

ODE EMIS MANUAL

Section 2.8: Student Assessment (FA) Record



Version 6.0
July 7, 2016

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|---------------|--------------------------------|---------------------|--|
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>39625, 40985</u> | <u>Added to Coming Changes.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>41535</u> | <u>Remove ASQ/SE Assessment (type GS).</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>40944</u> | <u>Added fall collection and dates for GN, and removed fall collection for GA.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>43843</u> | <u>Added six CTE Technical Assessment (GY) Areas.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>39527</u> | <u>Two AP Assessments added: AP Research and AP Seminar.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>37781</u> | <u>Assessment Area Code R valid for GN, grade 3.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>37739</u> | <u>Assessment Type GU (Industry Assessments) no longer reported.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>36440</u> | <u>Removed CL03 option from Assessment Area Codes for Industry Credentials.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>36438</u> | <u>Removed AGL1 option from Assessment Area Codes for EOC exams. Added ALG1.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>34328</u> | <u>Added BIOL/biology option to Assessment Area Codes for EOC exams.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>34301</u> | <u>Required Test Type options “ST1” and “ST2” deleted.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>33592</u> | <u>OTELA name changed to OELPA.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>32833</u> | <u>Changes to ECO reporting guidelines.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>32755</u> | <u>Changes to the progression areas on the ELA.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16A</u> | <u>32752</u> | <u>New LEP option added for second year of LEP “L” status.</u> |
| <u>6.0</u> | <u>7/7/16</u> | <u>FY16</u> | | <u>Added Coming Changes section.</u> |
| 5.1 | 1/13/16 | FY15A | | Deleted Assessment Area Code options C and R for GO (KRA). |
| 5.1 | 1/13/16 | FY15A | | Added IB Chinese exams to Assessment Area Code options. |
| 5.0 | 9/16/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 5.0 | 9/16/15 | FY15A | 1072 | Included information regarding new KG assessment. |
| 5.0 | 9/16/15 | FY15A | 1085 | Included information for collecting additional informaton for DORP Report Card. |

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|---------|----------|--|-----------|---|
| 5.0 | 9/16/15 | FY15A | 1107 | Deleted GGG, and included information for new PK assessment (ELA). |
| 5.0 | 9/16/15 | FY15 | | Added or modified information about EOC exams, WK assessments, next generation exams, and non-state assessments. |
| 4.1 | 4/21/15 | FY14N | 962 | Added Score Not Reported and Score options for CTE assessments. |
| 4.1 | 4/21/15 | FY14N | 1060 | Added reporting instructions for new industry credential measure. Also added a number of assessment options. |
| 4.1 | 4/21/15 | FY14N | 1007/1008 | Added reporting instructions for IB and AP Assessments. |
| 4.1 | 4/21/15 | FY14N | 1024 | Updated reporting instructions for Score Not Reported Option P. |
| 4.1 | 4/21/15 | FY14N | 830/831 | Updated reporting instructions for ACT and SAT. |
| 4.1 | 4/21/15 | FY14N | 1020 | Added and deleted several CTE Technical Assessments. |
| 4.1 | 4/21/15 | FY14G | | Beginning in FY14, CTE Student Assessments (GY) also reported in March. |
| 4.0 | 10/16/13 | FY13K | 1010 | Removed references to unit funding. |
| 3.0 | 6/7/13 | FY13N | 976 | Deleted verbiage from Test Formats and Accommodations, modified verbiage under Ohio Achievement Assessments (GA) and Ohio Graduation Test (GX). Modified reporting instructions for FA240, added verbiage to Example 2. Reporting ALT Scores, modified language in reporting instructions for FA210 within the assessment window table. |
| 2.1 | 5/8/13 | FY13 K | 996 | Changed version number on front page and footer. Added new GY assessments to FA205. |
| 2.0 | 5/2/13 | E-Transcript (E) Student Record Exchange (X) | 921, 922 | Added E-Transcript and Student Record Exchange to Required Reporting Period and file layout. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added language in the General Guidelines to include College Entrance Examination and Local District Assessments. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added language to include SRE collection request under CTE Industry Assessment (GU). |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added Assessments reported for All Reporting Periods Section and Table 1. Assessments by Reporting period. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added Reporting instructions for FA220. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added new assessment types to table (FA235). |

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|---------|--------|--------------------------------|----------|--|
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified/deleted reporting instructions for FA210 and added new assessments to Administration Table. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added new assessment types to Grade level values table (FA200). |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added new assessment types to Type of Accommodation Element values table (FA225). |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Deleted Language from General Guidelines. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified Student Situations Heading in General Guidelines. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified Reporting Assessment Records Heading in General Guidelines. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added verbiage to Ohio Graduation Test (GX) section. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added verbiage to CTE Student Assessment (GY) section. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Created an Options Table for FA060. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified/added reporting instructions to FA210 and added assessment types to table. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added HA-RZ for Special Collection Requests to Assessment type column to the FA205 Valid Options table. Added assessments to FA205 and reporting instructions. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

| <u>Change #</u> | <u>Change Description</u> |
|------------------------|--|
| <u>39625</u> | <u>Assessment Type GD missing from Score Not Reported Options table.</u> |
| <u>40985</u> | <u>Clarify reporting of new SAT.</u> |

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2.8 STUDENT ASSESSMENT (FA) RECORD

Required Collection Requests

The Student Assessment (FA) Record and the relevant elements are to be reported as follows.

| Assessment | Assessment (A) | Graduate (G) | March (D) | Grad Req Prog (R) | E-Trans (E) | Student Record Exchange (X) |
|--|-------------------|-----------------|--------------|-------------------------|----------------|--------------------------------------|
| AC – American College Testing (ACT) Assessment | √ | √ | | √ | √ | √ |
| AP – Advanced Placement Assessment | √ | √ | | √ | √ | √ |
| GA – Ohio Achievement Assessment (OAA) | √ | | | | | √ |
| GB – Early Learning Assessment (ELA) | √ | | | | | √ |
| GD – NWEA Measures of Academic Progress (MAP) DORP Growth Assessment | √ | | | | | |
| GE – End of Course Exam | √ | | | | | |
| GF – Ohio Test of English Language Acquisition Proficiency Assessment (OELPATELA) | √ | | | | | √ |
| GM – Early Childhood Outcome (ECO) Assessment | √ | | | | | √ |
| GN – Next Generation Assessment (NGA) | √ | | | | | |
| GO – Kindergarten Readiness Assessment (KRA) | √ | | | | | √ |
| GS – Ages & Stages Questionnaire/Social Emotional (ASQ/SE) Assessment | √ | | | | | √ |
| GU – CTE Industry Assessment | √ | | √ | | | √ |
| GW – Industry Credential | √ | √ | √ | √ | | |
| GX – Ohio Graduation Test (OGT) | √ | √ | | | √ | √ |
| GY – CTE Technical Assessment | √ | | √ | | √ | √ |
| HA-RZ – Special Collection Assessment | √ | | | | | √ |
| IB – International Baccalaureate Assessment | √ | √ | | √ | √ | √ |
| SA – Scholastic Aptitude Test (SAT) | √ | √ | | √ | √ | √ |
| WK – ACT WorkKeys Assessment | √ | √ | | √ | | |

General Guidelines

Assessments are reported using a common format, the Student Assessment (FA) Record. Please note that the Graduation-Only Test (GP) Record cannot be reported using this format.

Districts are required to report one record per student, per assessment type, per assessment area/subject, per assessment date for all tested grade levels. Therefore, if a given assessment has multiple areas/subjects, then multiple Student Assessment (FA) Records must be reported.

Test Formats and Accommodations

Students can take state assessments in one of the following formats:

- Standard format (STR) or Standard format (STR) with one of the following accommodations:
 - 504 if indicated in the student’s 504 plan,
 - LEP if the student meets the criteria established for LEP students, or
 - IEP.
- Alternate assessment (ALT). Currently, the only state-reported assessments with an Alternate form are the Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT).

The determination as to how a student with disabilities will participate in state- and district-wide assessments is made by each student’s IEP team, at least annually at each IEP meeting. The test format reported for any testing record should be the actual format of the assessment that was administered to the student.

Alternate assessment is appropriate only for students who have severe disabilities. In many instances, this means students with severe limitations to cognitive functioning. Such severe limitations in the area of cognitive functioning should be documented in the student’s evaluation team report. If the IEP team believes that alternate assessment is appropriate for a student, then that student must take the alternate assessment in all subject areas tested.

A school district may determine that it is appropriate for a student to take any of the standard state assessments with IEP or 504 Plan accommodations. In such cases, it is the responsibility of the school district to document what accommodations, if any, will be provided to the student when tested. The documentation of accommodations can be

- included in each student’s IEP or
- documented in writing for any student who was evaluated under section 504.

Accommodations must meet all the following criteria, as defined by rule 3301-13-03 (H):

1. The accommodation is provided in the student’s IEP for classroom and district-wide tests that are similar in format to the statewide test in the same subject area;
2. The accommodation does not change the content or structure of the test; for example, the examiner who reads multiple-choice questions to students may not eliminate one or more answer choices provided as part of the question, nor shall any examiner convert any open-ended question to a multiple-choice question or cause such conversion;
3. The accommodation does not change what the test is intended to measure; for example, examiners are not permitted to read passages from a reading test because this would change the test from a measure of “reading” skills to a measure of “listening” skills; and
4. The accommodation does not change or enhance the student’s response; for example, a scribe shall record only the actual response provided by the student.

All LEP students are allowed the use of a dictionary or extended time for taking the statewide assessments. The *Type of Accommodation Element* refers to additional LEP accommodations beyond the use of a dictionary or extended time, such as the use of a translator.

Student Situations and Statewide Assessments

Retained Students. For information regarding the administration of Statewide Assessment Tests to retained students, please contact the Office of Curriculum and Assessment through the ODE Call Center at (877) 644-6338 and ask to be connected to the Office of Curriculum and Assessment. Rules for the KRA are noted in the section below on that assessment.

Career-Technical Students. JVSDs should only report OGT and OAA testing results for students who enroll directly into the JVSD without enrolling in the resident district. These students are typically non-public or home schooled students. School districts that are educating contract career-technical students will not need to report OGT and OAA testing results for these students. All Career Technical providers would report the CTE assessments relevant to each student's program enrollment.

DD Students. Resident districts report results from the standard (STR) tests or alternate assessment (ALT) results for students that attend DDs unless noted otherwise.

Department of Youth Services (DYS) Students. The Department of Youth Services will report results from the standard (STR) tests or alternate assessments (ALT) for students which attend and are in their buildings.

Home-Schooled Students. Home-schooled students who are taking a CORE curriculum course(s) at the public school are required to take the corresponding statewide test(s). The district should report the assessment results for these students. These students will be included in the district's accountability calculations for those test areas, based upon the Where Kids Count business rules, and the rules for inclusion in the participation rate.

Adult Students. At this time, there are no requirements for reporting EMIS data, including test results, for adult students.

Students Exempt from Consequences. All students in a tested grade level are required to participate in the statewide assessments; however, a school district may exempt a student with disabilities from meeting the passing standard on one or more of the required graduation tests. If the student is exempt from the individual consequences for any subject test and therefore not required to meet the passing standard of that subject test in order to graduate, a Student Special Education Graduation Requirement (FE) Record is required to be reported. The record is reported whenever an IEP determination is made to continue an exemption, add an additional assessment area for an exemption, or cancel a prior exemption from the consequences of any graduation test.

If after the initial administration, the IEP team determines that the student is no longer exempt from the individual consequences and is now required to meet the passing standard on one or more of the graduation tests, the student will need to take and pass the subject test(s) identified by the IEP team in order to meet graduation requirements. A new Student Education Graduation Requirement record must be reported indicating the IEP event and date when this determination was made.

Reporting Statewide Assessment Records

Statewide assessment results are required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. If a student enrolled during a required test administration is required to test and was not tested, or was tested but test scores were not available in time for EMIS reporting, then the district is required to submit the required test records with the applicable option in the *Score Not Reported Element*.

Test records are not required if the student was not enrolled in the district during any test administration window.

Who Reports OAA, OGT, *OTELAOELPA*, and KRA Test Results. If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) or the value of either of the Sent Reason Elements (FS200 or FS230) on the Student Standing records from each reporting entity.

A student with a District Relationship of ‘1’ during any part of the testing window is required to have the appropriate assessment record(s) reported by the district reporting this relationship; for Career Technical students refer to the Career-Technical Students section above. In addition, a student who has a Sent Reason of ‘CT – Contract Career-Technical Education Participant’, JV- Joint Vocational School District Program Participant’, ‘MR – DD program participant’, ‘OS – State School (OSB or OSD) program participant’, or ‘PI - Proprietary Institution Program Placement’ and is enrolled in the district during any part of the testing window is required to have the appropriate assessment record(s) reported.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to meet the above criteria (e.g., the student moved during the testing window). In this case, both districts would have to report the assessment record(s) unless noted otherwise.

Student Mobility. If the student takes at least one “subject” test at the district and then moves before taking the other “subject” tests, then the district reports a test record for the student for that subject, reporting the score(s) for the “subject” test(s) taken. The district reports a “J Student moved in or out of the district” option in the *Score Not Reported Element* on the test records for the other subject test(s) not taken in the district.

When a student transfers between public school districts in Ohio or from a private school to a public district, student test results are required to be shared with the new district according to Ohio Administrative Code (OAC) 3301-13-01. Districts are required to immediately send the results as part of the official student record. The sending school or district must provide the test results to the receiving school or district upon request.

Contact Information

The EMIS Manual is not intended to be a comprehensive resource for all issues related to state assessments. For additional information beyond the scope of EMIS reporting, please contact the appropriate ODE office listed below.

Office of Assessment. Please refer to the Office of Assessment’s web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information

on the Ohio Achievement Assessment (OAA), Ohio Graduation Test (OGT), or Ohio ~~Test of~~ English Language ~~Acquisition-Proficiency Assessment~~ (~~O~~TELA~~O~~ELPA).

For answers to questions regarding the scoring process or the test scoring company, contact the ODE Call Center at: (877) 644-6338 and ask to be connected to the Office of Curriculum and Assessment.

Office of Early Learning and School Readiness. Please contact the Office of Early Learning and School Readiness, formerly, the Office of Early Childhood Education (ECE), for questions and additional information regarding the administration, legislation, test implementation dates, scoring standards and up-to-date information regarding the Preschool Early Learning Assessment (ELA), ~~the Preschool Ages & Stages Questionnaire/Social Emotional (ASQ/SE) Assessment,~~ the Preschool Early Childhood Outcome (ECO) Assessment, and the Kindergarten Readiness Assessment (KRA).

Office of Career-Technical Education. Please refer to the Office of Career Technical Education (CTE) web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on CTE Assessments. Information about the CTE Technical Assessments and Career Paths for the Teaching Professions Portfolio Assessment is located on the Ohio Department of Education’s web site.

The following section gives guidelines for reporting each of the assessments via the Student Assessment Record. The end of the section contains the reporting rules for the specific elements on the Student Assessment Record.

Preschool Assessments (GB, GM, ~~GS~~)

Preschool Early Learning Assessments are usually required to be administered twice during the academic year: in the first half of the school year (fall) and also in the second half of the school year (spring). Results from these assessments are reported during the appropriate Early Learning Assessments (A) Collection.

The different preschool assessments require a different number of Student Assessment (FA) Records to fully report the assessment (for example, GB requires 9 ~~and~~, GM requires 6, ~~and GS requires 1~~). The following chart summarizes the Assessment Areas to be reported for each preschool assessment.

| Assessment Type(s) | Required Assessment Area Code(s) | Area Code Description |
|--------------------|----------------------------------|-------------------------------------|
| GB (ELA) | AEE | Awareness and expression of emotion |
| | COOP | Cooperation with peers |
| | PLR | Phonics and letter recognition |
| | COMM | Communication |
| | W | Emergent writing |
| | CLRF | Classification |
| | CSM | Coordination – Small motor |
| | SFIP | Safety and injury prevention |
| | PCT | Personal care tasks |
| GM (ECO) | E | Social-Emotional Skills |

| Assessment Type(s) | Required Assessment Area Code(s) | Area Code Description |
|------------------------|----------------------------------|---|
| | EPRG | Social-Emotional Skills Progress |
| | K | Acquiring and Using Knowledge and Skills |
| | KPRG | Acquiring and Using Knowledge and Skills Progress |
| | T | Taking Appropriate Action to Meet Needs |
| | TPRG | Taking Appropriate Action to Meet Needs Progress |
| GS (ASQ/SE) | 03 or 04 or 05 or 30 | See Assessment Area Code chart |

Scoring Test Results. Because the preschool assessments are not scored by an outside scoring company, and are both administered and scored at the local level, the district or ESC is responsible for entering the scores on these records.

Students at multiple reporting entities. If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) on the Student Standing records from each reporting entity. In general, the entity with the lower value in this element is required to report the testing record.

For example, if one entity is providing instruction (a value of “1”) and another entity is providing services only (a value of “2”), only the instructing entity must report the Student Assessment Record. If more than one entity has the lowest value and one of the lowest entities is the student’s resident district, then only the resident district reports the testing record. If more than one entity has the lowest value and none of the lowest entities is the student’s resident district, then all of the lowest entities must report a testing record.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to report a student as receiving instruction from the resident district during the testing window (e.g., the student moved during the testing window). In this case, both resident districts would have to report a Student Assessment record. For districts with multiple values for the District Relationship Element (FS140) for the same student during a testing window, the lowest value for that reporting entity will be used in the cross-district determination of reporting responsibility.

Reporting Test Results for ECO, and ELA, and ASQ/SE. All preschool students with a disability are required to have ELA and ECO assessment records reported twice annually. ~~The ASQ/SE is only reported once a year, during the Early Learning Fall Assessments (A) Collection.~~

Any preschool child with a disability enrolled for one or more days between the first day of school and December 1 will have test records reported during the Early Learning Fall Assessments (A) Collection. Likewise, if a preschool child is enrolled one or more days after December 1, assessment records will be reported during the Early Learning Spring Assessments (A) Collection.

Each assessment may be administered more than twice a year for ongoing monitoring of child progress and effectiveness of interventions. If an assessment is administered multiple times between July 1 and December 1, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.

- For a child enrolled the previous year, report the score from the most recent assessment (or last score) as of December 1.

If an assessment is given multiple times between December 2 and yearend, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled prior to December 2 who has fall scores reported in the Early Learning Fall Assessments (A) Collection, report the final score as of May 15[.].

ELA (GB) General Guidelines

The Early Learning Assessment (ELA) is required to be administered twice during the academic year: at the beginning of the school year (fall) and also at the end of the school year (spring).

Scoring Instructions. ~~Report a valid numeric score, in some cases this may be 0, for each section of the test for which the student is able to answer sample items.~~ Report a valid score for each assessment area. Valid scores include 1, 2, 3, 4, 5, A, B, C, or D.

Assessment of Students without Disabilities. All preschool students without disabilities, ages 3-5 as of December 1, enrolled in a preschool program funded or administered by the Office of Early Learning and School Readiness (EL&SR) are required to be assessed using this instrument.

Programs funded or administered by the Office of Early Learning and School Readiness include:

- Ohio’s Early Childhood Education Programs, formerly “State Funded Public Preschool Grantee’s”
- State Funded Preschool Special Education

It is optional to assess and report students from other preschool programs.

An ELA record is required for typically developing peers enrolled in a state funded preschool special education center-based class at a public school district, ESC, or JVSD.

A typically developing peer enrolled at the DD in a center-based preschool special education program is required to be administered the preschool assessment (ELA). However, his/her preschool assessment results are not reported through EMIS. Typically developing peers are students without a disability condition who are enrolled in a center-based special education class with students with disabilities.

Assessment of Students with Disabilities. All preschool students with disabilities age 3–5 by December 1 who receive preschool education and/or special education services are required to be assessed regardless of the funding source or type of service provided. In addition, all preschool students who only receive preschool special education itinerant services or only special education services are required to be assessed.

Board of DD Students. For a preschool special education student attending a County Board of DD, the results of the assessment are to be reported by their resident school district.

Student Mobility. Student mobility does not apply to children with disabilities. All disabled students are reported regardless of the funding source of the district/building where they began, or moved to

during the school year. Both the previous and current district/building is responsible for reporting the score as assessed by the district/building that had the child during the test administration window.

The following section applies to children without disabilities.

1. State Funded District into State Funded District

If a student moves from one district/ESC that was allocated state funds for a preschool program(s) into another district/ESC also allocated state funds for a preschool program(s) during the test administration window, then both districts are required to submit ELA records. The new district should obtain and report the results from the prior district's administration unless the student had not yet been tested in the first district. In this case, the new district would test the student and report those results and the prior district would still report a test record because the student was enrolled during the test administration.

2. Non-State Funded District into State Funded District

If a student moves from a district that is not allocated any of the state funds mentioned above for a preschool program(s) during a test administration into a district/ESC that is allocated state funds for one of the preschool program(s), then the state funded district/ESC is required to report ELA records. The non-state funded district has no responsibility to report ELA records.

3. State Funded District into Non-State Funded District

If a student moves from a district that is allocated any of the state funds mentioned above for a preschool program(s) during a test administration, into a district that is not allocated any state funds for a preschool program(s) as mentioned above, then the district/ESC that was allocated the state funds for the preschool program(s) is responsible for reporting ELA records. The non-state funded district does not have any responsibility to report ELA records.

ECO (GM) General Guidelines

All preschool students with a disability are required to be assessed using the **Early** Childhood Outcome (ECO) Assessment instrument. The ECO is a record of progress on specific outcomes as required by federal law. ~~The ECO is to be administered at least twice during the academic year: at the beginning of the school year (fall) and at the end of the school year (spring).~~

In FY16, this assessment can occur any time during the school year, whenever the evaluation has been completed. Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when the child exited preschool special education. A student could have zero, one, or two ECO results reported in each Early Learning Assessment (A) Collection, depending on when the student enters and exits preschool special education. Each ECO result should have a Test Date (FA210) equal to the year and month that the evaluation was completed.

These assessments are reported in the Fall Early Learning Assessment (A) Collection and the Spring Early Learning Assessment (A) Collection. An ECO completed during the fall should be reported in the Fall Early Learning Assessment (A) Collection. An ECO completed during the spring should be reported in the Spring Early Learning Assessment (A) Collection.

Same-aged, typically developing peers enrolled in the same preschool special education program may also be assessed, but these scores will not be reported in EMIS.

~~Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when they exited preschool special education.~~

~~The final ECO summary would be completed at the end of the preschool experience or, i.e., when exiting preschool.~~

The school district and/or ESC providing the preschool special education service is required to submit the ECO assessment records for students enrolled in these programs.

If children are being served by a DD, the district of residence responsible for placement submits the ECO ~~results Record~~ for students enrolled in these programs.

Scoring Information. The scores on Social-Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs assessment areas refer to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7. The scores for the related Progress assessment areas will be F, N, or Y based on whether the child has shown any new skills or behaviors since the last ECO assessment.

ASQ/SE (GS) General Guidelines

Beginning in FY17, this assessment will no longer be administered. Districts are not required to report FY16 results.

~~All preschool students with disabilities, ages 3-5 as of December 1, enrolled in a preschool special education center-based program or receiving itinerant services or receiving only special education services and all students enrolled in a state-funded Early Childhood Education (ECE) program are required to be assessed using the Ages & Stages Questionnaire/Social Emotional (ASQ/SE).~~

~~Same-aged, typically developing peers enrolled in the preschool special education program may also be assessed, but these scores will not be reported in EMIS.~~

~~**Test Administration Windows.** The ASQ/SE is to be administered for students with disabilities at the beginning of the school year.~~

~~**Scoring Information.** Note that the maximum possible score varies by the assessment area (form) given:~~

| Assessment Area | Score Range |
|----------------------------|------------------------|
| 30 Months | 0-435 |
| 3 Year | 0-465 |
| 4 or 5 Year | 0-495 |

~~**Determining Assessment Area (Form) to Use.** The Assessment Area (or form) of the assessment to use is determined by the student's age in months at the time of assessment. Note that once a student reaches 5 years and 6 months of age (66 months), there is no longer a form of the assessment that can be~~

~~given. Any child who will be 6 as of December 1 or older than 65 months at any time during the school year should have a final assessment by 65 months of age.~~

~~Districts will give the 3 Year form to the youngest students enrolled in their program. The option for a 30 Month score is provided in case the Early Intervention/Help Me Grow under the Ohio Department of Health provides a 30 Month score during the transition process for students moving from Part C to Part B of special education. If a 30 Month score is reported, EMIS will also expect a preschool transition conference date (PSTC) to be reported for the student (see the Special Education Record for information on this date).~~

~~If a child is 3 years old as of December 1 and transitioned from Help Me Grow (Department of Health), assessment results from Help Me Grow (if available) are reported. The date of assessment administration can be before July 1. If this date is before July 1, only the 30 month record is reported. If there are no results from Help Me Grow, the district administers the assessment and reports the results.~~

Kindergarten Readiness Assessment (GO)

Traditional Ohio public school districts and community schools are required to administer the Kindergarten Readiness Assessment (KRA) to kindergarten students. The assessment may be administered to a student prior to the student's enrollment in kindergarten, but in no case shall the results of the readiness assessment be used to prohibit a student from enrolling in kindergarten.

All kindergarten students enrolled no later than November 1 are required to take the KRA, with a few exceptions:

- LEP students who have been enrolled in US schools for no more than 180 school days,
- Students with disabilities who are deaf and/or blind, and
- Students who have been retained in kindergarten and were therefore assessed in the prior year.

The Student Assessment Record for KRA is reported only during the Early Learning Fall (A) Collection.

- Traditional public school districts and community schools are required to submit Student Assessment (FA) Records for each kindergarten student enrolled during the test administration window.
- If a kindergarten student partially completes the KRA in one district and then moves to a different district and takes the test at the new district, the first district should share its results with the second district so that while at the second district the student completes the parts that have not yet been taken. Both districts report the assessment results.

As a general guideline, if a student was administered a KRA two or more times, the results of the first administration are required to be reported.

If a kindergarten student receives most of or all of his/her instruction at the Educational Service Center or the County Board of DD, then the district of residence is responsible for reporting the record.

If a student is not required to be tested but still takes the test, such as a recently arrived LEP student who has been enrolled in US schools for no more than 180 school days, then a record should be submitted with a valid score and the appropriate accommodations (if any).

Retained kindergarten students are not required to be administered the KRA. Therefore, school districts are not to submit a Student Assessment Record for students who are retained. Students reported with the option of “1” in *Retained Status Element*, found on the Student Attributes-No Date (FN) Record, are considered retained and therefore, ODE is not expecting a Student Assessment Record for these students. For all other options reported in the *Retained Status Element* for students with a grade level of kindergarten, a KRA record is required to be reported.

Ohio ~~Test of English Language Acquisition Proficiency Assessment~~ (GF)

Results from the Ohio ~~Test of English Language Acquisition Proficiency Assessment~~ (~~OTELA-OELPA~~) administered during spring of the current school year are reported during the ~~OTELA-OELPA~~ Assessment (A) Collection.

Student Assessment (FA) Record(s) are required to be submitted for each student with a “Y”, “M”, ~~“S”~~, or “L” option reported on the LEP Status Element on the Student Attribute – Effective Date (FD) Record for any day within the testing window. Students who have been identified as English Language Learners must take the ~~OTELA-OELPA~~ until they receive a score that will allow them to exit the program. While they are taking the ~~OTELA-OELPA~~, the students must also take the ~~OAA~~ Next Generation, OGT, and ~~new~~ end-of-course exams if the students meet the requirements during the test windows for those assessments.

Districts are required to submit one Student Assessment (FA) Record for each ~~OTELA-OELPA~~ ~~assessment~~ area/subject (Listening, Reading, Speaking, and Writing) for each student. Therefore, four assessment records for each student are required to be submitted to ODE during the ~~OTELA-OELPA~~ Assessment (A) Collection.

Report the scaled score of each test area/subject in the Score Element (FA240). If the required student did not test for a particular required Assessment Area then report the reason in the Score Not Reported Element (FA235).

~~Beginning in FY16, the English Language Proficiency Assessment for the 21st Century (ELPA21) will replace the OTELA assessment. Results from FY15 field testing of the ELPA21 are not reported to EMIS.~~

Ohio Achievement Assessments (GA)

Per H.B. 487, Ohio Achievement Assessments (OAAs) will be replaced by the new Next Generation Assessments (NGAs). ~~Starting with FY16, OAAs are no longer reported in the Fall and Spring. However, all grade 3-8 ALT assessments will be reported using assessment type GA. The new state assessments replace OAA grade 3 math and all OAA assessments previously taken in grades 4 through 8. However, all 3rd grade students will be required to take the 3rd Grade Reading OAA. See 3rd Grade Reporting Instructions below.~~

~~Students reported with an IEP Test Type (GE160) option of ‘ALT’ will continue to be reported using the OAA subject test areas for the grade level of the student.~~

~~Report a separate Student Assessment (FA) Record per student, per test date, per test subject for all tested grade levels.~~

~~**Reporting 3rd Grade Students.** Students in grade 3 will take the OAA in reading. They will not take the NGA English language arts test. Third graders will still take the new state test for mathematics (NGA Math) in spring of 2015. Students who do not pass the 3rd grade Reading OAA must be retained as per the Third Grade Reading Guarantee guidelines. The Third Grade Reading OAA will be collected in the appropriate Summer, Fall, or Spring OAA Reading Assessment (A) Collection.~~

~~Scaled scores will be reported for all standard assessments—(STR) Required Test Type Element. Scaled scores will also be reported for all alternate assessments—(ALT) Required Test Type Element.~~

Ohio Graduation Test (GX)

Beginning with the Class of 2007, the Ohio Graduation Tests (OGT) are required for graduation. All five tests (Reading, Math, Writing, Science, and Social Studies) are required to be administered to 10th grade students. Eleventh and twelfth graders are required to continue to take tests for any of the five subjects not yet passed or exempted from consequences.

Beginning in FY15, students who began 9th grade after July 1, 2014, will begin to take the new state tests, the next generation assessments, and the end of course exams, which will replace the OGT. Please refer to the section on End of Course Exams (GE) later in this section. Students who began 9th grade before July 1, 2014, will continue to take the OGTs. This includes retained 9th grade students and students who started the OGT and have yet to pass one or more subject tests.

The reporting district(s) must submit a separate Student Assessment (FA) Record per student, per test date, per test subject.

As a general guideline, report the subject test record(s) until the student passes the subject test(s). With the exception of summer graduates, all Student Assessment (FA) Records for OGT tests will be reported during the OGT Summer/Fall or Spring Assessment (A) Collections. For the E-Transcript (E) Collection Request, the district should report the most recent passed OGT “STR” results for each subject.

Scaled scores are reported for all standard assessments—(STR) Required Test Type Element—and all alternate assessments—(ALT) Required Test Type Element—administered beginning with the 2012–2013 school year.. Raw scores are reported for all alternate assessments—(ALT) Required Test Type Element—administered prior to the 2012–2013 school year.

If for whatever reason a student is not tested during a required administration (fall and spring), a record for each subject the student should have taken is to be submitted by the district for the most recent test administration for which he/she was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

The optional summer administration of the OGT is required to be reported by the district where the student is first enrolled at the beginning of the school year. Therefore, in situations where a student takes the OGT in the summer in one school district, and then enrolls in a different school district at the beginning of the next school year, the new district where the student is enrolled reports the results during the OGT Summer/Fall Assessment (A) Collection. In this case, the only responsibility of the district

where the student took the OGT over the summer is to share the test results with the new district where the student enrolls.

Summer Graduates. OGT assessment records should be reported for students who were enrolled in the district the previous school year and graduate as a result of taking and passing the summer administration of the OGT. These students would be students that were enrolled in the district the previous school year, took the summer administration of the OGT and graduated from the district prior to the start of the new school year. Report OGT results for these graduates during the Graduation (G) Collection; all other summer administration results should be reported during the OGT Summer/Fall Assessment (A) Collection.

Reporting Test Records for First Time 10th Graders. Assessment records are to be reported for each student enrolled during the test administration in the current school year.

Districts are required to submit one Student Assessment (FA) Record for each subject (reading, math, writing, science, and social studies) for each student enrolled in 10th grade for the first time. Therefore, five assessment records for each student are required to be submitted to ODE during the OGT Spring Assessment (A) Collection.

Reporting Test Records for Non-First Time Test Takers. Districts are required to submit assessment records for all non-first time test takers in situations where these students have yet to pass one or more subjects of the OGT. It is optional to report prior year test results. As a general guideline, report an assessment record for each subject until the student passes the test unless the student is exempted from passing the test on the latest IEP.

When submitting previous year test results, use current year values for Fiscal Year (FA020).

If a student is not tested during a required administration (fall and/or spring) a record for each test the student should have taken is to be submitted by the district for the most recent test administration for which the student was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

American College Testing Assessment (AC)

The American College Testing Assessment (ACT) covers five subject areas: Reading, Mathematics, Writing, English, and Science. The Writing subject area is optional. A separate record is required for each subject area. Composite or total scores are not to be reported. Scaled scores will be reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

Scholastic Aptitude Test (SA)

The Scholastic Aptitude Test (SAT) covers three subject areas: Reading, Mathematics, and Writing. A separate record is required for each subject area. Composite or total scores are not to be reported. Scaled scores will be reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

International Baccalaureate Assessment (IB)

The International Baccalaureate (IB) offers four high quality international education programs: IB Primary Years, IB Middle Years, IB Diploma Program, and IB Career Related Certificate program. Only IB Diploma Program Assessments are collected in EMIS. Composite or total scores are not reported. Scaled scores are reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

Advanced Placement Assessments (AP)

There are many Advanced Placement (AP) examinations, each for a different subject area. As each examination is for a specific AP subject area, a separate record is required for each examination. Composite or total scores are not reported. Scaled scores are reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

CTE Industry Assessment (GU)

~~Industry assessments are technical assessments developed by industry associations or state licensing agencies. Many students in CTE Workforce Development programs are not required to take an industry assessment. Students may take an industry assessment either while still enrolled in the CTE program or after completing the CTE program. If a student takes an industry assessment while still enrolled in a CTE program, the district should report the industry assessment during the CTE Assessment (A) Collection. If a student takes an industry assessment after completing the CTE program, but before the following March (D) Collection, the district should report the industry assessment during that March (D) Collection. CTE Industry Assessments may also be reported by districts participating in the Student Record Exchange (X) Collection.~~

~~If an industry assessment was reported during the CTE Assessment (A) Collection, do not report that same assessment during the March (D) Collection unless the student re-took the assessment.~~

~~A student who is eligible to be reported during the March (D) Collection is a student who has been reported as a CTE Concentrator and the student left school during the previous school year. These students will be extracted from the ODE database and districts will not be able to add additional students for the March (D) Collection. Therefore, for the March (D) Collection, CTE Industry Assessments will only be able to be reported for students that already exist in the March (D) database. If a student has not~~

~~been extracted into the March (D) database by ODE, a CTE Industry Assessment will not be able to be reported for the student.~~

~~A record is to be reported for all students who have been reported as a CTE Concentrator and who took an industry assessment that is listed as an option for Assessment Area. If a student takes the same industry assessment more than once, only report the results from the last assessment. If a student takes more than one industry assessment, report all assessments that the student takes. If a student took an industry assessment but was not reported as a CTE Concentrator, do not report a record for the student.~~

CTE Technical Assessment (GY)

The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTE Technical Assessment. This requirement pertains to any secondary student who is in the last class of a series of career-technical classes. Such students are considered to be “concentrators” within a program. For students taking modular assessments, they should take these modules over the course of their two-year program.

CTE Technical Assessment records should be reported by the district that employs the CTE Workforce Development instructor during the CTE Assessment (A) Collection. CTE Technical Assessment results are also reported in the March (D), E-Transcript (E), and Student Record Exchange (X) Collections. Most students will only have a single record reported, but if a student is in multiple programs, multiple records may be reported.

Note that with the exception of students enrolled in the 350011 Teaching Professions course, a record is only reported if the assessment is completed. Therefore, nearly all students will have this assessment type reported with a Score Not Reported value of “*”. All students in the 350011 course are expected to have an assessment reported with an Assessment Area of “14TP”; if a student did not complete a portfolio, report a Score Not Reported value of “F”.

CTE Industry Credential (GW)

An industry credential is a credential, certification, or license developed and awarded by an industry association or state licensing agency. Students are not required to get an industry credential, but if a student does receive one of the industry credentials listed in this section of the EMIS Manual, the district should report the credential to EMIS.

If a graduating student receives an industry credential prior to the close of the Graduate (G) Collection, the district should report the industry credential during G reporting. All districts may report industry credentials during the CTE Assessment (A) Collection. Dropout Recovery community schools should report all industry credentials received by their students as this measure will appear on their report cards.

During the March (D) Collection, industry credentials are only able to be reported for students who already exist in the March (D) database. If a student has not been extracted into the March (D) database by ODE, an industry credential will not be able to be reported for the student.

A record is to be reported for any student who earns an industry credential listed in this section of the EMIS Manual. If a student earns more than one industry credential, report all credentials that the student receives.

Industry credentials can be reported by either the JVSD or the home district. Most students will only have a single record reported, but if a student has multiple credentials, multiple records may be reported.

End of Course Exams (GE)

Starting in FY15, students who began 9th grade on or after July 1, 2014, are required to take End of Course (EOC) exams. ~~Additionally, students who are accelerated and taking courses for which an EOC exam is offered will be required to take the EOC exam in that subject area.~~ In general, a student who is enrolled in an EOC subject and is earning high school credit must take the EOC exam for that subject.

Students who began 9th grade before July 1, 2014, are required to take the OGT. This includes retained 9th grade students and students who have already begun the OGT and have yet to pass one or more subject tests.

There is no separate alternate assessment for each EOC exam. If a student is eligible to participate in an alternate assessment per the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) participation guidelines, a proficient score in each of the assessed content areas—English language arts, mathematics, science, and social studies—may be used in lieu of attaining the required minimum composite score on the EOC exams for graduation requirement.

Any student who is enrolled in American History or American Government as year long or second semester courses will take the EOC exam in that subject area. Students who have already taken an Advancement Placement or International Baccalaureate exam in American History or American Government do not have to take the EOC exam in these subject areas.

Districts are required to report administration results in the appropriate collection. Results from the fall administration are reported in the EOC Fall Assessment (A) Collection, and results from the spring administration are reported in the EOC Spring Assessment (A) Collection.

Table 1. Courses requiring EOC Exams

| EOC Exam Subject Area | Course Code | Course Name |
|--------------------------|---------------|--|
| Algebra I | 110065 | Advanced Mathematics 8 |
| | 110301 | Algebra I |
| | 110480 | Applied Algebra or Applied Mathematics I |
| American Government | 150300 | Government (American) |
| | 150308 | Government/Economics (American) |
| | 159950 | Government & Politics (United States) |
| American History | 150810 | History (American) |
| | 152300 | History (Integrated) |
| <u>Biology</u> | <u>132230</u> | <u>Biology</u> |
| | <u>132330</u> | <u>Advanced Biology</u> |
| English Language Arts I | 050160 | Integrated English Language Arts I |
| English Language Arts II | 050170 | Integrated English Language Arts II |
| Geometry | 111200 | Geometry |
| | 110490 | Applied Geometry or Applied Mathematics II |
| Mathematics I | 110065 | Advanced Mathematics 8 |
| | 110010 | Mathematics I |

| EOC Exam Subject Area | Course Code | Course Name |
|-----------------------|-------------|--|
| | 110480 | Applied Algebra or Applied Mathematics I |
| Mathematics II | 110020 | Mathematics II |
| | 110490 | Applied Geometry or Applied Mathematics II |
| Physical Science | 132220 | Physical Science |

Next Generation Assessment (GN)

Beginning in the spring of FY15, ODE will begin collecting results from the new next Generation Assessments. These assessments will replace the Ohio Achievement Assessments and will eventually replace the Ohio Graduation Tests. ~~These assessments replace all OAAs in grades 4-8 and the Math OAA for grade 3.~~

Districts are required to report administration results in the Next Generation Spring Assessment (A) Collection.

Reporting 3rd Grade Students. Students in 3rd grade take the Grade 3 English Language Arts (ELA) Assessment. Third grade ELA scores are collected in the Fall 3rd Gr ELA and Reading Assessment (A) Collection and the Spring State Assessment (A) Grades 3-8 Collection. The grade 3 ELA is reported as two GN records, one for the overall ELA score and one for the reading score. Third grade ELAs are the only time that two records are reported when reporting ELA results. For grade 4-8 ELA results, only one record is reported.

ACT Workkeys Assessment (WK)

Beginning in the spring of FY15, ODE ~~will begin~~began collecting results from the ACT Workkeys Assessment for Career Technical Students. This ~~new~~ job skills assessment is a measure of work-force readiness and employability for the purpose of high school graduation. This assessment ~~will be~~is reported in the Non-State Assessments for LRC (A) Collection, as well as the Graduate (G) and Graduation Requirements Progress (R) Collections.

NWEA Assessment (GD)

Beginning in the spring of FY15, ODE ~~will begin~~began collecting results from the NWEA Assessment. These assessments measure student skills in mathematics and reading. Results from the spring administration will be reported in the DORP Growth Assessment (A) Collection.

Assessments Only Collected in Special Collections

Assessments collected in Special Collection requests will not have a crosswalk between the Assessment Type Code (FA060) and Assessment Area Code (FA205); therefore, ODE will not validate between the Assessment Type and Assessment Area. Also, some subject areas for HA - RZ assessments might not already exist in the list of options for reporting Assessment Area Code (FA205). When this occurs, districts should choose the closest matched option in Assessment Area Code for the subject area being reported on the HA-RZ assessment.

Assessments Reported by Assessment Collection

The table below lists each Assessment (A) Collection and the assessments to be reported therein. Do not report previous years' assessments, except when reporting the GW, OGT, ACT, SAT, IB, and AP, where previous years are allowed. The Graduate (G), March (D), E-Transcript (E), and Student Record

Exchange (X) Collections also allow prior years' scores to be reported. The exception to this rule is the reporting of the OGT on E-Transcript (E), where the highest score per subject is reported. Starting in FY15, industry credentials may be reported during the March (D) Collection.

Table 2. Assessments in each Assessment Collection

| Assessment Collection | Assessments Included |
|---|----------------------------------|
| Alternate Spring Assessment Collection | GA (ALT only) GX (ALT only) |
| CTE Assessment Collection | GU GW GY |
| <u>Fall DORP Growth Assessment Collection</u> | GD |
| <u>Spring DORP Growth Assessment Collection</u> | GD |
| Early Learning Fall Assessments Collection | GB GM GO GS |
| Early Learning Spring Assessments Collection | GB GM |
| EOC Fall Assessment Collection | GE (STR, ST1, ST2) |
| EOC Spring Assessment Collection | GE (STR, ST1, ST2) |
| <u>Fall Grade 3 ELA</u> | <u>GN (3rd STR only)</u> |
| Non-State Assessments for LRC Collection | AC AP GW IB SA WK |
| OAA Fall Reading Assessment Collection | GA (3rd STR only) |
| OAA Spring Reading Assessment Collection | GA (3rd STR only) |
| OAA Summer Reading Assessment Collection | GA (3rd STR only) |
| OGT Spring Assessment Collection | GX (STR) |
| OGT Summer/Fall Assessment Collection | GX |
| OELA-OELPA Assessment Collection | GF |
| Spring State Grade 3-8 | GN (STR, ST1, ST2) |

Student Assessment Record Data Elements

The following portion of this section discusses each of the data elements within the Student Assessment (FA) Record. The elements are organized alphabetically.

 **Assessment Area Code**

| | |
|---------------------|---|
| Record Field Number | FA205 |
| Definition | A one to four character code that identifies the test or subject area of the assessment administered. |

Valid Options

| Assessment Area Code | Area Code Description | Valid Assessment Type(s) |
|----------------------|--|--------------------------|
| 03 | 3-Years (33-41 months of age) | GS (ASQ/SE) |

| Assessment Area Code | Area Code Description | Valid Assessment Type(s) |
|----------------------|---|---|
| 04 | 4 Years (42-53 months of age) | |
| 05 | 5 Years (54-65 months of age) | |
| 30 | 30 Months (27-32 months of age) | |
| C | Social Studies | GA (OAA) GN (NGA) GX (OGT) |
| E | Social-Emotional Skills | GM (ECO) |
| EPRG | Social-Emotional Skills Progress | |
| K | Acquiring and Using Knowledge and Skills | |
| KPRG | Acquiring and Using Knowledge and Skills Progress | |
| LIST | Listening | GF (OTELA-OELPA) |
| M | Mathematics | AC (ACT) GA (OAA) GD (MAP) GO (KRA) GN (NGA) GX (OGT) SA (SAT) WK (WorkKeys) |
| R | Reading | AC (ACT) GA (OAA) GD (MAP) GF (OTELA-OELPA) <u>GN (NGA), 3rd grade only</u> GX (OGT) SA (SAT) WK (WorkKeys) |
| S | Science | AC (ACT) GA (OAA) GN (NGA) GX (OGT) |
| SPKG | Speaking | GF (OTELA-OELPA) |
| T | Taking Appropriate Action to Meet Needs | GM (ECO) |
| TPRG | Taking Appropriate Action to Meet Needs Progress | |
| W | Writing | AC (ACT) GA (OAA) GB (ELA) GF (OTELA-OELPA) GX (OGT) SA (SAT) |
| ENG | English | AC (ACT) |

| Assessment Area Code | Area Code Description | Valid Assessment Type(s) |
|------------------------------------|---|--------------------------|
| ELA | English Language Arts | GN (NGA) |
| GOVM | American/United States Government | GE (EOC) HA-RZ |
| HIST | American / United States History | GE (EOC) |
| BIOL | Biology | |
| PHYS | Physical Science | |
| ELA1 | English Language Arts I | |
| ELA2 | English Language Arts II | |
| AGL1 ALG1 | Algebra I | |
| GEOM | Geometry | |
| MTH1 | Mathematics I | |
| MTH2 | Mathematics II | |
| LL | Language-Literacy | |
| LLSE | Language-Literacy – Error Band | |
| M | Mathematics | |
| MSE | Mathematics - Error Band | |
| PD | Physical Development | |
| PDSE | Physical Development Error Band | |
| SF | Social Foundations | |
| SFSE | Social Foundations Error Band | |
| OISR | Overall Individual Student Report | |
| AEE | Awareness and expression of emotion | GB (ELA) |
| COOP | Cooperation with peers | |
| PLR | Phonics and letter recognition <u>Phonological awareness</u> | |
| COMM | Communication | |
| CLRF | Classification | |
| CSM | Coordination – Small motor | |
| SFIP | Safety and injury prevention | |
| RWA | Relationships with adults | |
| VOC | Vocabulary | |
| NBSN | Number sense | |
| PCT | Personal care tasks | WK (WorkKeys) |
| LCIF | Locating Information | |
| ELA | English Language Arts | |
| LA | Language Arts | |
| MUSC | Music | |
| HIST | United States History | |
| VOCB | Vocabulary | |
| ECON | Economics | |

| Assessment Area Code | Area Code Description | Valid Assessment Type(s) |
|----------------------|----------------------------------|--------------------------|
| FSIQ | Full Scale Intelligence Quotient | |
| VIQ | Verbal Intelligence Quotient | |
| NVIO | Non-Verbal Intelligence Quotient | |

Table 3. GY (CTE Technical) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|--|
| 14TP | Teaching Professions – Portfolio Score |
| 01EA | Accounting |
| 01MC | Accounting |
| <u>01MD</u> | <u>Finance</u> |
| 02EA | Administrative Office Technology |
| 02MA | Administrative Office Technology |
| 02MC | Administrative Office Technology |
| <u>02MD</u> | <u>Business and Administrative Services</u> |
| 03MC | Agribusiness and Production Systems |
| 04MC | Financial Services |
| 05MC | Agricultural and Industrial Equipment |
| 07EA | Heating, Ventilation, Air-Conditioning and Refrigeration |
| 08MC | Animal Science and Management |
| 09EA | Auto Collision Technician |
| 09MC | Ground Transportation Collision |
| 10DA | Auto Mechanics |
| 10MC | Ground Transportation Automotive |
| 11MC | Medical Management and Support |
| 12EA | Building and Property Maintenance |
| 13MC | Business Administration and Management |
| 14MC | Legal Management and Support |
| 15EA | Carpentry |
| 15MA | Carpentry |
| 15MC | Construction Design |
| 16MC | Early Childhood Education |
| 16MD | Early Childhood Education |
| 16FA | Early Childhood Education and Care |
| 17MC | Legal Management and Support |
| 18MC | Visual Design and Imaging |
| <u>18MD</u> | <u>Visual Design and Imaging</u> |
| 19MC | Media Arts |
| <u>19MD</u> | <u>Media Arts</u> |
| 21MC | Cosmetology |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| 22MC | Health Information Management |
| 23MA | Dental Assistant |
| 23MC | Allied Health |
| 24EA | Diesel Mechanics |
| 24MC | Ground Transportation Truck |
| 25HA | Diversified Health Occupation |
| 25MC | Allied Health and Nursing |
| 26EA | Drafting |
| 26MA | Drafting |
| 26MC | Manufacturing and Engineering Design |
| 27EA | Electrical Trades |
| 27MB | Electrical Trades |
| 27MC | Mechanical, Electrical, Plumbing |
| 28EA | Electronics |
| 28MA | Electronics |
| 28MC | Manufacturing Operations |
| 34EA | Food Management, Production and Service |
| 34MC | Culinary and Food Service Operations |
| 35MC | Supply Chain Management |
| 36MC | Marketing Management |
| <u>36MD</u> | <u>Marketing</u> |
| 37MC | Integrated Marketing Communications |
| 38MC | Performing Arts |
| <u>38MD</u> | <u>Performing Arts</u> |
| 39MC | Natural Resources and Management |
| 39DA | Natural Resources and Forest Industry Worker |
| 39DB | Natural Resources and Resource Conservation |
| 40EA | Hospitality and Facility Care Services |
| 40MC | Lodging and Travel Services |
| 41MC | Fire-EMT |
| 42EA | Industrial Maintenance |
| 43FA | Criminal Justice |
| 43MC | Criminal Justice |
| 44EA | Precision Machine Technologies |
| 45DA | Masonry |
| 45MC | Structural Construction |
| 46MC | Science and Technology of Food |
| 46MD | AFNR Bioscience |
| 47FA | Medical Assistant |
| 47MC | Biomedical |
| 53MC | Horticulture |

| Assessment Area Code | Area Code Description |
|----------------------|---------------------------------------|
| 56DA | Power Equipment Technology |
| 56MC | Ground Transportation Power Equipment |
| 59EA | Welding |
| 80MC | Information Technology Basic |
| 81MC | Information Support and Services |
| 81MD | Information Support Services |
| 82MC | Network Systems |
| 82MD | Network Systems |
| 83MC | Programming and Software Development |
| 83MD | Programming and Software Development |
| 84MC | Interactive Media |
| 84MD | Interactive Media |
| 93WB | Manage Transitions |
| 94WB | Career Search I and II |
| 95WB | Healthy and Safe Foods |
| 97WB | Child Development |
| 98WB | Financial Management |

Table 3. GU (CTE Industry) Assessment Area Codes and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|--|
| 100 | HVAC—National Construction Career Test—National Center for Construction Education and Research |
| 140 | NATEF End-of Program Test—National Automotive Technician Education Foundation (NATEF) |
| 150 | Heavy Equipment construction |
| 160 | Carpentry Level One—National Construction Career Test—National Center for Construction Education and Research |
| 170 | Masonry—National Construction Career Test |
| 180 | Student Electronics Technician (SET) Exam—Electronics Technicians Association International (ETA) |
| 190 | Electrical Trades—National Construction Career Test |
| 195 | Building Technology—National Construction Career Test |
| 200 | Schools Excelling through National Skills Education (SENSE) Level 1 Test—American Welding Society) |
| 260 | Welding—National Construction Career Test—National Center for Construction Education and Research |
| 270 | Woodlinks Certification |
| 350 | Engineering Science—Project Lead the Way |
| 400 | Certified Ohio Dental Assistant (CODA) Examination |
| 420 | National Council Licensure Examination for Licensed Practical /Vocational Nurses (NCLEX-PN)—Ohio Board of Nursing |

| | |
|-----|--|
| 440 | Nurse Assistant—State Tested Nurse Aide Examination (STNA) Ohio Department of Health |
| 470 | National Healthcare Foundation Skills Assessment—National Consortium for Health Science and Technology Education |
| 480 | ProStart Certificate of Achievement Final Assessments National Restaurant Association Education Foundation |
| 540 | Barber License Examination Ohio State Barber Board |
| 560 | Cosmetology License Examination Ohio State Board of Cosmetology |
| 580 | Print ED Certification The Graphic Arts and Research Foundation |
| 610 | Air Conditioning & Refrigeration Institute (ARI) Certificate of Completion, Exam Industry Competency Exam (ICE)—Partnership for Air Conditioning, Heating and Refrigeration Accreditation (PAHRA) |
| 620 | Heating, Electrical, Air Conditioning Technology Certificate of Achievement—HVAC Excellence |
| 630 | Fire Fighter II Certification—Ohio Emergency Medical Services |
| 640 | EMT Basic National Registry Certificate—Ohio Emergency Medical Services |
| 650 | NATEF End of Program Test Paint and Refinishing—National Automotive Technician Education Foundation (NATEF) |

Table 4. GW (CTE Industry Credential) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CA01 | Accountancy Board of Ohio - Certified Public Accountant (CPA) |
| CA02 | Accreditation Council of Optometric Education/American Optometric Association (AOA) - Certified Paraoptometric Assistant (CPOA) |
| CA06 | Adobe Certified Expert - Acrobat XI Pro |
| CA07 | Adobe Certified Expert - Acrobat X Pro |
| CA08 | Adobe Certified Expert - After Effects CS5 |
| CA09 | Adobe Certified Expert - After Effects CS6 |
| CA10 | Adobe Certified Expert - Captivate 5.5 |
| CA11 | Adobe Certified Expert - Coldfusion 9 |
| CA12 | Adobe Certified Expert - Coldfusion 8 |
| CA13 | Adobe Certified Expert - Dreamweaver CC |
| CA14 | Adobe Certified Expert - Dreamweaver CS6 |
| CA15 | Adobe Certified Expert - Flash CS5 |
| CA16 | Adobe Certified Expert - Flash CS6 |
| CA17 | Adobe Certified Expert - FrameMaker 10 |
| CA18 | Adobe Certified Expert - Illustrator CS5 |
| CA19 | Adobe Certified Expert - Illustrator CS6 |
| CA20 | Adobe Certified Expert - InDesign CS5 |
| CA21 | Adobe Certified Expert - InDesign CS6 |
| CA22 | Adobe Certified Expert - LiveCycle ES4 Designer |
| CA23 | Adobe Certified Expert - LiveCycle ES4 Server |
| CA24 | Adobe Certified Expert - Photoshop CC |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CA25 | Adobe Certified Expert - Photoshop CS6 |
| CA26 | Adobe Certified Expert - Premier Pro CC |
| CA27 | Adobe Certified Expert - Premier Pro CS6 |
| CA28 | Air Conditioning Contractors of America (ACCA) - HVAC Universal |
| CA29 | American Association for Laboratory Animal Sciences - Laboratory Animal Technician (LAT) |
| CA30 | American Association for Laboratory Animal Sciences - Laboratory Animal Technologist (LATG) |
| CA31 | American Association Of Medical Assistants (AAMA) - Certified Medical Assistant (CMA) |
| CA32 | American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET) - Certified EEG Technologist/Certified EKG Technician/Certified ECG Technician |
| CA33 | American Culinary Federation - Certified Culinarian (CC) |
| CA34 | American Health Information Management Association (AHIMA) - Certified Coding Specialist (CCS) |
| CA35 | American Health Information Management Association (AHIMA) - Certified Coding Specialist- Physician (CCS-P) |
| CA36 | American Hospitality and Lodging Education Institute (AHLEI) - Certified Coding Associate (CCA) |
| CA37 | American Medical Technologists (AMT) - Registered Dental Assistant (RDA) |
| CA38 | American Medical Technologist (AMT) - Registered Phlebotomy Technician (RPT) |
| CA39 | American Medical Technologists (AMT) - Medical Assistant (MA) |
| CA40 | American Medical Technologists (AMT) - Certified Medical Laboratory Technician (CMLT) |
| CA41 | American Optometric Association (AOA) - Certified Paraoptometric (CPO) |
| CA42 | American Payroll Association (APA) - Fundamental Payroll Certification (FPC) |
| CA43 | American Registry for Diagnostic Medical Sonography (ARDMS) - Registered Diagnostic Medical Sonographer (RDMS) |
| CA44 | American Registry for Diagnostic Medical Sonography (ARDMS) - Registered Diagnostic Cardiac Sonographer (RDCS) |
| CA45 | American Society for Clinical Pathology (ASCP) - Phlebotomy Technician (PBT) |
| CA46 | American Society of Plebotomy Technicians (ASPT) - Certified Phlebotomy Technician (CPT) |
| CA47 | American Welding Society (AWS) - Certified Welder |
| CA48 | Association of Nutrition & Foodservice Professionals (ANFP) - Certified Dietary Manager (CDM) |
| CA49 | Adobe Acrobat X Pro |
| CA50 | Adobe Acrobat XI Pro |
| CA51 | Adobe After Effects CS5 |
| CA52 | Adobe After Effects CS6 |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| CA53 | Adobe Captivate 5.5 |
| CA54 | Adobe Certified Associate Graphic Design & Illustration Using Adobe Illustrator |
| CA55 | Adobe Certified Associate Interactive Media Using Adobe Flash Professional |
| CA56 | Adobe Certified Associate Print & Digital Media Publication Using Adobe InDesign |
| CA57 | Adobe Certified Associate Video Communication Using Adobe Premiere Pro |
| CA58 | Adobe Certified Associate Visual Communication Using Adobe Photoshop |
| CA59 | Adobe Certified Associate Web Authoring Using Adobe Dreamweaver |
| CA60 | Adobe Dreamweaver CC |
| CA61 | Adobe Dreamweaver CS6 |
| CA62 | Adobe Flash CS5 |
| CA63 | Adobe Flash CS6 |
| CA64 | Adobe FrameMaker 10 |
| CA65 | Adobe Illustrator CS5 |
| CA66 | Adobe Illustrator CS6 |
| CA67 | Adobe InDesign CS5 |
| CA68 | Adobe InDesign CS6 |
| CA69 | Adobe LiveCycle Designer |
| CA70 | Adobe LiveCycle Server |
| CA71 | Adobe Photoshop CC |
| CA72 | Adobe Photoshop CS6 |
| CA73 | Adobe Premiere Pro CC |
| CA74 | Adobe Premiere Pro CS6 |
| CA75 | American Medical Technologists (AMT) - Registered Dental Assistant (RDA) AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate |
| CA76 | American Society for Quality (ASQ) Certified Quality Inspector |
| CA77 | American Welding Society (AWS) - Certified Welding Inspector |
| CA78 | APICS Certified in Production and Inventory Management (CPIM) |
| CA79 | ASP Baton Certification |
| CA80 | Association of Public-Safety Communications Officials (APCO) 911 |
| CA81 | Association of Public-Safety Communications Officials (APCO) 911 |
| CB01 | Cardiovascular Credentialing International - Certified Cardiographic Technician (CCT) |
| CB02 | CIW Web Foundations Associate |
| CB06 | CIW Web Development Professional |
| CB10 | CIW Web Security Professional |
| CB11 | CIW Web Security Specialist |
| CB12 | CIW Web Security Associate |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CB14 | Council for Professional Recognition - Child Development Associate Credential (CDA) |
| CB15 | Cisco Certified Network Associate |
| CB16 | Cisco Certified Network Professional (CCNP) |
| CB17 | Cisco Certified Entry Networking Technician |
| CB18 | Cisco Certified Technician Data Center |
| CB19 | Cisco Certified Technician Telepresence |
| CB20 | Cisco Certified Technician Routing and Switching |
| CB21 | Cisco Certified Network Associate - Data Center |
| CB22 | Cisco Certified Network Associate - Routing and Switching |
| CB23 | Cisco Certified Network Associate - Security |
| CB24 | Cisco Certified Network Associate - Service Provider |
| CB26 | Cisco Certified Network Associate - Video |
| CB27 | Cisco Certified Network Associate - Voice |
| CB28 | Cisco Certified Network Associate - Wireless |
| CB29 | Cisco Certified Network Professional - Data Center |
| CB30 | Cisco Certified Network Professional - Routing and Switching |
| CB31 | Cisco Certified Network Professional - Security |
| CB32 | Cisco Certified Network Professional - Service Provider |
| CB34 | Cisco Certified Network Professional - Voice |
| CB35 | Cisco Certified Network Professional - Wireless |
| CB36 | Cisco Certified Design Associate |
| CB37 | Cisco Certified Design Professional |
| CB39 | CompTIA Server+ |
| CB40 | CompTIA A+ |
| CB41 | CompTIA Healthcare IT Technician |
| CB42 | CompTIA Network + |
| CB44 | CompTIA Security + |
| CB45 | CompTIA Strata IT Fundamentals |
| CB46 | CompTIA CDIA + |
| CB47 | CompTIA Cloud + |
| CB48 | CompTIA CTT + |
| CB49 | CompTIA Linux + |
| CB50 | CompTIA Mobile App Security + |
| CB51 | CompTIA Mobility + |
| CB52 | CompTIA Project + |
| CB53 | CompTIA Storage + |
| CB54 | CompTIA Cloud Essentials |
| CB55 | Certified Information Systems Security Professional (CISSP) |
| CB56 | Cisco Certified Network Associate - Collaboration |
| CB57 | Cisco Certified Network Professional - Collaboration |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| CB58 | CIW Web and Mobile Design Professional |
| CB59 | CIW Web Design Professional |
| CB60 | Commission on Ohio Dental Assitants Certification (CODA) - Ohio Certified Dental Assistant AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate |
| CB61 | CompTIA Home Technology Integrator (HTI+) |
| CB62 | CPR First Aid |
| CC02 | Environmental Protection Agency (EPA) - Refrigerant Recovery Core + Level 1 (Small Appliances) |
| CC03 | Environmental Protection Agency (EPA) - Refrigerant Recovery Core + Level 2 (High Pressure) |
| CC04 | Environmental Protection Agency (EPA) - Refrigerant Recovery Core + Level 3 (Low Pressure) |
| CC05 | Environmental Protection Agency (EPA) - Refrigerant Recovery Universal |
| CC06 | Environmental Protection Agency (EPA) - Refrigeration Service Engineer-Type II |
| CD01 | Federal Aviation Administration (FAA) - Airframe Mechanic |
| CD02 | Federal Aviation Administration (FAA) - Power Plant Mechanic |
| CE12 | Internet and Computing Core Certification (IC3) |
| CE13 | ICAR Collision Repair |
| CE14 | Information Technology Infrastructure Library (ITiL) |
| CE15 | International Society of Certified Electronics Technicians (ISCET) Certified Electronics Technician |
| CF02 | Journeyman certification in any trade |
| CG03 | Microsoft Technology Associate (MTA) - Database |
| CG04 | Microsoft Technology Associate (MTA) - Developer |
| CG05 | Microsoft Technology Associate (MTA) - IT Infrastructure |
| CG06 | Microsoft Certified Solutions Associate - Windows Server 2012 |
| CG07 | Microsoft Certified Solutions Associate - Windows Server 2008 |
| CG08 | Microsoft Certified Solutions Associate - Windows 7 |
| CG09 | Microsoft Certified Solutions Associate - Windows 8 |
| CG10 | Microsoft Certified Solutions Associate - SQL Server 2012 |
| CG19 | Microsoft Office Specialist - Word 2013 |
| CG20 | Microsoft Office Specialist - Excel 2013 |
| CG21 | Microsoft Office Specialist - PowerPoint 2013 |
| CG22 | Microsoft Office Specialist - Access 2013 |
| CG23 | Microsoft Office Specialist - Outlook 2013 |
| CG24 | Microsoft Office Specialist - Sharepoint 2013 |
| CG25 | Microsoft Office Specialist - OneNote 2013 |
| CG26 | Microsoft Office Specialist - Word 2010 |
| CG27 | Microsoft Office Specialist - Excel 2010 |
| CG28 | Microsoft Office Specialist - PowerPoint 2010 |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| CG29 | Microsoft Office Specialist - Access 2010 |
| CG30 | Microsoft Office Specialist - Outlook 2010 |
| CG31 | Microsoft Office Specialist - Sharepoint 2010 |
| CG32 | Microsoft Office Specialist - Office 365 |
| CG33 | Microsoft Office Specialist - Word 2013 Expert |
| CG34 | Microsoft Office Specialist - Excel 2013 Expert |
| CG35 | Microsoft Office Specialist - Word 2010 Expert |
| CG36 | Microsoft Office Specialist - Excel 2010 Expert |
| CG38 | Microsoft Certified Professional |
| CG39 | Microsoft Certified Solutions Associate |
| CG40 | Microsoft Certified Solutions Developer |
| CG41 | Microsoft Certified Solutions Developer - Application Lifecycle |
| CG42 | Microsoft Certified Solutions Developer - Sharepoint Applications |
| CG43 | Microsoft Certified Solutions Developer - Web Applications |
| CG44 | Microsoft Certified Solutions Developer - Windows Store Apps |
| CG45 | Microsoft Certified Solutions Expert |
| CG46 | Microsoft Certified Solutions Expert Business Intelligence |
| CG47 | Microsoft Certified Solutions Expert Communication |
| CG48 | Microsoft Certified Solutions Expert Data Platform |
| CG49 | Microsoft Certified Solutions Expert Desktop Infrastructure |
| CG50 | Microsoft Certified Solutions Expert Messaging |
| CG51 | Microsoft Certified Solutions Expert Private Cloud |
| CG52 | Microsoft Certified Solutions Expert Server Infrastructure |
| CG53 | Microsoft Certified Solutions Expert Sharepoint |
| CH24 | National Court Reporters Association (NCRA) - Certified Legal Video Specialist (CLVS) |
| CH25 | National Electronics Service Dealers Association (NESDA) - Certified Customer Service Representative (CSR) |
| CH27 | National Healthcareer Association (NHA) - Certified Electronic Health Records Specialist (CEHRS) |
| CH28 | National Healthcareer Association (NHA) - Certified Billing & Coding Specialist (CBCS) |
| CH30 | National Healthcareer Association (NHA) - Certified Phlebotomy Technician (CPT) |
| CH31 | National Healthcareer Association (NHA) - Certified Professional Coder (CPC) |
| CH32 | National Healthcareer Association (NHA) - Certified Electronics Technician (CET) |
| CH33 | National Institute for Automotive Service Excellence (ASE) - A1 Engine Repair |
| CH34 | National Institute for Automotive Service Excellence (ASE) - A2 Automatic Transmission/Transaxle |
| CH35 | National Institute for Automotive Service Excellence (ASE) - A3 Manual Drive Train & Axles |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CH36 | National Institute for Automotive Service Excellence (ASE) - A4 ASE Suspension & Steering |
| CH37 | National Institute for Automotive Service Excellence (ASE) - A5 Brakes |
| CH38 | National Institute for Automotive Service Excellence (ASE) - A6 Electrical/Electronic Systems |
| CH39 | National Institute for Automotive Service Excellence (ASE) - A7 Heating & Air Conditioning |
| CH40 | National Institute for Automotive Service Excellence (ASE) - A8 Engine Performance |
| CH41 | National Institute for Automotive Service Excellence (ASE) - A9 Light Vehicle Diesel Engines |
| CH42 | ASE B2 Painting & Refinishing |
| CH43 | ASE B3 Non-Structural Analysis & Damage Repair |
| CH44 | ASE B4 Structural Analysis & Damage Repair |
| CH45 | ASE B5 Mechanical and Electrical Components |
| CH64 | National Institute for Automotive Service Excellence (ASE) - T1 Gasoline Engines (Truck) |
| CH65 | National Institute for Automotive Service Excellence (ASE) - T2 Diesel Engines (Truck) |
| CH66 | National Institute for Automotive Service Excellence (ASE) - T3 Drive Train (Truck) |
| CH67 | National Institute for Automotive Service Excellence (ASE) - T4 Brakes |
| CH68 | National Institute for Automotive Service Excellence (ASE) - T5 Suspension & Steering (Truck) |
| CH69 | National Institute for Automotive Service Excellence (ASE) - T6 Electrical/Electronic Systems (Truck) |
| CH70 | National Institute for Automotive Service Excellence (ASE) - T7 Heating, Ventilation & A/C (Truck) |
| CH71 | National Institute for Automotive Service Excellence (ASE) - T8 Preventative Maintenance Inspection (Truck) |
| CH72 | NIMS Machining Level 1 Certification |
| CH73 | NIMS Machining Level 2 Certification |
| CH74 | NIMS Machining Level 3 Certification |
| CH75 | National Restaurant Association - ServeSafe |
| CH83 | National Association of Stationary Operating Engineers Third Class Power Engineer License |
| CH84 | National Incident Management System 100 |
| CH85 | National Incident Management System 700 |
| CH86 | National Institute for Automotive Service Excellence (ASE) - P1 Medium-Heavy Truck Parts Specialist |
| CH87 | National Institute for Automotive Service Excellence (ASE) - P2 Automobile Parts Specialist |
| CH88 | National Institute for Certification in Engineering Technologies (NICET) Level II Certification or higher |
| CH89 | NCCER Core and Level One Certification |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CH90 | North American Technician Excellence HVACR Certification (Installation, Service, or Senior Levels) |
| CJ01 | Occupational Safety and Health Administration (OSHA) - 30-Hour Training |
| CJ02 | Occupational Safety and Health Administration (OSHA) - 10-Hour Training |
| CJ13 | Ohio Department of Health - Radiation Therapist |
| CJ14 | Ohio Department of Health - Radiographer |
| CJ16 | Ohio Department of Health - State Tested Nurse Assistant (STNA) |
| CJ19 | Ohio Department of Public Safety, Division of EMS - EMT - Basic |
| CJ20 | Ohio Department of Public Safety, Division of EMS - EMT - Paramedic |
| CJ21 | Ohio Department of Public Safety, Division of EMS - EMT - Intermediate |
| CJ22 | Ohio Department of Public Safety, Division of EMS - Ohio Firefighter I |
| CJ23 | Ohio Department of Public Safety, Division of EMS - Ohio Firefighter II |
| CJ28 | Ohio State Board of Cosmetology - Esthetician |
| CJ29 | Ohio State Board of Cosmetology - License of Cosmetology |
| CJ30 | Ohio State Board of Cosmetology - Managing Cosmetologist |
| CJ31 | Ohio State Board of Cosmetology - Manicurist |
| CJ33 | Ohio State Board of Nursing - Licensed Practical Nurse (LPN) |
| CJ34 | Ohio State Board of Pharmacy - Certified Pharmacy Technician (CPhT)(ExCPT) |
| CJ36 | OC/Pepper Spray |
| CJ37 | Ohio Certified Nursey Technician - Grower |
| CJ38 | Ohio Certified Nursey Technician - Landscape |
| CJ39 | Ohio Certified Nursey Technician - Garden Center |
| CJ40 | Ohio Certified Nursey Technician - Master Technician |
| CJ41 | Ohio Commercial Drivers License |
| CJ42 | Ohio Peace Officer Training Academy Private Security Certification |
| CJ43 | Ohio State Occupational Therapy, Physical Therapy, and Athletic Trainers Board - Physical Therapy Assistant (PTA) License |
| CJ44 | Oracle Certified Associate - Java |
| CJ45 | Oracle Certified Master - Java |
| CJ46 | Oracle Certified Professional - Java |
| CL03 | ServSafe |
| CL04 | State of Ohio High Pressure Boiler Operator License |
| CL05 | State of Ohio Low Pressure Boiler Operator License |
| CL06 | State of Ohio Steam Engineer License |
| CM02 | PrintEd |
| CM03 | ProStart Certificate of Achievement |
| CM04 | ProTools |
| CM05 | ProTools- Expert Music |
| CM06 | ProTools- Expert Post |

| Assessment Area Code | Area Code Description |
|----------------------|--------------------------------|
| CM07 | ProTools- ICON Mixer |
| CM08 | ProTools- Operator Music |
| CM09 | ProTools- Operator Post |
| CM10 | ProTools- User |
| CM11 | ProTools- VENUE Operator |
| CM12 | ProTools- Worksurface Operator |
| CP01 | Taser Certification |

Table 5. AP (Advanced Placement) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|------------------------------------|
| AP01 | Art History |
| AP02 | Biology |
| AP03 | Calculus AB |
| AP04 | Calculus BC |
| AP05 | Chemistry |
| AP06 | Chinese Language & Culture |
| AP07 | Comparative Government & Politics |
| AP08 | Computer Science A |
| AP09 | English Language & Composition |
| AP10 | English Literature & Composition |
| AP11 | Environmental Science |
| AP12 | European History |
| AP13 | French Language & Culture |
| AP14 | German Language & Culture |
| AP15 | Human Geography |
| AP16 | Italian Language & Culture |
| AP17 | Japanese Language & Culture |
| AP18 | Latin |
| AP19 | Macro-economics |
| AP20 | Micro-economics |
| AP21 | Music Theory |
| AP22 | Physics B |
| AP23 | Physics C: Electricity & Magnetism |
| AP24 | Physics C: Mechanics |
| AP25 | Psychology |
| AP26 | Spanish Language and Culture |
| AP27 | Spanish Literature and Culture |
| AP28 | Statistics |
| AP29 | Studio Art: 2-D Design |

| Assessment Area Code | Area Code Description |
|----------------------|----------------------------|
| AP30 | Studio Art: 3-D Design |
| AP31 | Studio Art: Drawing |
| AP32 | U.S. Government & Politics |
| AP33 | U.S. History |
| AP34 | World History |
| AP35 | Physics 1 |
| AP36 | Physics 2 |
| <u>AP37</u> | <u>Seminar</u> |
| <u>AP38</u> | <u>Research</u> |

Table 6. IB (International Baccalaureate) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|---|
| IB01 | Group A Language A – Special Request |
| IB02 | Language B French – Ab Initio |
| IB03 | Language B German – Ab Initio |
| IB04 | Language B Hebrew – Ab Initio |
| IB05 | Language B Italian – Ab Initio |
| IB06 | Language B Japanese – Ab Initio |
| IB07 | Language B Polish – Ab Initio |
| IB08 | Language B Spanish – Ab Initio |
| IB09 | Language B Swahili – Ab Initio |
| IB10 | Biology – Higher Level |
| IB11 | Business and Management – Higher Level |
| IB12 | Chemistry – Higher Level |
| IB13 | Classical Greek – Higher Level |
| IB14 | Computer Science – Higher Level |
| IB15 | Dance – Higher Level |
| IB16 | Design Technology – Higher Level |
| IB17 | Economics – Higher Level |
| IB18 | English: Language and Literature – Higher Level |
| IB19 | Film – Higher Level |
| IB20 | Geography – Higher Level |
| IB21 | History – Higher Level |
| IB22 | History – Standard Level |
| IB23 | History 2: Africa – Higher Level |
| IB24 | History 2: Asia/Oceania – Higher Level |
| IB25 | History 2: Europe/Middle East – Higher Level |
| IB26 | History 2: Americas – Higher Level |
| IB27 | ITGS – Higher Level |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| IB28 | Language A English Language and Literature – Higher Level |
| IB29 | Language A Literature English – Higher Level |
| IB30 | Language B French – Higher Level |
| IB31 | Language B German – Higher Level |
| IB32 | Language B Hebrew – Higher Level |
| IB33 | Language B Italian – Higher Level |
| IB34 | Language B Japanese – Higher Level |
| IB35 | Language B Polish – Higher Level |
| IB36 | Language B Spanish – Higher Level |
| IB37 | Language B Swahili – Higher Level |
| IB38 | Latin – Higher Level |
| IB39 | Mathematics – Higher Level |
| IB40 | Mathematics: Discrete Mathematics – Higher Level |
| IB41 | Mathematics: Sets, Relations and Groups – Higher Level |
| IB42 | Mathematics: Statistics and Probability – Higher Level |
| IB43 | Music – Higher Level |
| IB44 | Psychology – Higher Level |
| IB45 | Social and Cultural Anthropology – Higher Level |
| IB46 | Theatre – Higher Level |
| IB47 | Visual Arts Option A – Higher Level |
| IB48 | Visual Arts Option B – Higher Level |
| IB49 | Physics – Higher Level |
| IB50 | Biology – Standard Level |
| IB51 | Business and management – Standard Level |
| IB52 | Chemistry – Standard Level |
| IB53 | Classical Greek – Standard Level |
| IB54 | Computer science – Standard Level |
| IB55 | Dance – Standard Level |
| IB56 | Design technology – Standard Level |
| IB57 | Economics – Standard Level |
| IB58 | Environmental Systems and Societies – Standard Level |
| IB59 | Film – Standard Level |
| IB60 | Geography – Standard Level |
| IB61 | ITGS – Standard Level |
| IB62 | Language B French – Standard Level |
| IB63 | Language B German – Standard Level |
| IB64 | Language B Hebrew – Standard Level |
| IB65 | Language B Italian – Standard Level |
| IB66 | Language B Japanese – Standard Level |
| IB67 | Language B Polish – Standard Level |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| IB68 | Language B Russian – Standard Level |
| IB69 | Language B Spanish – Standard Level |
| IB70 | Language B Swahili – Standard Level |
| IB71 | Latin – Standard Level |
| IB72 | Math Studies – Standard Level |
| IB73 | Mathematics – Standard Level |
| IB74 | Music, Creating – Standard Level |
| IB75 | Music, Group Performing – Standard Level |
| IB76 | Music, Solo Performing – Standard Level |
| IB77 | Physics – Standard Level |
| IB78 | Psychology – Standard Level |
| IB79 | Social and Cultural Anthropology – Standard Level |
| IB80 | Theatre – Standard Level |
| IB81 | Visual Arts Option A – Standard Level |
| IB82 | Visual Arts Option B – Standard Level |
| IB83 | World Religions – Standard Level |
| IB84 | Language A Literature English – Standard Level |
| IB85 | Philosophy – Higher Level |
| IB86 | Philosophy – Standard Level |
| IB87 | Chinese A Literature Higher Level |
| IB88 | Chinese A Literature Standard Level |
| IB89 | Chinese A Language & Literature Higher Level |
| IB90 | Chinese A Language & Literature Standard Level |

Reporting Instructions. The Assessment area value must be a valid Assessment Area Code for the reported Assessment Type Code (FA060). For Assessment types HA-RZ, report the Assessment Area Code option that best matches the assessment subject area. Any of the valid Assessment Area Codes may be used with the HA-RZ Assessment Type.

Assessment areas that do not require all 4 available characters may be reported with either leading or trailing spaces.

 **Assessment Type Code**

| | |
|---------------------|--|
| Record Field Number | FA060 |
| Definition | Identifies the type of assessment that is the source of the data on the record submitted to ODE. |

| Option | Assessment |
|---|---|
| Valid Options for Regular EMIS Collection Requests | |
| AC | American College Testing Assessment (ACT) |
| AP | Advanced Placement Assessment (AP) |
| GA | Ohio Achievement Assessment (OAA) |
| GB | Preschool Assessment (ELA) |

| Option | Assessment |
|--|--|
| GD | NWEA Measures of Academic Progress (MAP) DORP Growth Assessment only |
| GE | End of Course Exam (GE) |
| GF | Ohio Test of English Language Acquisition Proficiency Assessment (OTELA- OELPA) |
| GM | Preschool Early Childhood Outcome (ECO) Assessment |
| GN | Next Generation Assessment (NGA) |
| GO | Kindergarten Readiness Assessment (KRA) |
| GS | Preschool Ages & Stages Questionnaire/Social Emotional (ASQ/SE) Assessment |
| GU | CTE Industry Assessment |
| GW | Industry Credential |
| GX | Ohio Graduation Test (OGT) |
| GY | CTE Technical Assessment |
| IB | International Baccalaureate (IB) |
| SA | Scholastic Aptitude Test (SAT) |
| WK | ACT WorkKeys Assessment |
| Valid Options for Special Collections | |
| HA | Achieve 3000 |
| HB | ACT Assessment Program (AAP) |
| HC | Academic Intervention Monitoring System (AIMSweb) |
| HD | Basic Achievement Skills Inventory - Comprehensive Version |
| HE | Bateria III Woodcock Munoz Pruebas de habilidad cognitiva- Revisada |
| HF | Bateria III Woodcock Munoz-NU Pruebas de aprovechamiento |
| HG | Clark's Drawing Abilities Test |
| HH | Cognitive Abilities Test (CogAT) |
| HJ | Cognitive Abilities Test (CogAT), Nonverbal Battery |
| HK | Compass (ACT) |
| HL | Comprehensive Testing Program (CTP) |
| HM | Dance Talent Assessment Process (DTAP) |
| HN | Das-Naglieri Cognitive Assessment Systems (CAS) |
| HP | Dibels |
| HR | Differential Ability Scales |
| HS | Diagnostic Online Math Assessment (DOMA) (Let's Go Learn) |
| HT | Diagnostic Online Reading Assessment (DORA) (Let's Go Learn) |
| HU | Explore (ACT) |
| HV | Inspect (Key Data) |
| HW | InView - A Measure of Cognitive Abilities |
| HX | Iowa Assessments |
| HY | iReady Diagnostic |
| HZ | Kaufman Assessment Battery for Children (KABC) |
| JA | Kaufman Test of Educational Achievement (KTEA) |
| JB | Leiter International Performance Scale-Revised (Leiter-R) |
| JC | Logramos Assessment |
| JD | Measures of Academic Progress (MAP) (NWEA) |
| JE | Metropolitan Achievement Tests |
| JF | Music Talent Assessment Process (MTAP) |
| JG | Naglieri Nonverbal Ability Test |
| JH | Otis Lennon School Ability Test |
| JJ | Performance Assessment (Global Scholar) |

| Option | Assessment |
|--------|---|
| JK | PLAN (ACT) |
| JL | Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) |
| JM | PRO-Core (PRO-Core Learning Systems) |
| JN | Quality Core (ACT) |
| JP | Raven’s Progressive Matrices (Standard and Advanced Form) |
| JR | Readistep |
| JS | SAT I Reasoning Test |
| JT | Riverside Interim |
| JU | Scholastic Reading Inventory (SRI) |
| JV | Scholastic Math Inventory (SMI) |
| JW | Stanford Achievement Test |
| JX | Stanford Aprenda |
| JY | Stanford-Binet Intelligence Scales |
| JZ | Standardized Testing and Reporting (STAR) Early Literacy |
| KA | Standardized Testing and Reporting (STAR) Early Math |
| KB | Standardized Testing and Reporting (STAR) Math Enterprise |
| KC | Standardized Testing and Reporting (STAR) Reading Enterprise |
| KD | Terra Nova |
| KE | Test of Cognitive Skills |
| KF | Test Packs (Edmentum) |
| KG | Tests of Achievement and Proficiency (TAP) |
| KH | Theatre Arts Talent Assessment Process (TTAP) |
| KJ | Torrance Tests of Creative Thinking |
| KK | Universal Nonverbal Intelligence Test (UNIT) |
| KL | Wechsler Individual Achievement Test (WIAT) |
| KM | Wechsler Intelligence Scale for Children |
| KN | Wechsler Nonverbal Scale of Ability |
| KP | Wechsler Preschool and Primary Scale of Intelligence |
| KR | Woodcock Johnson NU Tests of Achievement |
| KS | Woodcock-Johnson, Tests of Cognitive Abilities - NU |
| KT-RZ | Reserve for future use. |

 **Grade Level of Student at Time of Test**

| | |
|---------------------|--|
| Record Field Number | FA220 |
| Definition | The grade level of the student at the time the reported assessment was administered. |

Valid Options

PS, KG-12, 13, 23

** Not Applicable

Reporting Instructions. Option “***” is only valid for ~~GU~~, GW, GY, AC, SA, AP, IB, and HA-RZ assessments types only.

☀ Required Test Type

| | |
|---------------------|---|
| Record Field Number | FA215 |
| Definition | The type of test/form of the assessment reported on the record. |

Valid Options

- STR Standard (regular)
- ~~ST1 Standard (regular) Student took the Performance Based Assessment (PBA) part of assessment only (GE and GN Assessment Types only)~~
- ~~ST2 Standard (regular) Student took the End of Year (EOY) part of the assessment only (GE and GN Assessment Types only)~~
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP (GA and GX Assessment Types only)

Reporting Instructions. If a test is given in only one format report “STR”. If an “ALT” is reported for a Special Education student then all areas for that assessment on that date must be reported as ALT. ~~Only report “ST1” and “ST2” when a student has taken one part of a specific GE or GN assessment, but did not take the other part of the assessment.~~

☀ Score

| | |
|---------------------|--|
| Record Field Number | FA240 |
| Definition | A three character field containing the score on the reported assessment. |

Valid Options

- 000-999 Range of Numeric Scores
- A Advanced – The student scored Advanced on the CTE Technical Assessment (GY Assessment Type)
- F First Assessment - This record represents the first ECO assessment for this student, so progress is not relevant (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas only)
- I Student is participating in CTE Technical Assessments (GY Assessment Type), but has not completed enough modules for a valid score
- N No - The student has not shown any new skills or behaviors related to the assessment area (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas) or ~~Student did not pass the CTE Industry Assessment (GU Assessment Type) or~~ Student scored Not Proficient on the CTE Technical Assessment (GY Assessment Type)
- P ~~Student passed the CTE Industry Assessment (GU Assessment Type only) or~~ Student scored Proficient on the CTE Technical Assessment (GY Assessment Type)
- Y Yes - The student has shown new skills or behaviors related to the assessment area (GM Assessment - EPRG, KPRG, and TPRG Assessment Areas only)
- *** No Score to Report

Reporting Instructions. An assessment taken that results in a score of zero must be reported with a *Score Not Reported* value of “*”. With the exception of the industry credential, an assessment without a

score to report (***) must be reported with a value other than “*” in the *Score Not Reported* element. Industry credentials should be reported with a score of “***”.

The score can be numeric or non-numeric as required based on the Assessment Type and Assessment Area codes.

Non-numeric scores that do not require all 3 available characters may be reported with either leading or trailing spaces.

Numeric scores that do not require all 3 available characters may be reported with either leading zeros or leading spaces, but in both cases, the actual score must be right-justified within the element.

Example 1.

| |
|--|
| <p>Reporting Scores Less Than 100 A score of 6 may be reported as either “006” or “6”. A score of 0 may be reported as either “000” or “0”.</p> |
|--|

Decimal points are assumed and should not be reported in this element. Currently, the only assessments where a score with an implied decimal is reported are raw scores from Required Test Type-Alternate Assessments for the Ohio Graduation Test administered prior to the 2012-2013 school year.

Example 2.

| |
|--|
| <p>Reporting ALT Scores Prior to 2012-2013 A raw score of 26.5 is to be reported as 265. A raw score of 15 is to be reported as 150.</p> |
|--|

On ALT assessments, do not report the entry score provided by the testing provider. For the Reading and Writing ALT Assessment Areas, report the Total Raw Score/ELA on both test records.

 **Score Not Reported**

| | |
|---------------------|--|
| Record Field Number | FA235 |
| Definition | Identifies the reason why the student did not take the required assessment and/or does not have a score to report. |

Valid Options

- * Option Not Applicable, Student took the test.
- A Medical Reason
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other (reason not listed)
- G EOC assessment (GE) not given for the course in which the student is enrolled within this district
- H SSID for this student appears on the assessment vendor file due to a data error; student with this SSID was not required to be assessed
- I Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education or the school district
- J Student moved in or out of district before test administered

- K Not required in this district due to part-time student status, home school, nonpublic school and not enrolled in course for this assessment/subject area
- L Student has a disability condition and is deaf and/or blind and is not required to take the test
- M Medical Emergency – Circumstances beyond the Local Education Agency’s control prevent a student from being assessed at any time during the testing window due to a significant medical emergency (e.g., student is hospitalized due to an accident). Ongoing medical conditions are not considered medical emergencies.
- N Accelerated Student, No Subject Test at Accelerated Grade
- ~~O Student Older than Maximum Age for ASQ/SE Assessment~~
- P Due to Timing of Alternate Assessment Determination
- R Parents request results not be reported to the state
- S Non-Scorable Assessment (only valid for that Standards-Based Alternate Assessment)
- T CTE student is taking an industry assessment, to be reported in March (D)
- U Unable to answer sample items
- V CTE student was not given a technical or industry assessment
- W Assessment score not reported because student received graduation credit for assessment area due to course completion prior to end of course assessment availability; Number in score field represents number of graduation points earned
- X Assessment score not reported because student received graduation credit for assessment area due to completion of a dual credit course; Number in score field represents number of graduation points earned
- Y Student transferred in with course already completed; number of required graduation points reduced

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

If a recently arrived LEP student has not been enrolled in U.S. schools for more than 180 school days and has not previously been exempt from a State’s spring test administration, the student is not required to take the State’s English language arts assessments (reading/writing). If an LEP student enrolls during the spring administration on or after the majority of attendance dates for the Ohio Graduation Tests or for the Ohio Achievement Assessments, that spring administration will not count as this single exemption for testing recently arrived LEP students, unless the student was enrolled in an Ohio school during a prior year prior to the March 19th or May 10th dates. However students reported as “L” during the Initial Student (S) Collections who will have over 180 school days in U.S. schools as of the first day of a spring test administration window, will be required to be assessed in the State’s English language arts assessments during that spring test administration. See EMIS Manual Section 2.6 for the majority of attendance and participation dates for the current school year.

Option “P” is only valid for a student who enrolls on or after the last day designated for the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) test window and

- has an IEP and is required to take an alternate assessment, or
- has an IEP with alternate assessment determination made prior to the spring test administration.

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the OAA (GA) and OGT (GX) assessments who did not take one or more of the tests (or alternate assessment if designated in the student’s IEP). This element will be used for this legislative mandate.

Report option “R” when a parent makes a request under ORC §3301.0714(B)(1)(n). This law is also applied to the preschool assessments managed by the Office of Early Learning and School Readiness.

Option “V” is used for students when an assessment was available, but the student was not given the assessment. Per the CTE Assessment Matrix, failure to test may negatively impact CTE report card results.

Not all Score Not Reported values can be used with each Assessment Type. The following table lists which Score Not Reported values can be used with each Assessment Type:

| Assessment Type | Subset of Valid Score Not Reported Options |
|-------------------------------|---|
| AC, GW, SA, HA-RZ, AP, IB, WK | * |
| GA | *, A, B, C, D, E, F, H, I, J, K, M, N, P, S |
| GB | *, A, B, D, F, J, M, R |
| GE | *, A, B, C, D, E, F, G, H, I, J, M, W, X, Y |
| GF | *, A, B, C, D, E, F, I, J |
| GM | *, A, B, D, F, J, R |
| GN | *, A, B, C, D, E, F, H, I, J, K, M, N |
| GO | *, A, B, C, D, E, F, H, J, K, M, R |
| GS | *, A, B, D, F, J, O, R |
| GU | *, M, V |
| GX | *, A, B, C, D, E, F, H, I, J, K, M, P, S |
| GY | *, F (F only used for 14TP Assessment Area), T, V |

 **Test Date**

| | |
|---------------------|-------------------------------------|
| Record Field Number | FA210 |
| Definition | The date the test was administered. |

Valid Options

YYYYMM Year, Month

Reporting Instructions. If a test was not taken, report the date of the test that would have been administered. For example, a test which was taken on March 15, 2012, is to be reported in the following format: 201203.

The year (YYYY) value reported in this element is the year that corresponds to the month reported for current school year administrations. For example, an assessment given in FY12 would typically be reported with 2011 for June-December and 2012 for January-May. When reporting OGT results from prior years, results from any prior year assessment window can be reported in Assessment (A) or Graduate (G) Collections as needed.

For the E-Transcript (E) Collection Request, the SA, AC, GY, and GX assessments may also have results reported from previous years.

The following table summarizes the administration window for each Assessment Type and the corresponding month (MM) values that can be reported in this element. For Assessment Windows marked with *, see the ODE website Testing area for the specific assessment window dates for each year.

For Student Record Exchange (X) Collection, all assessment types may be reported with any valid month value listed in the following table.

| Assessment Type | Assessment Window | Valid Month Values |
|-----------------|---|---|
| GA | Fall (A reporting): Third grade STR reading only October 6 – October 10* | Always October (10) |
| | Spring (A reporting): ALT test type, February 23 - March 06 | February (02) - March (03) |
| | Spring (A reporting): STR test type, April 20 – May 1* | April (04) – May (05) |
| | Summer (A reporting): Third grade STR reading only June 15 – June 28 | June (06) |
| GB and GM | Fall (A reporting): October 20 – December 19 | October (10) – December (12) |
| | Spring (A reporting): April 13 – June 5 | April (04) – June (06) |
| GF | Spring (A reporting): January 12 through March 6 | January (01) – March (03) |
| GM | Fall (A reporting): Enrolled or Exited | July (07) – December (12) |
| | Spring (A reporting): Enrolled or Exited | January (01) – June (06) |
| GO | Fall (A reporting): first day of school – November 1 | July (07) – November (11) |
| GS | Fall (A reporting): First day of school – December 1 | July (07) – December (12) |
| GU | Reported in Fall (A) and D: actual assessment dates will vary | Always January (01) of year reported, regardless of year taken |
| GW | Reported in Fall and Spring A and G: Actual assessment dates will vary | Always January (01) of year reported, regardless of year taken |
| GX | Summer prior to current school year (A reporting): June – July*, non-summer graduates | June (06) – July (07) |
| | Fall (A reporting): October-November* | October (10) – November (11) |
| | Spring (A reporting): STR test type in March*, and ALT test type late February | February (02) - March (03) |

| Assessment Type | Assessment Window | Valid Month Values |
|--|---|--|
| | - March* | |
| | A Summer after current school year (G reporting): June – July*, summer graduates only | June (06) – July (07) |
| | Reported in E: Actual assessment dates will vary | March (03) – November (11) |
| GY | Reported in A (Fall reporting): actual assessment dates will vary | Always January (01) of year reported, regardless of year taken |
| | Reported in E: Previous years to current year | |
| AC | Reported in E, Spring A, or G: Actual assessment dates will vary | January (01) – December (12) |
| SA | Reported in E, A (Fall reporting), or G: Actual assessment dates will vary | January (01) – December (12) |
| HA-RZ | Reported in X: Actual assessment dates will vary | January (01) – December (12) |
| AP | Reported in E, Spring A, or G: Actual assessment dates will vary | May (05) |
| IB | Reported in E, Spring A, or G: Actual assessment dates will vary | November (11) and May (05) |
| GN | Reported in A (Spring window) | April (04) regardless of actual test date |
| <u>GN</u> <u>(3rd grade ELA only)</u> | <u>Fall (A reporting): November 30 – December 11</u> | <u>Always December (12)</u> |
| GE | Reported in A – Fall Block Schedule | December(12) regardless of actual test date |
| | Reported in A – Spring regular | April (04) regardless of actual test date |
| | Reported in A – Spring Block Schedule | May (05) regardless of actual test date |
| WK | Reported in A (Spring window) and D: actual assessment dates will vary | Actual month and year of administration |
| GD | Winter Window December 1 – Feb 28 | January(01) – February(02) |
| | Spring Window March 1 – June 15 | March(03) – June(06) |

 **Test Grade Level**

| | |
|---------------------|---|
| Record Field Number | FA200 |
| Definition | The grade level of the assessment administered. |

Valid Options

***, PS, KG, 01-12*

Reporting Instructions. It is optional to report Test Grade Level for Assessment types (HA-RZ). However, some HA-RZ assessments may have different forms that vary by grade level. In these cases, the grade level associated with the form can be reported in this element. The following table summarizes the

possible Test Grade Level values for each Assessment Type. ~~Note that for the OAA (GA), values above 08 are only relevant in the acceleration situations described below.~~

| Assessment Type | Valid Test Grade Level values |
|---|--|
| AP, GA, GN, HA-RZ, and IB | 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 |
| GB, and GM, and GS | PS |
| GD, GE, GF, GU, GW , GY, AC, SA, HA-RZ, WK, AP, and IB | ** |
| GO and HA-RZ | KG |
| HA-RZ | 01, 02 |
| AP, IB, and GX | 10 |

If a student is accelerated in a subject that exists at the student’s grade level on the ~~OAA (GA) Grades 3-8 NGA~~, as reported on the Student Attributes – Effective Date (FD) Record, but there is no such ~~OAA Grades 3-8 NGA~~ subject test available at the accelerated grade level, report the test grade level of the non-existent test, e.g., student is a 4th grader accelerated to 5th grade in writing: report 05 in the Test Grade Level Element and report option “N” in the Score Not Reported Element.

 **Type of Accommodation**

| | |
|---------------------|---|
| Record Field Number | FA225 |
| Definition | Identifies if accommodations were provided to the student when taking the assessment. |

Valid Options

- ** Not Applicable, student did not take the assessment being reported or accommodations not reported on assessment taken
- NO Student did not receive accommodations on the standard assessment (STR) or took an alternate assessment (ALT)
- Y1 Student took the standard (STR) format of the assessment with 504 plan accommodations
- Y2 Student took the standard (STR) format of the assessment with IEP accommodations
- Y3 Student took the standard (STR) format of the assessment with LEP accommodations other than the use of a dictionary and/or extended time

Reporting Instructions. The following table summarizes the possible Type of Accommodation values for each Assessment Type.

| Assessment Type | Valid Type of Accommodation |
|---|-----------------------------|
| GA, GD, GE, GN, and GX | any |
| GB and GO | ** , NO, Y3 |
| GF | ** , NO, Y1, Y2 |
| GM, GS, GU, GW , GY, AC, SA, HA-RZ, AP, IB, and WK | ** |

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Assessment (FA) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|------------------------|---------------|
| EMIS Student ID | FA050 |
| Assessment Type Code | FA060 |
| Test Grade Level | FA200 |
| Assessment Area Code | FA205 |
| Test Date | FA210 |

2.8 STUDENT ASSESSMENT (FA) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|----------|
| | 1-8 | Filler | PIC X(8) |
| FA010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FA" | |
| | 11 | Filler | PIC X |
| FA020 | 12-15 | Fiscal Year, e.g., 2016 (CCYY) | PIC X(4) |
| FA030 | 16 | Collections | PIC X |
| | | A – Assessment D – March G – Graduate R – Graduation Requirements Progress E – E-Transcript X – Student Record Exchange | |
| FA040 | 17-22 | District IRN | PIC X(6) |
| FA050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FA060 | 32-33 | Assessment Type Code | PIC X(2) |
| FA200 | 34-35 | Test Grade Level | PIC X(2) |
| FA205 | 36-39 | Assessment Area Code | PIC X(4) |
| FA210 | 40-45 | Test Date (CCYYMM) | PIC X(6) |
| | 46-47 | Filler | PIC X(2) |
| FA215 | 48-50 | Required Test Type | PIC X(3) |
| FA220 | 51-52 | Grade Level of Student at time of test | PIC X(2) |
| FA225 | 53-54 | Type of Accommodation | PIC X(2) |
| FA235 | 55 | Score Not Reported | PIC X |
| FA240 | 56-58 | Score | PIC X(3) |