

Ohio Statewide Assessment Program

Rules Book



*Ohio Department of Education
Office of Assessment*

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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 Web site (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 2009-2010

There are several changes made to the statewide assessment program per House Bill 1; however, there are some details that were not available at the time the *Rules Book* was posted. When the details become known, they will be posted on the *Rules Book* Web page.

Following are changes per House Bill 1 to the statewide assessment program:

- The Ohio Graduation Tests (OGT) will be phased out per HB 1; no timeline has been developed.
- The college entrance exams such as ACT or SAT will be added to the statewide assessment program; no timeline has been developed.
- End-of-course exams will be added to the statewide assessment program; no timeline has been developed and whether the end-of-course exam will be developed or purchased from test companies is not known.
- The development and administration of the Ohio Achievement Assessments (OAA) grades 4 and 7 writing and the grades 5 and 8 social studies assessments will be suspended for the 2009-10 and 2010-11 school years. The suspension also applies to the OAA-AASWD.
- The spring 2010 OGT will **not** be released on July 1, 2010, as was done in the past.
- The online system *TIDE* will be used for all statewide assessments (OAA, OGT, OTELA, OAA-AASWD and OGT-AASWD). The online system *SchoolHouse* will no longer be used for OAA.

A change to the statewide assessment program that was not due to House Bill 1 will be a fee added to the verification process. Effective in the 2009-10 school year, districts/schools will be assessed a \$25 fee for a verification of each test. A purchase order number will be required when a request is submitted in the online *TIDE* system. This change in policy is due to state budget cuts, which has caused the Office of Assessment to re-evaluate the statewide assessments in terms of cost to provide the program. In the past, the state and vendors have shared the cost to provide this service. It now is necessary for districts/schools to share in the cost to conduct a verification.

New for 2009-2010, *continued*

An additional reason for the charge is the intensive labor process that is involved with a verification. Initially, the vendor checks the scoring system to look for a score and eventually will search through the returned nonscorable materials and stored test booklets and answer documents looking for the test material and answer document the student used. This labor-intensive process may take up to a week with multiple people assisting with the search.

There are several reasons to request a verification:

- Scorable test returned with nonscorable materials;
- District staff switch Pre-ID labels;
- Students allowed to use ink pen, colored pencils or highlighters to record their responses;
- Test booklet or answer document returned without student name.

A state/vendor error which necessitates a request for a verification will be at **no charge** to the district:

- Student score reported to wrong district

A district will be charged for the verification if it is determined that the test must be scored. For example, a district submits a request for verification due to a missing score. It is determined that the district sent the scorable test booklet or scorable answer document with the nonscorable materials. Once the test booklet or answer document has been located, it will be scored at no charge, but the district will be charged for the verification request.

Changes During Year to be Posted on Web site

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* Web page. These changes will be incorporated within the *Rules Book* the following September.

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. 18-March 12, 2010.
 - Results: available online May 12, 2010; hard copy reports in districts May 20, 2010.

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

- Collection of Evidence (COE) period: Sept. 2009-March 5, 2010.
 - Online results available May 2010.

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 for details.

Grades 3-8: Ohio Achievement Assessments

- Fall Administration: Oct. 5-9, 2009.
 - Results available online Nov. 13, 2009; hard copy reports shipped Nov. 13, 2009.
 - Grade 3: Reading Achievement Test.
- Spring Administration: April 19-May 7, 2010.
 - Results available online June 15, 2010; hard copy reports shipped no later than June 30, 2010.
 - 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 15-28, 2010: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due May 17, 2010).
- June 14-27, 2010: Ohio Graduation Tests (optional) in reading, mathematics, writing, science and social studies (downloadable data file results due Aug. 2, 2010).

Grade 11

- Oct. 26-Nov. 8, 2009: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due Dec. 14, 2009).
- March 15-28, 2010: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due May 17, 2010).
- June 14-27, 2010: Ohio Graduation Tests (optional) in reading, mathematics, writing, science and social studies (downloadable data file results due Aug. 2, 2010).

Grade 12

- Oct. 26-Nov. 8, 2009: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due Dec. 14, 2009).
- March 15-28, 2010: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (downloadable data file results due May 17, 2010).
- June 14-27, 2010: Ohio Graduation Tests (optional) in reading, mathematics, writing, science and social studies (downloadable data file results due Aug. 2, 2010).

Implementation Schedule of Ohio Statewide Assessments

House Bill 1		
Grade	2009-10	2010-2011
Kindergarten	KRA-L Diagnostics R W M*	KRA-L Diagnostics R W M*
Grades 1-2	Diagnostics R W M*	Diagnostics R W M*
Grade 3	Achievement R M Diagnostics W	Achievement R M Diagnostics W
Grade 4	Achievement R M	Achievement R M
Grade 5	Achievement R M S	Achievement R M S
Grade 6	Achievement R M	Achievement R M
Grade 7	Achievement R M	Achievement R M
Grade 8	Achievement R M S	Achievement R M S
Grade 10 Spring	OGT R M W S SS	OGT R M W S SS
Grade 11 and 12	OGT R M W S SS	OGT R M W S SS

* HB 1 states the Diagnostics Reading and Writing will be combined into an ELA assessment; however, no details have been given.

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 documents 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.

Statutory/Regulatory History of Statewide Testing, *continued*

- 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 administrating 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 R.C. 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.
- 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 scheduled 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 participate in 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 2009 – 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); 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.

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 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 Reading Achievement Test 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;
- Makeup tests may be administered during the first two weeks of the regular administration of the test and returned no later than Friday, May 7, with the other tests administered during that initial week;
- Testing materials will arrive in districts the week of April 5, 2010;
- All materials must be returned by the Friday of the week after all the tests are initially administered, but no later than Friday, May 1 (subject to the "rolling pickup" provision below). The return schedule for the regular test administration, excluding makeup testing, is based on school enrollment as follows:
 - Less than 2,500 students, no later than Friday, April 30;
 - Between 2,500 and 7,000 students, no later than Monday, May 3;
 - More than 7,000 students, no later than Tuesday, May 4;
 - Any makeup tests given during the week of May 3, no later than Monday, May 10.

Test Administrator

Schools are responsible for administering statewide tests. The statewide tests at each grade level are required to be administered by test administrators who are employees of the school district and are licensed/certificated by 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 licensed/certificated school personnel; other responsible employees may be utilized if necessary.

Test Administrator, *continued*

Even if fewer than 30 students will be tested in a room, a licensed/certificated school employee must serve as the test administrator. A small group administration must be administered by a test administrator who meets the criteria as per OAC Rule 3301-13-02(P) 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 Web site at education.ohio.gov, keyword search: *practice tests*. Districts must download and print their own copies as printed practice tests are no longer available through ODE.

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 Reading Achievement Test. 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 reading test 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 tested 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 Reading Achievement Test, per R.C. 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.

Overview of Number and Question Types for Ohio Achievement Assessments

The following tables list the types and number of questions that will be used on the Ohio Achievement Assessments.

Types and number 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 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 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 (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

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 after standard-setting activities.

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 the 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, or those from the class of 2007 still needing to pass the OGT to receive a diploma, including adult high school and OGT-only students. Students may take the fall OGT if they achieve grade-11 status before the end of the school year.

For the spring administration, students in grades 10-12, adult high school students, OGT-only students, and those from the class of 2007 still needing to pass the OGT to receive a diploma may take the OGT.

Districts are required to provide intervention to all students who score below proficient on the OGT as per R.C. 3301.0711 and R.C. 3313.6012. This requirement includes all students with disabilities and LEP students.

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 students take only one test per day.

Spring

The OGT will be administered for the first time to students enrolled in 10th grade. 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 will be administered during the fall administration which shall begin on the fourth Monday in October for the regular administration to students who were eligible to take the test in the spring of their sophomore year, students in grades 11 and 12, or those from the class of 2007 still needing to pass the OGT to receive a diploma, including adult high school and OGT-only students. Students may take the fall OGT if they 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.

Summer

An optional summer test window shall begin on the Monday of the week containing June 15th and will continue for 14 calendar days. Participating schools may begin testing at any time during this session 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 are required to be administered by test administrators who are employees of the school district and are licensed/certificated by 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 licensed/certificated school personnel; other responsible employees may be utilized if necessary.

Even if fewer than 30 students will be tested in a room, a licensed/certificated school employee must serve as the test administrator. A small group administration must be administered by a test administrator who meets the criteria as per OAC Rule 3301-13-02(P) 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

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

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 test administration period for 2010 is June 14-27. Districts should complete all testing within 14 consecutive days, which cannot begin before June 14 or extend past June 27. The summer administration is considered optional testing. Participating schools and districts do not have to offer all five tests.

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. Testing must begin on a Monday. Make-up tests may be given any time after the first day that the 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 LEP 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 June 27.

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.

Summer Administration of OGT, *continued*

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

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 graduate with their classmates. 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 test dates to learn of the requirements to sit for the test which may include summer intervention to help remediate academic performance. Students who are eligible may test at a district of their choice [ORC 3301.0711(B)(8)(6)] 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 tenth-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.

There is NO May administration of the OGT as there had been with the Ohio Ninth-Grade Proficiency Test.

Summer (when offered) 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.

Did Not Pass the Ohio Ninth-Grade Proficiency Test

According to R.C. 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 Tests 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.

Did Not Pass the Ohio Ninth-Grade Proficiency Test, *continued*

- 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.
- 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 is that a foreign exchange student may be exempted from having to pass the **social studies test** if the person meets certain 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 as per R.C. 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 test, which is now a prerequisite to using the alternative pathway under R.C. 3313.615, then if he/she meets all the other criteria under R.C. 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 test, he/she may NOT take advantage of the alternative pathway under R.C. 3313.615 even if the person meets all the other criteria in that statute.
- Foreign exchange students either may be exempt from passing the OGT social studies under 3313.61(H), or if they pass the OGT social studies test, then they can use the alternative pathway under R.C. 3313.615 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.

Criteria for the Alternate 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 Section 3313.615. The student must pass at least four of the five OGT **subjects** and meet several other criteria. The alternative conditions for eligibility for a diploma where a person passes all but one graduation test are listed below:

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 OAC Rule 3301-16-01 adopted by the state board of education, in the subject area of the [failed OGT]. The conversion chart can be found on the ODE Web site at education.ohio.gov, keyword search: *Alternate Pathway*.

Criteria for the Alternate Pathway to Graduation, *continued*

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.
- (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.

Criteria for Awarding a Diploma with Honors, *continued*

- (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 (C) 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:
- (a) Earn four units of English;
 - (b) 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;
 - (c) Earn at least three units of science which develop the concepts for physical, life, and earth and space sciences;
 - (d) Earn three units of social studies;
 - (e) Earn either three units of one foreign language or two units each of two foreign languages;
 - (f) Earn one unit of fine arts;
 - (g) 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;
 - (h) 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
 - (i) 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:
- (a) Earn four units of English which may include one unit of applied communication;
 - (b) Earn three units of mathematics which will include algebra and geometry, or a sequence of courses that contain equivalent content;
 - (c) Earn three units of science that develop concepts for physical, life, and earth and space sciences;
 - (d) Earn three units of social studies;
 - (e) Earn two units of a foreign language; or two units of business/technology; or one unit of each;
 - (f) Earn three units in the student's career-technical education curriculum;
 - (g) Earn two additional units in paragraphs (H)(2)(a) to (H)(2)(f) of this rule or fine arts;
 - (h) 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;
 - (i) Complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio career-technical competency assessment or the equivalent; or
 - (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).

Criteria for Awarding a Diploma with Honors, *continued*

- (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:
- (a) Earn four units of English;
 - (b) 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;
 - (c) Earn at least four units of science including one unit of physics and one unit of chemistry;
 - (d) Earn four units of social studies;
 - (e) Earn either three units of one foreign language or two units of each of two foreign languages;
 - (f) Earn one unit of fine arts;
 - (g) 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
 - (h) 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:
- (a) Earn four units of English;
 - (b) 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;
 - (c) Earn at least four units of science including one unit of physics and one unit of chemistry;
 - (d) Earn four units of social studies;
 - (e) 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;
 - (f) 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;
 - (g) 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
 - (h) 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).

Overview of Number and Question Types for Ohio Graduation Tests

The following table lists the types and number of questions that will be used on the Ohio Graduation Tests.

Types and number of questions used on 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

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 all 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 going through standard-setting activities.

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 Limited English Proficient Students

Assessment of Limited English Proficient (LEP) Students

All students are required to take the statewide achievement assessments including limited English proficient (LEP) students, those students whose primary language is not English. LEP students 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 LEP students do not fall behind in any content areas as they are learning English.

LEP Students and OGT

LEP students 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. 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 LEP student must be administered the OTELA until a student meets the exit criteria. An LEP student who has not passed the OGT, has not met the exit criteria for the LEP program and has left high school may take the OGT tests with LEP accommodations since the student has not been officially exited from the LEP program.

Requirements of LEP Students

All Ohio students, including LEP students, must participate in statewide assessments. This includes all state diagnostic, achievement and graduation tests as well as the Ohio Test of English Language Acquisition (OTELA). *NCLB* and Ohio law allow for LEP students who recently arrived at US 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 LEP student in the U.S. for less than one year is as follows:

A recently arrived limited English proficient student who has been enrolled in US 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 2009]

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 LEP student enrolls during the spring administration on or after May 10 for the Ohio Achievement Assessments that spring administration will not count toward the exemption for testing LEP students unless the student was enrolled in previous school year prior to the May 10 date. [Source: EMIS Manual 2009]

If an LEP student enrolls during the spring administration on or after March 19 for the Ohio Graduation Tests, that spring administration will not count toward the exemption for testing LEP students unless the student was enrolled in previous school year prior to the March 19 date. [Source: EMIS Manual 2009]

Grade three LEP students 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 three reading achievement assessment, there will be no test score in reading for the school year included in the assessment data (EMIS).

Identification of LEP Students

A comprehensive resource that documents in detail procedures for the initial identification and assessment of LEP students may be found on the ODE Web site at education.ohio.gov using the keyword search term *Guidelines for the Identification and Assessment of Limited English Proficient Students* 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 LEP. The Ohio Test of English Language Acquisition (OTELA) is not the formal assessment to be used to identify a student as LEP.

HB 3 has adopted the federal definition of limited English proficient for the purpose of Ohio law. According to that definition, a limited English proficient student 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.

Recently Arrived LEP Students

Students who have enrolled in a U.S. school for the first time may be exempt from taking the English Language Arts assessments (reading and writing) if they are within the first year of enrollment. The recently arrived LEP students 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, the recently arrived OGT student must take and pass the reading and writing tests to qualify for the diploma. Additionally, all LEP students, even those who are recently enrolled, must participate in the OTELA. There is no alternate form of the OTELA; all students identified as LEP and also identified with disabilities must participate in the OTELA.

Test Administrator and Accommodations

If the person providing the accommodation is also the test administrator for the statewide test, then that person must be a licensed/certificated employee of the district. (The license or certificate must be issued by the Ohio Department of Education.) 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.

Accommodations for LEP Students

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

All LEP students may be given the following accommodations on the OAA and the OGT:

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

Accommodations for LEP Students, *continued*

Only students who have been identified as LEP using a formal assessment (*not the OTELA*) may be allowed accommodations on the statewide assessments. Assessments that may be used to identify a student as LEP are listed at education.ohio.gov, keyword search: *limited English proficient*. There is no enrollment time limit for the LEP students for the use of the dictionary and the extended time accommodations.

Additional Accommodations for Eligible LEP Students

The ODE has developed special test formats to meet accommodation requirement for eligible LEP students. The ODE has placed samples of some of the materials online at education.ohio.gov, keyword search: *special test formats*. LEP students 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 OTELA) are eligible to receive one of the following **additional** accommodations on the OAA and OGT:

- an English read aloud accommodation of allowable parts of the test – English audio CD
- a read aloud accommodation of allowable parts of the test – test administrator and one or more students
- an oral translation accommodation of allowable parts of the test – foreign-language CD
- an oral translation accommodation of allowable parts of the test – test administrator and one or more students
- a Spanish bilingual printed form of the test (in grades 3-8 OAA only)

This table is a summary of available additional accommodations for eligible LEP students.

Additional Accommodations for Eligible LEP Students					
Types of Additional LEP Accommodations 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 CDs	Not Available	Yes	Yes	Yes	Not Available
Language Translator Scripts (other languages)	Yes, at district expense	Yes, reimbursed at \$75/test/student by test vendor for languages not on CD	Yes, at district expense	Yes, reimbursed at \$75/test/student by test vendor for languages not on CD	Yes, at district expense
English Audio CD- English Read Aloud Script (Read Aloud Script Only for OGT)	Yes	Yes	Yes	Yes	Not Available
Read Aloud – Test is Read Aloud by Test Administrator	Yes	Yes	Yes	Yes	Yes

English Audio CD

The standardized English audio recording of a form of the test will be provided on a secure CD-ROM for student use. The purpose of this CD-ROM is to provide a “read aloud” accommodation of allowable parts of the tests in English. This accommodation resource is meant to serve in lieu of districts providing a staff person to provide the “read aloud” accommodation. It is suggested that students use prior to the assessment administration the released special versions on the assessment Web site to allow them to become familiar with the CD format.

Read-Aloud Accommodation with Test Administrator

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 tests and read all parts of the mathematics and science tests. Passages on the reading test may **not** be read aloud to the student. ODE would strongly recommend the use of the English audio recordings in many cases (especially with older students), as it provides a standardized reading of allowable parts of the test forms.

Foreign-Language CD

For the most frequently spoken second languages in Ohio, ODE will provide a standard audio recording of the tests and also allow students to give answers orally on cassette tape. These recorded answers will then be translated and transcribed in a central location by test contractors and these translated/transcribed answers will be scored in the same way as regular test answers. **Note:** While an oral response is allowed for this accommodation, districts must provide the audio cassette tape and recording device in this event. ODE strongly advises that districts make every attempt to gather a written response either in English and/or the students’ native language. Also, on the **writing assessment** (only OGT), the student’s answers **must** be provided in **written English as produced by the student**. They will **not** be translated or transcribed by the test contractors.

The languages used to translate the tests for the foreign-language CDs for the 2009-10 school year are:

Languages for 2009-10 school year		
Ohio Graduation Tests 2009 Fall Administration	Ohio Graduation Tests 2010 Spring Administration	Grades 3-8 OAA 2010 Spring Administration
Spanish	Spanish	Spanish
Arabic	Arabic	Japanese
Somali	Mandarin Chinese	Mandarin Chinese
	French	Korean
	5 th language to be determined	Ukrainian

Languages are selected for translation on the basis of enrollment data from the previous year for each test level (grade/subject). There are differences in concentrations of the second languages spoken by eligible LEP students between grade levels (especially between OAA and OGT). The ODE chooses the sets of languages for each grade level that are most feasible to produce based on enrollment data.

Language Translations

A language translator may translate allowable parts of these tests (not passages on the Reading tests) into the student's native language. Language translators will be asked to translate and transcribe student oral and written answers into a general answer document that is to be returned to the test contractor. Language translators must follow the guidelines for scribing as presented on pages 61-63. Language translations shall be conducted in the presence of a test administrator who must be a certificated/licensed employee of the school district. For spring test administrations, test contractors will provide assistance to districts in locating and compensating translators for any language where a translated CD is not available.

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 an Oral Translation Kit can be provided. (The kit includes the script and other materials needed for translation).

Districts may choose to provide a language translator. However, the ODE expended resources translating these tests into a standardized format (via the native language recordings), including centralized translation/transcription of student answers. Therefore, the districts will be responsible for compensating any translator who provides 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 translated language. Language translators may **not** be relatives or close family friends of the students to be assessed. Language translators may review the test one or two hours prior to the administration of the test. Language translators may not review the test the week prior the administration. It must be explained very clearly to the oral translators that they may not deviate from the script. There have been instances where the language translator gave answers or clues to answers with no intention of helping the student to cheat but the language translator deviated from the script.

Spanish Bilingual Form of the OAA

This accommodation 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 form in a special test book. The student may write responses in English directly onto the answer document. If the student provides the answer in Spanish, the student's answers **MUST** be transcribed locally into written English onto the answer document in order for the answers to be scored. The district is responsible to provide any translation/transcription that is necessary for the answers to be written in English (see page 63-64, for Scribing/Transcription Guidelines). If districts use the bilingual written form accommodation, they are not allowed to request an oral translator for the student.

This test format is offered in Spanish because Spanish is the largest language group other than English among LEP students in Ohio at this time.

At this time, there are no plans to create a printed format of the OGT in any written language except English, because of the high stakes nature of the OGT.

Braille and Large-Print Versions

The OTELA is available in Braille or large-print versions. Districts are required to request these versions which will be sent to the district test coordinators. For students using these versions of the statewide tests, their responses are required to 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 guidelines for transcription.

Exiting the LEP/ESL Program

Districts and community schools must annually assess an LEP student's progress in learning English. OTELA is the statewide assessment used to determine whether the LEP student meets Ohio's criteria to be reclassified as no longer LEP.

The exit criteria have been changed based on input from the field; however, the proposed text must be submitted for a change in legislation which had not happened at the time the *Rules Book* was posted. The new exit criteria will be posted on the Change Page which is on the same Web site as the *Rules Book* at education.ohio.gov, keyword search: *rules book*.

Guidelines for Identifying, Assessing, Serving and Reporting Limited English Proficient (LEP) Students

As a State Education Agency and recipient of funds under the *No Child Left Behind Act*, the Ohio Department of Education is required to collect information on a yearly basis regarding the number of limited English proficient (LEP) students enrolled in the State's elementary and secondary schools as well as LEP students' progress in attaining English proficiency.

A comprehensive resource that documents in detail procedures for the **initial** identification and assessment of limited English proficient Students may be found on the ODE Web site at education.ohio.gov using the keyword search term *Guidelines for the Identification and Assessment of Limited English Proficient Students* or by clicking this [link](#).

Note: Students must be administered a **formal assessment** to determine identification of LEP status. Only those students identified as LEP through a formal assessment may be allowed accommodations on the state assessments. The following are brief guidelines for identifying, assessing and serving LEP students and reporting related information using Ohio's Education Management Information System (EMIS):

1. Determine if newly enrolled student is LEP. Refer to definition of Limited English Proficiency in EMIS, 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 LEP students – access a reference document to this at this [link](#) or access education.ohio.gov, keyword search: *Guidelines for the Identification and Assessment of Limited English Proficient Students*).
- No → Student is **not** LEP - Mark "N" in EMIS Limited English Proficiency (LEP) – Record Field Number FD170.

Guidelines for Identifying, Assessing, Serving and Reporting Limited English Proficient (LEP) Students, *continued*

Does the student score at the proficient (P) level on all five domains (listening, speaking, reading, writing and comprehension) or have a composite score of proficient on the placement test of English language proficiency?

Yes → Student is **not** LEP – Mark “N” in EMIS Limited English Proficiency (LEP) – Record Field Number FD170.

No → Student is LEP - Mark “Y” in EMIS Limited English Proficiency (LEP) – Record Field Number FD170.

Has the LEP student been enrolled in US 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 (LEP) – Element Record Number FD170.

No → Do not mark anything.

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 LEP student must take the mathematics, science and social studies achievement assessments. However, students coded L like all other LEP students must take the annual English language proficiency assessments (OTELA).

2. Determine the appropriate program to meet LEP students’ language and academic needs.

School districts are required to take affirmative steps to provide LEP students with educational services that address the students’ English language and academic needs. The services are to be designed based on scientific 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) for the LEP 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 limited English proficiency (LEP) students participating in LEP programs. Parents will be informed of

- 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 LEP student has been appropriately identified as having a learning disability, how the program meets the child’s individual education plan (IEP).

Guidelines for Identifying, Assessing, Serving and Reporting Limited English Proficient (LEP) Students, *continued*

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 LEP students 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.

4. Determine if LEP student is eligible for additional accommodations on statewide proficiency/achievement assessments.

Has the LEP student 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; the student must participate in statewide assessments with allowable accommodations for all LEP students (use of dictionary and extended time)

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

Does the student score at the advanced or proficient level in either the reading or writing domain?

Yes → Student is **not** eligible for additional accommodations; the student must participate in statewide assessments with allowable accommodations for all LEP students (use of dictionary and extended time)

No → Student is eligible for additional accommodations; refer to Appendix G for the guidelines on requesting additional accommodations

5. Annually re-assess LEP students’ English language proficiency.

Each year, school districts are required to re-assess all LEP students to determine their current level of English proficiency. Possible results of yearly re-assessment:

- a) Student continues to be LEP because student did not meet exit criteria (see below). The level of English language proficiency may change in one or more language domains. Report levels of proficiency based on results of spring re-assessment (OTELA) in EMIS English Language Development Assessment Elements GF during the EMIS Year-end (N) reporting period.

Guidelines for Identifying, Assessing, Serving and Reporting Limited English Proficient (LEP) Students, *continued*

- Student continues in appropriate program of LEP supplementary services.
 - Student participates in statewide proficiency testing with allowable accommodations. Based on results of spring re-assessment, student may or may not meet the eligibility requirements for additional accommodations as indicated on the previous question.
- b) Student is no longer LEP because did meet exit criteria (see below) In order to be exited from LEP 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 participate in academic assessments in English; and
 - c) participate fully in society in the United States.

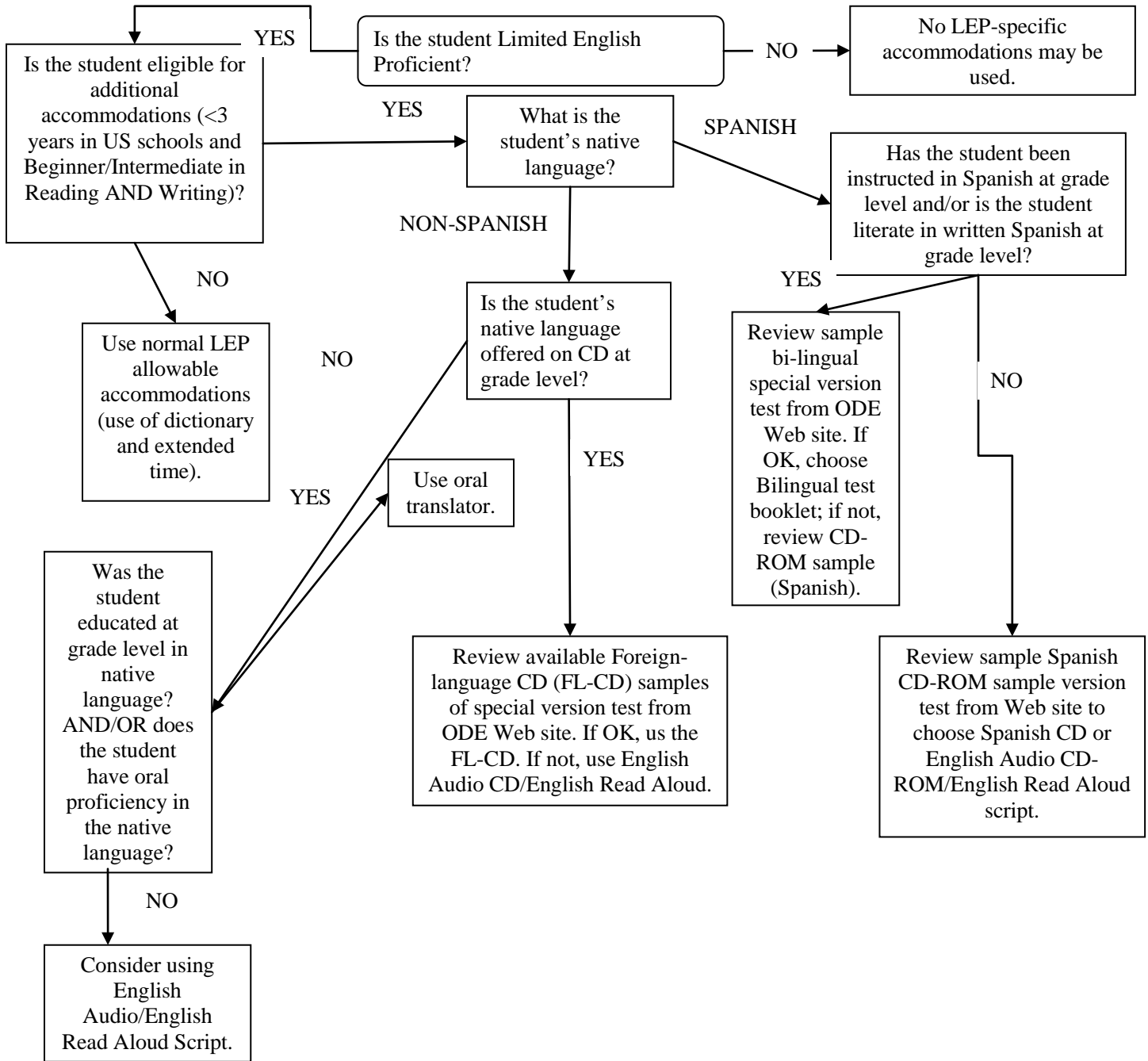
Exit Criteria:

The exit criteria has been changed based on input from the field; however, the proposed text must be submitted for a change in legislation which had not happened at the time the *Rules Book* was posted. The new exit criteria will be posted on the Change Page which is on the same Web site as the *Rules Book* at education.ohio.gov, keyword search: *rules book*.

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

- Student is exited from the program of supplementary LEP services [such as English as a Second Language (ESL) instruction or bilingual education].
- Student's EMIS record during the Year End (N) reporting period is updated to show the fiscal year and month the student is reclassified as no longer LEP in the Limited English Proficient Reclassification Data Element, Record Field Number GI490, EMIS, Chapter 2.
- Student participates in statewide assessment with no accommodations.

Decision Flow Chart for Selecting Additional LEP Accommodations



Ohio Test of English Language Acquisition (OTELA)

Assessment of Limited English Proficient (LEP) Students

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 determine if the student is LEP. 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 LEP students' proficiency in English for academic purposes as well as English for social purposes. Each spring all LEP students in grades K-12 will be required to participate in the OTELA unless the student is no longer considered to be limited English proficient. See page 34 for the requirements to exit the LEP status. More complete information may be found about the OTELA on the ODE Web site at education.ohio.gov, keyword search: *OTELA*.

Overview of Number and Question Types for the OTELA

Number and Question Types for the OTELA				
Numbers of Items per Grade Band				
Estimated Time Includes Field Test	Subjects/ Domains	Grade Band 3-5 MC = multiple choice	Grade Band 6-8 MC = multiple choice	Grade Band 9-12 MC = multiple choice
40	Reading	20 MC + field test Group Setting	20 MC + field test Group Setting	20 MC + field test Group Setting
60	Writing	9 MC and 2 prompts + field test Group Setting	9 MC and 2 prompts + field test Group Setting	9 MC and 3 prompts + field test Group Setting
35	Listening	18 MC + field test Group Setting; requires use of audio CD player to play listening prompt CD	18 MC + field test Group Setting; requires use of audio CD player to play listening prompt CD	20 MC + field test Group Setting; requires use of audio CD player to play listening prompt CD
35	Speaking	12 tasks + field test Individual Setting; requires use of audio CD player to play listening prompt CD and may require use of cassette recorder to record student responses for teacher scoring.	12 tasks + field test Individual Setting; requires use of audio CD player to play listening prompt CD and may require use of cassette recorder to record student responses for teacher scoring	12 tasks + field test Individual Setting; requires use of audio CD player to play listening 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.

Performance Level Standards

The State Board of Education has adopted performance standards for the Ohio Test of English Language Acquisition (OTELA). These standards were recommended by stakeholder committees after going through standard-setting activities.

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)* reflect 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 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 accommodations must be documented in writing on the student's 504 Plan and must meet all four of the criteria listed in OAC Rule 3301-13-03.

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 participate in any statewide assessment the same 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.

Excused from Consequences – “Blanket” Exclusion”

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 Rule 3301-13-04(H) may be excused from the consequences of not passing a graduation test. However, these students may NOT be given a “blanket” exclusion, that is, an exclusion that assumes a disability in one area would automatically “cover” all of the other four test areas. Exclusions from the consequences of not passing a graduation test are to be made for each individual test area based on the student’s ability. If a student does not qualify for exclusions in all areas, the student must take and pass the test(s) in the non-excused area(s).

Test Administrator and Accommodations

If the person providing the accommodation is also the test administrator for the statewide test, then that person must be a licensed/certificated employee of the district. (The license or certificate must be issued by the Ohio Department of Education.) 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 does 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 Rule 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.

OAC Rule 3301-13-04(H) 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.

General Information on Accommodations, *continued*

- **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 pages 61-63.

The 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 Web site. Please go to 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.

English Audio CD

The standardized English audio recording of a form of the test will be provided on a secure CD-ROM for student use. The purpose of this CD-ROM is to provide a “read aloud” accommodation of allowable parts of the tests in English. This accommodation resource is meant to serve in lieu of districts providing a staff person to provide the “read aloud” accommodation. It is suggested that students use prior to the assessment administration the released special versions on the assessment Web site to allow them to become familiar with the CD format.

Read-Aloud Accommodation with Test Administrator

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 read all parts of the mathematics tests. Passages on the reading test may **not** be read aloud to the student. ODE would strongly recommend the use of the English audio recordings in many cases (especially with older students), as it provides a standardized reading of allowable parts of the test forms.

Special Version Format

All statewide tests and some practice 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 students using these versions of the statewide tests, their responses are required to 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

The Ohio Administrative Code section 3301-13-09 gives provision for the adult with disabilities and enrolled in an adult high school program. The OAC section is provided below.

OAC 33-1-13-09 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 Rule 3301-13-10 lists the provisions for testing requirements for graduation for chartered nonpublic school students with disabilities.

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.

- (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 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 standards.

At least annually, each student’s IEP team decides if a student should participate in the statewide alternate assessment and district-wide assessment. The State of 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 nor may a student’s participation in the alternate assessment process be based on whether the child will perform well on the general assessments. If a student can participate in 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 participate in the general assessments.

For further information, refer to the Alternate Assessment Administration Manual which can be found 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 Web page.

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 participate in the general education assessment, the decision will remain in effect unless some traumatic event affects the student. Test vendor 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 OAA for third-grade reading to establish the students 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 participate in 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 participate in assessments with their same-age peers. It is critical that the EMIS grade assignment correspond to the grade-level 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. 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 collections of evidence. COEs are considered secure testing responses once they are completed for submission. Reproducing copies of secure test responses is prohibited under the Ohio Administrative Code Rules 3301-13-05(A) and (F). The only part of the AASWD COE that may 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 should not be submitted with the COE. Entry Sheets may also be retained.

The AASWD is typically conducted over a period of several months, beginning in the fall or winter of the school year. The final COEs are submitted to the scoring contractor the first week in March. However, any student identified to participate in 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 will be suspended for the next two school years (2009-10 and 2010-11) due to the Ohio Department of Education budget cuts. The OAA-AASWD requires the COEs at each grade level to contain 4 entries. New specific and content standard requirements are 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. The district of residence and the district or provider of service should discuss which agency will order assessment material, submit the completed COE to the test contractors for scoring, determine which IRNs will be entered and where the scores are reported. The district of residence will provide the student's SSID number. The district or provider of service (e.g., MRDD, residential facility, ESC) plans, collects and assembles evidence for the AASWD. Please note if the service provider is a non-school and has no IRN, the district of residence must order and provide the test materials.

Scoring the AASWD

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

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 who 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 going through standard-setting activities.

Performance Level Scores					
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
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

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

Performance Level Scores, <i>continued</i>					
Test	Advanced Score Range	Accelerated Score Range	Proficient Score Range	Basic Score Range	Limited Score Range
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 One-Percent Cap Limit

Federal regulations under the *NCLB* place a cap only on the total number of alternate assessment scores that may be counted as proficient in AYP accountability calculations for school districts. This cap has been established at an amount not to exceed one percent of the total tested population. Ohio policy also applies this cap to state accountability calculations for school districts. Under certain conditions, districts may request a waiver of the application of the one percent cap 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 participate in the AASWD.

State Support Teams (SSTs)

State Support Teams (SSTs) – formerly known as Special Education Regional Resource Centers (SERRCs) – 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 Web site 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 Ohio Revised Code 3301.07.11 stipulate that all students, including those with disabilities, must participate in 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 participate in 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.

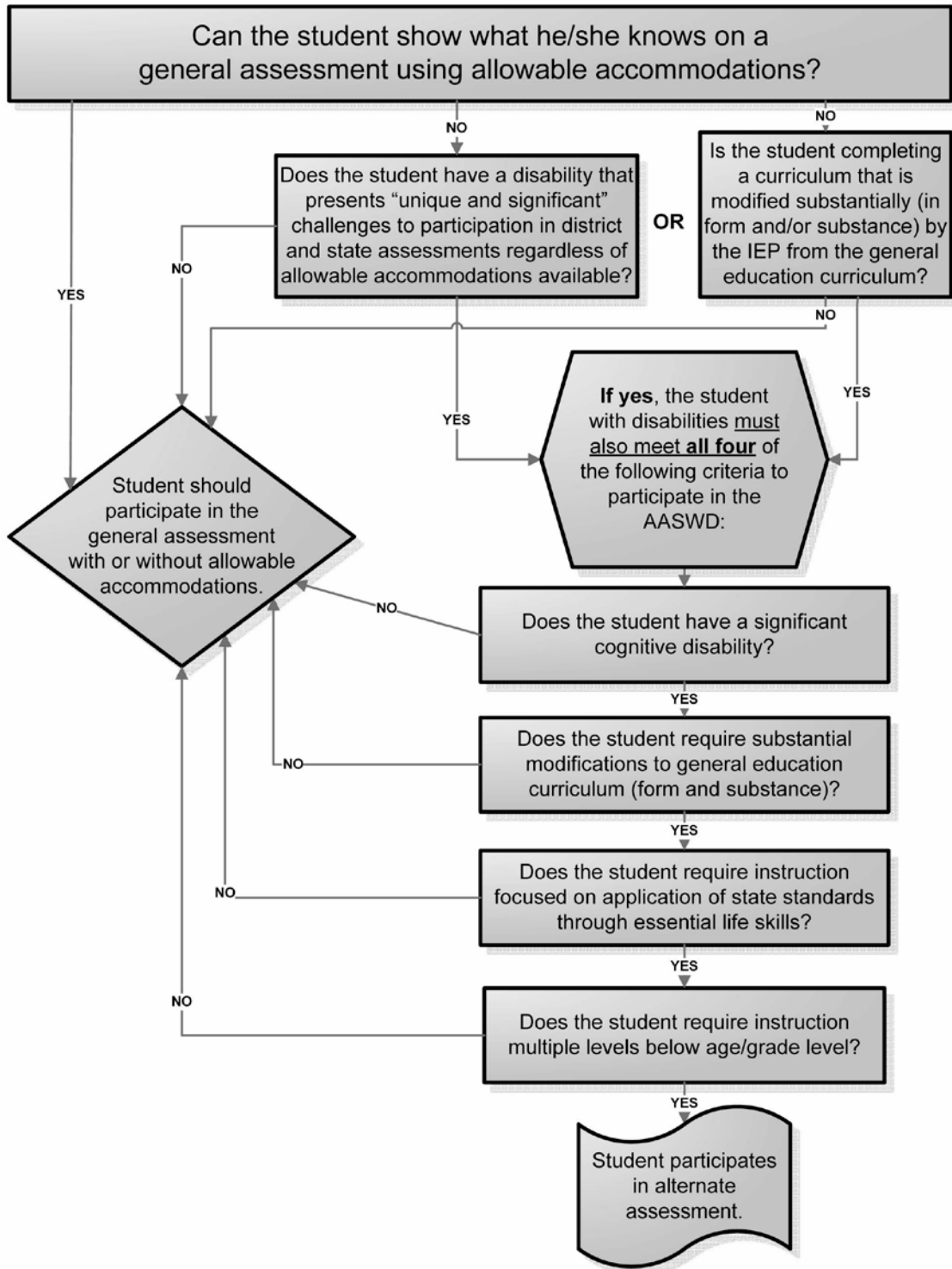
Generally, participation in the AASWD is not appropriate for students who are engaged in and making progress in the general curriculum. Although these students require individualized instruction, they have developed the skills that enable meaningful participation in statewide assessments. AASWD is appropriate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

How a student with disabilities will participate in 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 participate in 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.*

Decision Making Framework



For more information, Ohio's Alternate Assessment for Students with Disabilities Administration Manual, Participation Guidelines and Frequently Asked Questions is available for download from the ODE Web site 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](#) (dated July 20, 2007) provide for Alternate Assessments based on Modified Academic Achievement Standards (AA-MAS), which will provide additional flexibility for states in their assessment and accountability systems. These optional alternate assessments are often referred to as the “2 percent modified assessments” because up to 2 percent of proficient or high scores may be counted towards AYP. The population for whom such assessments would be appropriate is **not** the same population as the current AA-SWD. The eligibility guidelines and decision flow-chart along with additional resources for AA-MAS are available at education.ohio.gov, keyword search: AA-MAS.

The ODE is developing the AA-MAS in reading and mathematics for grades 5-8, and it has obtained Federal funding to assist in their development. ODE will field test modified grade-level assessments for eligible students with disabilities in grades 5-8 and 10 (OGT) during the 2009-2010 school year.

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 in checking the progress of their students toward meeting the standards, particularly at grade-level indicators. Diagnostic assessments serve as tools that assess student's 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 53.

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 Web site 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 component 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 Web Site at education.ohio.gov. Replacement manipulatives may be purchased at local stores at district expense. The 2004 version is the most current one available. New buildings or new community schools should contact the Office of Assessment 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 one 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 R.C. 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 one assessments are largely individually administered with some small-group activities, whereas grades two and three are mostly large-group administrations with some small-group activities.

The requirement to administer the diagnostic assessments is at least once 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").

The ODE has a teacher support Web site for all of the diagnostic assessments. This Web site 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 at education.ohio.gov, keyword search *KRA-L*.

Overview

House Bill 1 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; (2) a series of end-of-course examinations in science, mathematics, English/language arts and social studies; and (3) a senior capstone project.

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 in order 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) Web site 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, 8 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 2009- 2010 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 and, as previously stated, these tests are not currently part of the Ohio Assessment system. Schools may contact ODE Office of Assessment (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)
- Algebra I or II End of Course Exam (Algebra I or II is OPTIONAL and NOT REQUIRED)

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 5 or 6 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 the Department 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 Web site 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 these versions 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 the Department releases as a public record following the school year in which it was administered. All tests or test questions authorized by law to be released will be released each year on July 1.

For the OAA, as per R.C. 3301.0711(N) (4) (b), at least 40 percent of the test questions are released. To see which test questions were released this past July, go to ODE's Web site at education.ohio.gov, keyword search: *achievement released tests*.

The spring 2010 OGT will not be released on July 1, 2010 per HB 1. Previously released OGT can be found at the ODE Web site 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, also, 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 Individualized Education Program (IEP) or a 504 Plan shall take the regular statewide tests either with or without allowable accommodations. Students with the most severe cognitive disabilities may participate in 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 all statewide tests at that 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 participate in 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 Web site 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 Ohio Administrative Code Rule 3301-13-04 see page 108.

Test Administrator

Schools are responsible for administering statewide tests. The statewide tests at each grade level are required to be administered by test administrators who are employees of the school district and are licensed/certificated by 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 licensed/certificated school personnel; other responsible employees may be utilized if necessary.

Even if fewer than 30 students will be tested in a room, a licensed/certificated school employee must serve as the test administrator. A small group administration must be administered by a test administrator who meets the criteria as per OAC Rule 3301-13-02(P) 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* for each specific test.

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 Rule 3301-13-03 for public schools and OAC Rule 3301-13-10 for 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 Rule 3301-13-05, Test Security Provisions.
- Access to individual students' statewide test results, in accordance with R.C. 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 Rule 3301-13-01(G). 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.
 - 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.

Required Statewide Assessments for Home-Education Students

If a home-education 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 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 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 through 12 are required to administer the Ohio Graduation Tests (OGT).

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 submit an “Intent to Participate” form to the Ohio Department of Education (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 Intent to Participate forms are 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 Rule 330113-01(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.

Conflict School Calendar

The schedule of test administration periods including make-up testing is set by the state Superintendent of Public Instruction. Pursuant to OAC Rule 3301-13-02 (Y), 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 must notify the Ohio Department of Education, Office of Assessment, in writing as soon as such a conflict is known to request a modified testing schedule. The Office of Assessment will address the district’s request.

Closed Due to Snow/Emergency

OAC Rule 3301-13-02 requires the school to submit written evidence of the interruption of the school schedule to the Department, Office of Assessment; the state superintendent may then approve a modified testing schedule. District test coordinators are instructed to FAX a letter of documentation to the Office of Assessment as soon as reasonably possible and continue testing when school resumes. The Office of Assessment's fax number is (614) 995-5568. 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 a licensed/certificated employee if someone else is acting as the test administrator. The test administrator who is the licensed/certified employee 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 accommodation of a scribe may be provided to a student in any appropriate test administration subject (e.g., reading, writing, mathematics, science, social studies) subject to the four criteria for allowable test accommodations.

General Method for Scribing, *continued*

- The use of a scribe is considered an allowable accommodation, as long as **all four** of the following criteria under Ohio Administrative Code 3301-13-03 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.

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 to the first criteria above 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 or any other ODE office to receive permission to provide this accommodation in this circumstance.

Word Processor Method for Scribing

The use of a word processor 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 student may not use the word processor's dictionary or thesaurus features for **reading, mathematics, science or social studies tests**. These features must be disabled during reading, mathematics, science and social studies test administrations.
- 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 their 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.
- 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 ask 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.
- The only time when audio recordings of a student’s oral response are needed are for test administrations where oral translations are provided to eligible LEP 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.

The student can edit what the scribe has written. Capital letters and punctuation can 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 (see note and explanation above).

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, oral 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.

- A person authorized to administer state tests **must** be present during the transcription. Two persons shall be present during any transcription of student responses.
- 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.

Supplemental Guidelines for Transcribing Student Responses, *continued*

- 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 area, 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 limited English proficient (LEP), [i.e., by meeting all of the criteria in OAC Rule 3301-13-11(A)], may have additional test administration time and may use English language and/or translation dictionaries.

Except for additional time and the use of dictionaries as accommodations for limited English proficient (LEP) students, all accommodations must be specified in writing in an IEP or 504 Plan prior to the test administration. See pages 38-39 for more complete information regarding test accommodations.

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. While 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 forty-five 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.

Students Who Finish Early, *continued*

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 limited English proficient (LEP) students identified as meeting all the criteria in OAC Rule 3301-13-11(A).

Policies regarding acceptable rulers for the Grade 3 Mathematics Ohio Achievement Assessment can be found at education.ohio.gov, keyword search: *ruler*. Policies regarding acceptable protractors for the Grade 5 Mathematics Ohio Achievement Assessment can be found 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 at education.ohio.gov, keyword search: *calculator*.

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 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 Web site at: education.ohio.gov, keyword search: *SSID*.

Scorable Material Pick Up

At the recommendation of the Ohio Test Steering Committee, 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 which 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 is required to occur locally at the district/school level. See pages 63-64 for guidelines for transcription.

Special and Operational 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	No
Foreign Language CD	No	No	No	Yes	Yes	No
Spanish Bilingual	No	No	No	Yes	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;

Standards for the Ethical Use of Tests, *continued*

- (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;
 - (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

Standards for the Ethical Use of Tests, *continued*

- (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;
 - (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.

Standards for the Ethical Use of Tests, *continued*

- (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 fashion whatsoever to any student who will be taking a test.

The following are some actions that would be security breaches. This is not a complete list, but it provides some examples. It is illegal to create “study guides” for students based upon questions known to be on state tests. In general, individuals monitoring a test do not need a copy of the test booklet; they are given specific administration instructions. (Accommodation situations may be an exception to this). Individuals monitoring a given test subject may not “look ahead” at other test subjects printed in a test booklet. No secure material from any operational test may be released to any student, to the media or to the general public. It is unethical and illegal to alter any student response or to assist a student to cheat in any other way. Unauthorized persons may not be 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 people identified by the district as authorized should ever see the tests before, during or after the administration of statewide tests. The individuals may include test coordinators, test administrators and monitors, as well as students taking the tests. 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 until the July 1 public releases of the previous year’s tests. The OAA has a partial release of test questions.

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 Ohio Administrative Code (OAC) Section 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 are kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. All special versions of the tests – including Braille, large print, English audio CD, foreign language CD and bilingual test booklets – also are secure documents.

No secure test materials shall be photocopied or duplicated in any manner. New technology has brought a new concern for security. 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 Alternate Assessment for Students with Disabilities: the entry sheets and evidence submitted as part of the collections of evidence (COEs) for students with disabilities participating in the Alternate Assessment (AASWD) also 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

R.C. 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 Rule 3301-7-01, or any violation of the school's security procedures under OAC Rule 3301-13-05, is to be reported to ODE's Office of Assessment as soon as the alleged violation becomes known to the school 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 Rule 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-wide and district-wide assessments. The standards themselves are included in the chapter on the administration of tests on pages 66-69 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, 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 them. 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 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 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

While 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 Web Site that 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 also is 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.

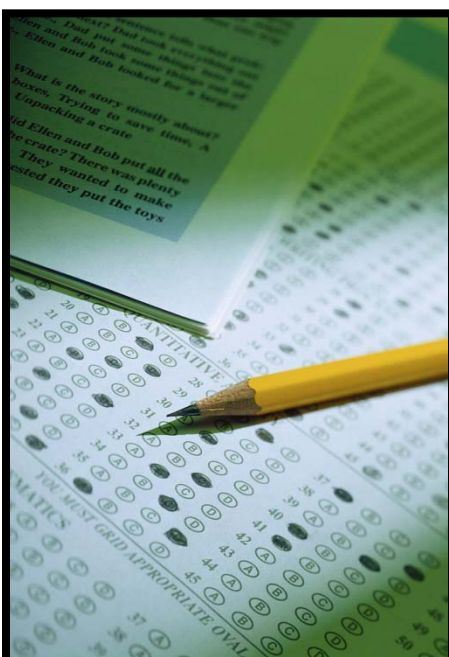
Additional Test Security Resource

The ODE Office of Assessment has developed a resource and reference guide for test security, *Guidelines and Procedures: Maintaining Test Security and Reporting Testing Incidents*. It is found on the next page. This resource was developed in consultation with district staff familiar with testing issues from across Ohio, Ohio educational organizations, ODE assessment staff and ODE legal counsel. It should be used in conjunction with specific test administration manuals in the event of a testing irregularity or testing incident, and it may 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

2008-09 Original Development
2009-10 Revised
Ohio Department of Education



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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/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 (grade level will determine which subjects areas administered) and the Ohio Graduation Tests (OGT) in reading mathematics, writing, science and social studies must 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 students identified as limited English proficient (LEP).

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 at the Ohio Department of Education (ODE) **after** a test incident becomes known to the district. When reporting test incidents, districts shall initially contact the ODE, Office of Assessment by telephone, within 24 hours or 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 **may** request a copy of the completed Test Incident Form during an investigation. In the event an investigation is conducted by a district, the district must report the results of that investigation within 10 days to the Office of Assessment.

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 hence 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, School 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, which are not considered secure tests; and any practice tests published by ODE. The test questions remain secure until the test's questions and related materials such as passages are posted on the ODE Web site. 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 shall 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 should students have access to any assessment materials or assessment items before or after the test administration.

The Ohio Department of Education (ODE), through a contract with a test vendor, administers the statewide assessments and provides training for security procedures through onsite regional training sessions in the fall. The following documents also contain guidelines for test security:

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

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

- Revised Code, 3301.0710: Statement on State Board Policy on Test Security
- Ohio Administrative Code Rule 3301-13-02 (H): Administering State Assessments re Breach Forms
- Ohio Administrative Code Rule 3301-13-05: Rule for Test Security
- 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 result 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 result 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*.

Who Reports and How to Report a Test Incident

There are several ways to file a test incident **after** the initial call has been made to ODE: the Office of Assessment may ask the school or district to complete the Report of Test Incident form and fax, mail, or email it to the ODE. The Report of Test Incident is required to collect data, to allow 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.

Procedure for Reporting a Test Incident

The report of an incident may be submitted by telephone, fax, letter, or in person. An email report is not recommended as the information reported is generally confidential. However, an email that states a test incident may have occurred will be acted upon by ODE. The individual or district reporting an incident by email is asked to contact the ODE by telephone.

The letter, telephone call, personal visit or e-mail may result in the Office of Assessment asking that the Report of Test Incident form be completed and submitted, within 24 hours, to the Office of Assessment by the school or district or the form may be completed by the designated staff in the Office of Assessment 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 within 2 business days after a test incident becomes known to the district. 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:

- Fax or write a letter describing test incident, make a telephone call or personal visit
- Email is not recommended; however, a follow up telephone call will be necessary

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

- 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. The Ohio Department of Education, Office of Assessment, 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 vendor) and require an administration of a breach form are at the state's expense (e.g., missing pages).

Possible Conditions for a Breach Form

The Breach Form is intended to 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 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	District
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's responses that have been compromised are not students' true responses and are, therefore, subsequently invalid. These tests must be invalidated. There are two ways to submit an invalidation:

- Submit the request *prior* to the deadline date (usually one to two weeks after the test administration) – 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 vendor.
- 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 limited English proficient (LEP) when given appropriate additional LEP accommodations and when LEP student meets eligibility requirements for these accommodations. The translator is the scribe.
- Short-term medical condition (e.g., broken arm or wrist).

District Investigation Report

A district conducts an investigation when a Report of Test Incident Form has been submitted to the ODE and the 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 the ODE. The district investigation report is due to the ODE 10 days after the district investigation has been completed. ODE has developed a set of guidelines to help districts complete this written report, found on page 82-84.

Interaction with the Office of Professional Conduct

After the district investigation report has been received by the ODE in which an alleged test security violation has been confirmed, a copy of the report is sent to the Office of Professional Conduct (OPC). Investigations involving certificated or licensed personnel are the only cases sent to the OPC. The OPC determines if an additional investigation is warranted. If a case is opened by the OPC, a state investigation is conducted by the OPC.

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](#) – necessity to submit determined by the Office of Assessment
- [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 Use** 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 the 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 at (614) 466-0223 to discuss the alleged test incident. The Office of Assessment may request a copy of the completed 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. A separate form for each test incident should be completed.

Type of Test Incident – check one

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

Identification/Contact Information

Contact (person completing report) _____
Title _____
District _____
District IRN _____
District Telephone _____
Date of Test Incident _____ Date Report Submitted _____

School Information

School _____
School IRN _____
School Telephone _____

Information about Test Incident

Test	Administration	Administration Year _____
<input type="checkbox"/> Ohio Achievement Assessments	<input type="checkbox"/> October	
<input type="checkbox"/> Ohio Graduation Tests	<input type="checkbox"/> March	
<input type="checkbox"/> OTELA	<input type="checkbox"/> April/May	
	<input type="checkbox"/> June	
Subject	Grade	
<input type="checkbox"/> Reading	<input type="checkbox"/> 3	
<input type="checkbox"/> Mathematics	<input type="checkbox"/> 4	
<input type="checkbox"/> Writing	<input type="checkbox"/> 5	
<input type="checkbox"/> Science	<input type="checkbox"/> 6	
<input type="checkbox"/> Social Studies	<input type="checkbox"/> 7	
Test Form _____ (use NA if none available)	<input type="checkbox"/> 8	
	<input type="checkbox"/> 10	
	<input type="checkbox"/> 11	
	<input type="checkbox"/> 12	
	<input type="checkbox"/> OGT Only	

Description of Test Incident – use additional pages as needed.

Describe test incident. Include names of all individuals involved in test incident (including student names).

Proposed Solution to Test Incident – use only for Test Irregularity.

Describe solution. Include any corrective action taken.

– For Office of Assessment use only –

Information recorded by the Ohio Department of Education Office of Assessment

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

ODE Representative Who Took Report _____

Date _____



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

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 of the district. Please fill in all requested information and fax to the Ohio Department of Education, Office of Assessment (fax number is listed at the end of this form). The district should retain a copy for one year.

The request for a breach form does not indicate that the breach form will be used. The Office of Assessment will review the request and contact the district. In order for the request for the use of the breach form to be considered by the ODE, a list of students whose scores are to be invalidated must be on file with the Office of Assessment. If a breach form is approved, the administration must occur during the allowable test period.

Identification/Contact Information

District _____

District IRN _____

District telephone _____

Name of superintendent _____

Signature of Superintendent _____

Date _____

Test Information – Note Specific Grade Level and Content Area

Administration Year _____

Administration

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

Test

- Ohio Achievement Assessments
- Ohio Graduation Tests

Subject

- Reading
- Mathematics
- Writing
- Science
- Social Studies

Grade

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

Quantity of Materials Requested

Reading Test Booklets _____

Mathematics Test Booklets _____

Writing Test Booklets _____

Science Test Booklets _____

Social Studies Test Booklets _____

Answer Documents _____

Administration Manuals _____

DTC Manuals _____

BTC/STC Manuals _____

Special Versions (OGT only)

List Subject and Quantity for Each SV

Braille _____

Large Print _____

Language Translation _____

-- Go to next --

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

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

– *Go to next page* –

– For Office of Assessment use only –

Information recorded by the Ohio Department of Education Office of Assessment

Request for a Breach Form

Approved – list test, subject, grade level, administration date

Not Approved – give reason



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

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 USE

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 their answer into a standard test booklet or answer document
- Student identified as limited English proficient (LEP) 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 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 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 61-63 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 USE

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);
2. Procedures shall be implemented to ensure maximum test security;
3. Training on Revised Code 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 Ohio Administrative Code (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 Ohio Administrative Code (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 has 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;
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 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, 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 USE

Test Procedures Agreement for School/Building Test Coordinators

The school/building test coordinator acknowledges that:

1. All Ohio statewide assessments are secure tests (except OH Diagnostic Assessments and practice tests);
2. Procedures shall be implemented to ensure maximum test security;
3. Training on Revised Code 3301.0710 State Board Policy on Test Security has been provided to all test administrators prior to the test administration;
4. Training on Ohio Administrative Code (OAC) Rule 3301-13-05 Rule on Test Security has been provided to all test administrators prior to the test administration;
5. Training on Ohio Administrative Code (OAC) Rule 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 has 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 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, 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 USE

Test Procedures Agreement for Test Administrators

The test administrator acknowledges that:

1. All Ohio statewide assessments are secure tests (except Ohio Diagnostic Assessments);
2. Procedures shall be implemented to ensure maximum test security;
3. Training on Revised Code 3301.0710 State Board Policy on Test Security has been provided prior to the test administration;
4. Training on Ohio Administrative Code (OAC) Rule 3301-13-05 Rule on Test Security has been provided prior to the test administration;
5. Training on Ohio Administrative Code (OAC) Rule 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 has 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 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, 25 S. Front St., MS 507, Columbus, OH 43215
Fax: 614 995-5568 Phone: 614 466-0223

Scoring Process

Through a competitive bidding process, the Ohio Department of Education 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 63-64 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 AA-SWD administration results will be available in May. Exact dates are listed page 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. Effective 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.

Purpose of Statewide Test Results, *continued*

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 online at education.ohio.gov, keyword search: *local report cards*.

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. Requests for OAA, OGT, OTELA (only verifications) or AASWD (both OAA and OGT) test verification and rescore will be made through the online system, *TIDE*, the test vendor's secure Web site, at <https://www.ohtide.org>. In 2009-10, **no paper forms** will be accepted nor will any paper forms be returned or acknowledged for verifications and rescoring. Please note the *SchoolHouse* online system will no longer be used for OAA. 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. In addition, they will not be charged for verification requests that are due to a state or vendor error.

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 will reflect that the student took a test he or she did not take or did not take a test that he or she did take. 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.

Purposes of Waivers

R.C. 3317.03 and R.C. 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.

Purposes of Waivers, *continued*

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 is requested for the student who has missed taking the test in **both** the October and March administrations. Waiver requests must be submitted by June 30

each year through EMIS in accordance with EMIS reporting requirements. Districts should not submit hard-copy student lists to ODE.

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 participate in 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 participate in 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 answer refers either to a student receiving special education services under R.C. Chapter 3323 in accordance with an individualized education program (IEP) developed pursuant to R.C. 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

On July 1 each year, ODE releases at least 40 percent of the questions on the OAA. Beginning with the spring 2010 OGT administration, **OGT test items will no longer be released**. However, previously released tests are available online. 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 Web site 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.

Amended Substitute House Bill 66 allowed for a partial release of test questions. R.C. 3301.0711 requires the following:

- For grade 3-8 achievement assessments, all of the questions on the first administration of each OAA are a public record. For subsequent administrations of the grade 3-8 achievement assessments, at least 40 percent of the questions on the test that are used to compute a student's score shall be released as a public record; the other questions are **not** released as a public record.
- The spring 2010 OGT will **not** be released on July 1, 2010 per HB 1.

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 if any cost, directly or indirectly, is involved.

Education Management Information System (EMIS)

Scores reported by the scoring contractor are entered into EMIS by districts (or their designees) and most often by an electronic data file supplied by the scoring service provider to districts. 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

Section 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."

Subject Area Acceleration

A third-grade student performing above grade level in math, for example, might go to a fourth-grade teacher every morning for instruction in math, and then return to the third-grade classroom for instruction in all other subject areas. This student would be subject-area accelerated to fourth-grade mathematics. In most cases, students placed in curricular options with peers of a similar age, such as ability grouping, honors courses and AP courses, are not covered under these acceleration testing rules.

Rules for Subject Area Acceleration

A complete set of rules regarding student subject area acceleration and state testing are shown below, and a flowchart and several examples are 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 back 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.
- 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.

Rules for Subject Area Acceleration, *continued*

- 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** 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 *Reason Test Not Taken 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.

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 they 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).

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 vendor 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 (*SchoolHouse-OAA*). **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 and 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 vendor 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 vendor;

Specific Test Administration Procedures for Subject Area Acceleration, *continued*

- 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 vendor; 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.

Acceleration Resources

For questions regarding which students are covered under this policy, 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. The following update on the acceleration policy repeats much of what has already been listed. The update is presented to ensure accuracy of the policy.

Acceleration Testing Policy for Subject-Accelerated Students

Updated 2/19/09

Note: The rules below have been established to ensure equity across districts regarding the practice of testing subject-accelerated students. Section 3324.10 of HB 66 and HB 79 charges all districts with the adoption of a district student acceleration policy. As such, the rules below apply only to students accelerated under a district acceleration policy. Typically, the students covered under the rules below are students accelerated into courses where most of their classmates are older peers.

Subject Acceleration: The practice of placing a student in a higher grade level than is typical given the student’s age for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

Example:

- A third grade student performing above grade level in reading and math goes to a fourth grade teacher every morning for instruction in these subjects and returns to the third grade classroom for instruction in other subject areas.

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.

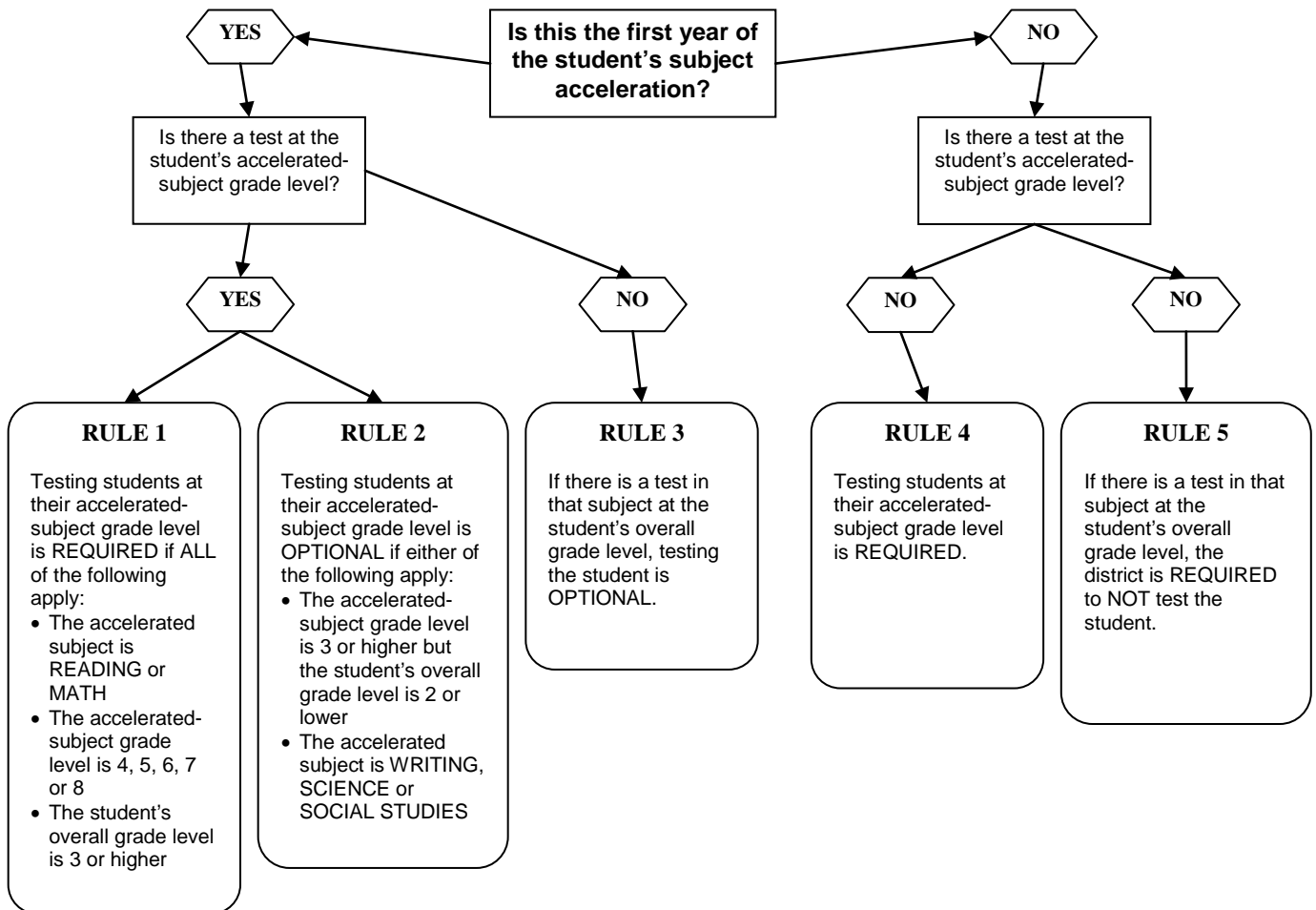
Definitions:

- 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 where the student’s score will be counted.

A decision flowchart for subject acceleration, a matrix for accountability and reporting purposes and the rules for acceleration are presented on the following pages. These three documents are part of the update.

Acceleration Testing Policy for Subject-Accelerated Students, *continued*

Decision Flowchart for Subject-Accelerated Students



Acceleration Testing Policy for Subject-Accelerated Students, *continued*

OAA Accountability and Reporting Matrix for Subject-Accelerated Students				
Rule	Accelerated Placement Scenario	Testing at accelerated-subject grade level	Accountability grade level when students are tested at accelerated-subject grade level	EMIS Reporting Requirements (report grade level of student at time of test element and test grade level element per standard guidelines)
1	It is the first year of the student's acceleration and all of the following apply: <ul style="list-style-type: none"> • The student is in an accelerated-subject grade of 4, 5, 6, 7 or 8. • The accelerated subject is reading or mathematics. • The student's overall grade level is 3 or higher. 	Required	Overall grade level up to two grade levels below student's accelerated-subject grade level.	<i>Acceleration Element(s)</i> [subject(s) and number of years accelerated]. <i>Type of Accommodation Element.</i>
2	It is the first year of the student's acceleration and either of the following apply: <ul style="list-style-type: none"> • The student is in an accelerated-subject grade level of 3 or higher but his or her overall grade level is 2 or lower. • The student is in an accelerated subject of science, social studies or writing. 	Optional	Accelerated-subject grade level.	<i>Acceleration Element(s)</i> [subject(s) and years accelerated]. <i>Type of Accommodation Element if</i> the student is tested at the accelerated-subject grade level.
3	It is the first year of the student's acceleration. A test does not exist at the student's accelerated-subject grade level but a test does exist in that subject at the student's overall grade level.	Testing is Optional .	N/A	<i>Score Not Reported Element if</i> the student is not tested.
4	It is a year other than the first year of the student's acceleration and a test exists at the student's accelerated-subject grade level.	Required	Accelerated-subject grade level.	<i>Type of Accommodation Element if</i> the student is tested at the accelerated-subject grade level.
5	It is a year other than the first year of the student's acceleration and a test does not exist at the student's accelerated-subject grade level but a test does exist in that subject at the student's overall grade level.	The district cannot test the student.	N/A	<i>Score Not Reported Element.</i>

Note: A student who has been **whole-grade accelerated** will have identical accelerated-grade, overall-grade and accountability-grade levels. 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).

Acceleration Testing Policy for Subject-Accelerated Students, *continued*

- 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.
- 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** 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.

Note regarding whole grade acceleration: For students who have been whole grade accelerated, their accelerated grade level, overall grade level and accountability grade level 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 they 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 Element(s)* [subject(s) and number of years accelerated].

Acceleration Testing Policy for Subject-Accelerated Students, *continued*

Note regarding Test Administration Procedures: Students testing at the accelerated level must be noted as such on test documents/records sent to the test vendor, either in the Pre-ID file, **or** in the appropriate bubble on the Demographic Page, **or** in the Record Changes System (*SchoolHouse*). Failure to properly record students testing at the accelerated level may delay processing and reporting.

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 or EMIS reporting, please contact your district's EMIS coordinator.

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 limited English proficient (LEP) students.

NCLB also requires states to participate in 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 and HB 1 require participation of any Ohio schools in any NAEP administration for which they are selected; subject matter areas vary from one administration to the next.

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 where 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 for a full academic year 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 Rule 3301-13-04).

Students Included for District/School Accountability Purposes

NCLB requires all students 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 now 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.

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.

2009-2010 Accountability Components	Measures Applied	District and School Standards
Performance Indicators	<p>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</p> <p>Ohio Graduation Tests (OGT): Grade 10 reading, mathematics, writing, science and social studies Grade 11 reading, mathematics, writing, science and social studies</p> <p>Attendance Rate Graduation Rate</p>	<p>Twenty-six total indicators for each district; the number varies for each school depending on the grade spans. Standard to meet each designation (districts):</p> <ul style="list-style-type: none"> • Excellent: 25-26 • Effective: 20-24 • Continuous Improvement: 13-19 • Academic Watch: 9-12 • Academic Emergency: 0-8
Performance Index	<p>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</p> <p>Ohio Graduation Tests: Grade 10 reading, mathematics, writing, science and social studies</p>	<p>Nineteen assessments create the performance index score for each district.</p> <p>The number of assessments varies for each school depending on the grade spans.</p>
Adequate Yearly Progress (AYP)	<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>Ohio Graduation Tests: Grade 10 reading and mathematics</p> <p>Attendance Rate Graduation Rate</p>	<p>Six overall district Adequate Yearly Progress (AYP) indicators:</p> <ul style="list-style-type: none"> • Reading Proficiency Rate • Reading Participation Rate • Mathematics Proficiency Rate • Mathematics Participation Rate • Attendance Rate • Graduation Rate
Value-Added Measure	<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 four and eight.</p>

ODE Web Site: Keywords	
Visit the Ohio Department of Education’s Web site 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 below for related Web sites.	
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>Alternate Assessment</i>	Manuals and information about Ohio’s alternate assessment for students with significant cognitive disabilities.
<i>Diagnostic Assessments</i>	Information and resources for the grades K-3 Diagnostic Assessments in reading, mathematics and writing.
<i>Diagnostic Support Web Site</i>	http://www.diagnostictestsupport.org/ Web site 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>Limited English Proficient</i>	Limited English Proficient student information from the Lau Center.
<i>Newsletters</i>	Archived copies of <i>Ideas of ODE</i> monthly e-newsletter on curriculum and assessment; the K-8 District Test Coordinator monthly newsletter and OGT District Test Coordinator monthly newsletter.
<i>OAA</i>	Ohio Achievement Assessments (OAA) information and resources.
<i>Ohio Documents Archive</i>	http://www.ohiodocs.org District Test Coordinators’ Manuals, School Test Coordinators’ Manuals and directions for test administration for Ohio’s Grades 3-8 Achievement Assessments.
<i>OGT</i>	Ohio Graduation Tests (OGT) information and resources.
<i>OGT Released Tests</i> or <i>OAA Released Tests</i>	Released test materials used during previous years, downloadable as Adobe Acrobat PDFs.
<i>OGT Student Web Site</i>	http://ohio.measinc.com/Content.htm OGT practice tests and resources for students.
<i>Practice Tests</i>	Half- and full-length assessments for students to use as OAA and OGT study aids, downloadable as Adobe Acrobat PDFs.

Keyword search terms	Information you will find
<i>OGT Web site for Teachers</i>	http://ohio.measinc.com/teachers/ OGT scoring tools, resources and constructed-response.
<i>OTELA</i>	Information about the Ohio Test of English Acquisition (OTELA), the annual measure of English language proficiency required for all Limited English Proficient Students (LEP) in Ohio.
<i>Rules Book</i>	Comprehensive information about the administration of Ohio’s statewide tests, including information on testing accommodations.
<i>SSID</i>	Statewide Student Identifier (SSID) policy, <i>SSID Users’ Manual</i> , SSID requirements.
<i>Special Formats</i>	Samples of state assessments in a variety of formats that assist in providing accommodations to students whose IEP, 504 or Limited English Proficient (LEP) status allows for use of special testing accommodations (including large print, English audio (read-aloud) and foreign language translation versions).
<i>Success Web Site</i>	http://www.success.ode.state.oh.us Secure access to data files of scored tests for authorized users for OAA, OGT and OTELA. Online practice tests using released test items, released test items, statewide item performance information, cross-references with standards and benchmarks, parent-friendly explanation of items, practice scoring tools for constructed-response items, information on score report interpretation for OAA and OGT.
<i>Test Blueprints</i>	OAA and OGT Test blueprints that contain information about individual tests, including the number of test items and the number of points for each test item; and the number of test items by short-answer, multiple-choice or extended-response category; and policies on rules, protractors and calculators.
<i>Test Dates</i>	Several years listing dates of 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, basic descriptive statistics).
<i>TIDE</i>	https://www.ohtide.org/TIDE District Test Coordinator secure access only. Web site for customer service and ordering materials for the Ohio Achievement Assessments, Ohio Graduation Tests, Ohio Test of English Language Acquisition and Alternate Assessment (OAA and OGT). The OAA began using the <i>TIDE</i> online system in August 2009.

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 2009. This chapter contains links to the Ohio Administrative Code Chapter 3301-13, “Proficiency Tests.” These rules, linked below, are online at the <http://codes.ohio.gov/> Web site, the online repository for all Ohio Revised and 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.](#)
- [3301-13-08 Establishing provisions for an oral administration of the ninth-grade proficiency tests required for graduation.](#)
- [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 – Limited English Proficient “LEP”	ORC 3301.0711(C)(3) OAC 3301-13-02(N)(10) and (12)
Accommodations – Students with Disabilities (IEP)	ORC 3301.0711(C) ORC 3301.0711(C)(1)(a) OAC 3301-13-03 OAC 3301-13-10
Accountability (Local Report Card)	ORC 3302.01 through ORC 3302.04 ORC 3314.012
Achievement Assessments (Grades 3-8)	ORC 3301.079(C) ORC 3301.0710(A)(1)(a)-(f)
Achievement Assessments Test Window	ORC 3301.0710(C) (HB 66) (HB 190)
Alternate Assessments Test Window – Due Date to Return COE	ORC 3301.0711(C)(1)(a) and (b) ORC 3313.61(L) ORC 3301.0710(H)(1) (HB 66)
Achievement Levels (Student Test Score Ranges, i.e., advanced, accelerated, proficient, basic, and limited) See Performance Standards	ORC 3301.0710(A)(2)(a)-(e) and (G)
Anchor Questions	ORC 3301.0711(N)(2) and (N)(3)
Appeal Requests for Verification or Rescoring	OAC 3301-13-06
Chartered Nonpublic Schools	ORC 3301.0711(C)(1)(c), (C)(3), and (K)
Cleveland Scholarship Program – Voucher Program	ORC 3313.976; 3313.978 (HB 1) ORC 3310.0711 (K) (HB 1) ORC 3313.976 (A)(11) ORC 3313.978 (G) [(01-04)]
Community Schools Academic Progress and Closure Sanctions	ORC 3314.35 ORC 3314.36 (HB 79)
Dates/Sequence of Administration	ORC 3301.0710(C),(D),(E)and(H) ORC 3301.0711(B) ORC 3301.0715(A) and (B)
Diagnostic Assessments	ORC 3301.079(D) ORC 3301.0714(B)(1)(o); ORC 3301.0715

Diploma or Honors Diploma	ORC 3313.61 OAC 3301-16-02
Education Management Information System “EMIS”	ORC 3301.0714
Educational Choice Scholarship Program – (EdChoice)	ORC 3310.14 ORC 3310.15 OAC 3301-11-(01-14)
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 taking the Social Studies test	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)(o)
Individualized Education Program – “IEP”	OAC 3301-51-07
Intervention	ORC 3301.0711(D) ORC 3301.0712(A) ORC 3301.0715(F) ORC 3313.608 ORC 3313.6012
Limited English Proficiency (LEP)	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 3301.0712 ORC 3313.614(B)

Ohio Graduation Tests – “OGT”	ORC 3301.0710(B) ORC 3313.614(B)
Ohio’s “Operating Standards” (Formerly “Minimum Standards”)	OAC 3301-35-01 OAC 3301-35-14
Oral Administration	OAC 3301-13-08
Ohio Test of English Language Acquisition (OTELA)	ORC 3301.0711(C)(3) 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 – Ohio Achievement Assessments	ORC 3301.0710(A)(2)(a)-(e), (G)
Performance Standards – Ohio Graduation Tests	ORC 3301.0710(A)(2)(a)-(e), (G)
Practice OGT Tests	ORC 3301.0710(F) ORC 3301.0711(A)(1),(B)(10), (D)(2)
Promotion to Next Grade	ORC 3319.01; ORC 3301.07(D) ORC 3313.60(B) ORC 3313.609
Release of Test Questions as public records	ORC 3301.0711(N)(1), (3), (4), (5)
Remediation Services	ORC 3313.608(B)(2)
Report Card (Local Report Card)	ORC 3302.03; ORC 3314.012
Reporting Assessment Results	ORC 3301.0711(G)(2) ORC 3301.0714(B)(1)(o) OAC 3301-13-06
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
Statewide Student Identifier (SSID)	ORC 3301.0711(A)(1) ORC3301.0714(D)(1), (2) ORC 3301.12
Student Records	ORC 3301.07(D) OAC 3301-13-01(H)

Students with Disabilities	ORC 3313.61(L) OAC 3301-13-01(M)
Students with Disabilities – Exempt from Consequences	ORC 3313.61 (B)(1)
Testing as Specified in IEP	OAC 3301-51-07(H)(1)(g)(h)
Third-Grade Guarantee	ORC 3313.608 OAC 3301-13-01(P)
Value-added Progress Dimension	ORC 3302.021 ORC 3314.35 ORC 3314.36 (HB 79)
Voucher Program: Educational Choice Scholarship Program	ORC 3310.03(B)(2) ORC 3310.14
Voucher Program: Cleveland Scholarship Program	ORC 3313.976; 3313.978 (HB 1) ORC 3310.0711 (K) (HB 1) ORC 3313.976 (A)(11) ORC 3313.978 (G) [(01-04)]
Waiver to Receive Funding	ORC 3317.03(E)(3), (4) ORC 3314.08 OAC 330113-04