
<i>OGT</i>	Ohio Graduation Tests (OGT) information and resources.
<i>OGT Student website Use link to access site</i>	http://ogt.success-ode-state-oh-us.info/studentsOGT.htm OGT online practice tests and resources for students.
<i>OGT Teacher website Use link to access site</i>	http://ogt.success-ode-state-oh-us.info/teachersOGT.htm OGT scoring tools, resources and constructed-response for online practice test.
<i>Practice Tests</i>	Half- and full-length assessments for students to use as OAA and OGT study aids, downloadable as Adobe Acrobat PDFs.
<i>OTELA</i>	Information about the Ohio Test of English Language Acquisition (OTELA), the annual measure of English language proficiency required for all English Language Learners (ELLs) in Ohio.
<i>Rules Book</i>	Comprehensive information about the administration of Ohio’s statewide tests, including information on test security.
<i>SSID</i>	Statewide Student Identifier (SSID) policy, <i>SSID Users’ Manual</i> , SSID requirements.
<i>Special Versions</i>	Samples of state assessments in a variety of formats that assist students whose IEP, 504 Plan or English Language Learner (ELL) status allows for use of special testing accommodations (including large print, English audio (read-aloud) and foreign language translation versions).
<i>Success website</i>	http://www.success.ode.state.oh.us Secure access to data files of scored tests for authorized users for OAA, OGT and OTELA. In addition, online practice tests using released test questions, released test questions, statewide item performance information, cross-references with standards and benchmarks, parent-friendly explanation of test questions, practice scoring tools for constructed-response questions, information on score report interpretation for OAA, OGT and OTELA.
<i>Test Blueprints</i>	OAA and OGT Test blueprints that contain information about individual tests, including the number of test questions and the number of points for each test question; and the number of test questions by short-answer, multiple-choice or extended-response category; and policies on rulers, protractors and calculators.
<i>Test Dates</i>	Dates of current and future test administrations.
<i>Testing</i>	Statewide testing home page.
<i>Testing Data</i>	Statistical summaries and item analysis reports related to various testing instruments developed and administered by the Ohio Department of Education (preliminary statewide results, raw cut scores for each test form, estimates of reliability and basic descriptive statistics).
<i>TIDE</i>	https://www.ohtide.org/ District Test Coordinator - secure access only. website for customer service and ordering materials for the OAA, OGT, OTELA and AASWD - OAA and OGT.

Ohio Administrative Code (OAC) Rules Regarding Statewide Assessments

Note: These rules were revised by the State Board of Education in December 2007 with the exception of Rules 3301-13-01 and 3301-13-02 which were revised in July 2010. This page contains links to Ohio Administrative Code 3301-13, “Proficiency Tests.” These rules, linked below, are online at <http://codes.ohio.gov/>, the online repository for the Ohio Revised Code and Ohio Administrative Code.

- [3301-13-01 Defining terms and establishing statewide tests.](#)
- [3301-13-02 Administering required state tests at the designated grades.](#)
- [3301-13-03 Establishing provisions for the participation of students with disabilities in required assessments administered at the designated grades.](#)
- [3301-13-04 Establishing provisions for a waiver by the superintendent of public instruction.](#)
- [3301-13-05 Establishing security and security investigation provisions for assessments.](#)
- [3301-13-06 Scoring and reporting assessments.](#)
- [3301-13-07 Establishing the provisions and decision procedures for the fairness sensitivity review committee.](#)
- [3301-13-09 Provisions for an excuse from taking any assessment required for graduation of for an adult with disabilities, or for providing accommodations on any assessment required for graduation for an adult with disabilities, twenty-two or more years of age.](#)
- [3301-13-10 Standard to develop a plan for any accommodation for or an excuse from statewide tests for students with disabilities in chartered nonpublic schools.](#)
- [3301-13-11 Establishing provisions for the exemption of first year limited English proficient students and for the allowance of accommodations for limited English proficient students.](#)

Assessment Legal Citations: Ohio Revised Code and Ohio Administrative Code

Note: Access the Ohio Revised Code (Statutes) Citations and the OAC (Rules) Citations at <http://codes.ohio.gov>.

Assessment Subject	Assessment Statutes and Rules
Academic Content Standards	ORC 3301.079(A) ORC 3301.0718
Acceleration Policy	ORC 3324.10
Accommodations – English Language Learner “ELL”	ORC 3301.0711(C)(3) OAC 3301-13-02(N)(10) and (12)
Accommodations – Students with Disabilities (IEP)	ORC 3301.0711(C)(1)(a) OAC 3301-13-03 OAC 3301-13-10
Accountability (Local Report Card)	ORC 3302.01 through ORC 3302.041 ORC 3314.012
Achievement Assessments (Grades 3-8) OAA	ORC 3301.079(C) ORC 3301.0710(A)(1)(a)-(f)
Achievement Assessments Test Window	ORC 3301.0710(C)
Alternate Assessments Test Window – Due Date to Return COE	ORC 3301.0710 (C) ORC 3301.0711 (C) OAC 3301-13-02
Achievement Levels (Student Test Score Ranges, i.e., advanced, accelerated, proficient, basic, and limited) See Performance Standards	ORC 3301.0710(A)(2) (E)
Anchor Questions	ORC 3301.0711(N)(2) and (3)
Chartered Nonpublic Schools	ORC 3301.0711(C)(1)(c), (C)(3), and (K)
Cleveland Scholarship Program – Voucher Program	ORC 3313.976; 3313.978 ORC 3313.976 (A)(11) ORC 3313.978 (G) (01-04)
Community Schools Academic Progress and Closure Sanctions	ORC 3314.35 ORC 3314.36
Dates/Sequence of Administration	ORC 3301.0710(C) ORC 3301.0711(B) ORC 3301.0715(A) and (B) OAC 3301-13-02
Diagnostic Assessments	ORC 3301.079(D) ORC 3301.0714(B)(1)(n) ORC 3301.0715
Diploma or Honors Diploma	ORC 3313.61 OAC 3301-16-02

Assessment Subject	Assessment Statutes and Rules
Education Management Information System “EMIS”	ORC 3301.0714
Educational Choice Scholarship Program – (EdChoice)	ORC 3310.14 ORC 3310.15 OAC 3301-11(01-15)
e-Schools – Administering Assessments	ORC 3313.6410 ORC 3314.26
e-School (Community School Test Location - 50 Mile Radius)	ORC 3314.25
Ethical Use of Tests	ORC 3301.0711(A)(2) OAC 3301-7-01
Field Tests	ORC 3301.0711(N)(2) and (N)(3)
Foreign Exchange Students – exempt from consequences of not passing the social studies OGT	ORC 3313.61(H)
Graduation Requirements	ORC 3313. 603 ORC 3313.61 ORC 3313.612 ORC 3313.614 ORC 3313.615
Kindergarten Readiness Assessment –Literacy (KRA-L)	ORC 3301.0715 (A)(3) ORC 3301.0714 (B)(1)(n)
Individualized Education Program – “IEP”	OAC 3301-51-07
Intervention	ORC 3301.0711(D) ORC 3301.0715(F) ORC 3313.608 ORC 3313.6012
English Language Learner (ELL)	ORC 3301.0711(C)(3)
Local Report Card	ORC 3302.01 through ORC 3302-04 ORC 3314.012
Medical or Good Cause	ORC 3301.0711(C)(2)
Model Curriculum	ORC 3301.079(B) (C)
Modified Testing Schedule	OAC 3301-13-02 (V)
National Assessment of Education Progress “NAEP”	ORC 3301.27; 265.50.40 (HB 1) OAC 3301-13-02 (W)
Ohio Graduation Tests Substitution	ORC 3313.614(B)(2)

Assessment Subject	Assessment Statutes and Rules
Ohio Graduation Tests – OGT	ORC 3301.0710(B) ORC 3313.614(B)
Ohio’s “Operating Standards” (Formerly “Minimum Standards”)	OAC 3301-35(01-14)
Ohio Test of English Language Acquisition (OTELA)	ORC 3301.0711(C) OAC 3301-13-11(D)
Performance Indicators (Local Report Card)	ORC 3302.02 ORC 3314.012
Performance Ratings – Local Report Card (Districts and Buildings)	ORC 3302.03 (B)(1 – 5)
Performance Standards – OAA	ORC 3301.0710 (A)(2) (E)
Performance Standards – OGT	ORC 3301.0710 (A)(2) and (E)
Practice OGT Tests	ORC 3301.0710 (D) ORC 3301.0711(A)(1),(B)(10), (D)(2)
Promotion to Next Grade	ORC 3313.60 (B) ORC 3313.609 OAC 3301-13-01 (P)
Release of Test Questions as public records	ORC 3301.0711(N)(1), (3), (4), (5)
Remediation Services	ORC 3313.608
Report Card (Local Report Card)	ORC 3302.03 ORC 3314.012
Reporting Assessment Results	ORC 3301.0711(G)(2) ORC 3301.0714 (B)(1)(n) ORC 3301.0715 (C) OAC 3301-13-06
Requests for Verification or Rescoring	OAC 3301-13-06 (E)
Retention in Grade	ORC 3313.609 ORC 3301.0711(E) and (M) ORC 3313.608
Scoring Assessments	ORC 3301.0711(A)(1), (G), (H), (I) ORC 3301.0715 (C) OAC 3301-13-06
Security	OAC 3301-13-05 OAC 3301-7-01 Standards for the Ethical Use of Tests
Statewide Student Identifier (SSID)	ORC 3301.0711 (A)(1) ORC3301.0714 (D)(1) and (2) ORC 3301.12

Assessment Subject	Assessment Statutes and Rules
Student Records	OAC 3301-13-01(H)
Students with Disabilities	ORC 3313.61(L) OAC 3301-13-01(M) OAC 3301-13-03 OAC 3301-51-08 (Q)
Students with Disabilities – Excused from Consequences	ORC 3313.61 (B)(1) and (L) OAC 3301-51-08 (Q)
Testing as Specified in IEP	OAC 3301-51-07 (H)(1)(g) and (h) OAC 3301-13-03
Third-Grade Guarantee	ORC 3313.608 OAC 3301-13-01(P)
Value-added Progress Dimension	ORC 3302.021 ORC 3314.35 ORC 3314.36
Voucher Program: Educational Choice Scholarship Program	ORC 3310.02 ORC 3310.03 ORC 3310.11 ORC 3310.14
Voucher Program: Cleveland Scholarship Program	ORC 3313.976; 3313.978 ORC 3313.978
Waiver to Receive Funding	ORC 3317.03 (E) (3) and (4) ORC 3314.08 (P) (3) OAC 3301-13-04