ODE EMIS MANUAL

Section 2.8:
Student Assessment Record (FA)

Ohio | Department of Education

Version 2.0
May 2, 2013

REVISION HISTORY

The revision history provides a means for the readers to easily navigate to the places in the manual where updates have occurred. Where there has been a significant change or update it will be highlighted. Minor changes, such as typos, formatting, and grammar are not highlighted.

Version	Date	Effective Date (FY & Reporting Period)	Change #	Description
2.0	5/2/13	E-Transcript (E) Student Record Exchange (X)	921, 922	Added E-Transcript and Student Record 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 Table1. 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).
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

2.8 STUDENT ASSESSMENT RECORD

Required Reporting Periods

The Student Assessment Record is to be reported for the October (K), March (D), Yearend (N), and Graduation (G) reporting periods, and for the E-Transcript (E) and Student Record Exchange (X) collection requests.

General Guidelines

Starting in FY12, ~~most statewide~~ assessments ~~will no longer be reported as separate assessment record types. These~~ will be reported using a common format, ~~for most assessments,~~ the Student Assessment Record. Please note that the Graduation-ONLY Test Record (GP) cannot be reported using this format.

~~This record replaces the reporting of the following student test reords:~~
~~Preschool assessments:~~
~~GB — Preschool Assessment~~
~~GS — Preschool ASQ/SE Assessment~~
~~GM — Preschool ECO Assessment~~
~~Kindergarten assessment:~~
~~GO — Kindergarten Assessment KRA-L~~
~~LEP assessment:~~
~~GF — Ohio Test of English Language Acquisition (OTELA)~~
~~Ohio Accountability/LRC assessments:~~
~~GA — Ohio Achievement Assessment~~
~~GX — Ohio Graduation Test~~
~~Career Technical assessments:~~
~~GY — CTE Student Assessment~~
~~GU — CTE Industry Assessment~~

~~The Student Assessment Record will contain the same two character identifier that was used to report the previous test records.~~ Districts are required to report one record per student for each student-assessment type-assessment area/subject-assessment date combination. Therefore, if a given assessment has multiple areas/subjects, multiple Student Assessment Records will be required to 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,
  - 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. For subject/grade level tests in which a standards-based alternate assessment is administered, a RAW score is reported in the Score Element.

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 Assessment through the ODE Call Center at: (877) 772-7771 and ask to be connected to the Office of Assessment. Rules for the KRA-L 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 Record (FE) 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 period.

Who Reports OAA, OGT, OTELA, and KRA-L 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 (OTELA).

For answers to questions regarding the scoring process or the test scoring company, contact the ODE Call Center at: (877) 772-7771 and ask to be connected to the Office of 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 Assessment (Get It! Got It! GO!), Preschool Assessment (ASQ/SE), Student Preschool ECO Assessment (ECO), and the Kindergarten Readiness Assessment – Literacy (KRA-L).

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 the fall administrations are to be reported only during the October (K) reporting period. Results from the spring administrations should be reported during the Yearend (N) reporting period.

Each preschool assessment requires a different number (3GB, 6GM and 1GS) of Student Assessment Records to fully report the assessment. The following chart summarizes the Assessment Areas that must be reported, one per Student Assessment Record, to report a specific preschool assessment for a single reporting period.

Assessment Type(s)	Required Assessment Area Code(s)	Area Code Description
GB (GGG)	ALLT	Alliteration
	PCNM	Picture Naming
	RHYM	Rhyming
GM (ECO)	E	Social-Emotional Skills
	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.

Per ORC § 3301.0714 [o] and EL&SR policy, parents may request that results of preschool assessments not be reported to the state. In this case, report "***" as the Score and "R" as the Score Not Reported reason for each of the required Assessment Area Codes above.

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 El-

ement (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 ASQ/SE. All preschool students with a disability are required have ECO and ASQ/SE assessment records reported twice annually.

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 October (K) reporting period. Likewise, if a preschool child is enrolled one or more days after December 1 assessment records will be reported during the Yearend (N) reporting period.

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 October (K) reporting period, report the final score as of May 15.

GGG (GB) General Guidelines

The GGG (Get It! Got It! Go!) 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.

Valid score ranges for each section of the test are as follows:

000-096	Picture Naming Score
000-048	Rhyming Score
000-040	Alliteration Score

The first section that is administered is the picture naming section. If the student is unable to answer the sample items in this section of the test, then he/she is not administered any of the three sections of the test. In this case, "***" is to be reported as the Score for all three assessment areas and "U" is reported for the Score Not Reported.

If the student is able to answer the sample items in the picture naming section, then report the score he/she received on the picture naming section as the Picture Naming Score. At this point, the student is given sample items in the next section(s) (either rhyming or alliteration, in any order) of the test. If the student is not able to answer the sample items, then report a "***" in the corresponding score element for the section for which he/she was not able to answer the sample items. Report "U" for the Score Not Reported reason. If the student was able to answer sample items in either the rhyming or alliteration sections, then report the student's score on the corresponding assessment record.

It is possible that the student is not able to answer sample items in the rhyming section but is able to answer the sample items in the alliteration section (or vice versa). Therefore, it is possible to report a numeric score in the Picture Naming Score, "***" in the Rhyming Score, and a numeric score in the Alliteration Score.

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 Special Education Preschool Teacher Units

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

A GGG assessment 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 teacher unit is required to be administered the preschool assessment (Get it, Got it, GO!). 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 ~~are~~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 GGG assessment 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 GGG assessment records. The non-state funded district has no responsibility to report GGG assessment 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 GGG assessment records. The non-state funded district does not have any responsibility to report GGG assessment 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).

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 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

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 this instrument.

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 unless the student is being counted as an eligible student under the reporting entity's ECE program (How Received [FS180] is E.

Test Administration Windows. The ASQ/SE (Ages & Stages Questionnaire/Social Emotional) is to be administered at least twice during the academic year for students with disabilities: once at the beginning of the school year (fall) and once at the end of the school year (spring). Students without disabilities in ECE programs are only required to be assessed during the fall window.

Preschool students without disabilities enrolled in an ECE program are required to have an ASQ/SE Test Record reported during the October (K) reporting period if the student was enrolled for one or more days between the first day of school and December 1.

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

Reporting Requirements. The school district and/or ESC providing the preschool special education program is required to submit the ASQ/SE assessment record for students enrolled in these programs. The ECE grantee (school district or Educational Service Center receiving funds from ODE) is required to submit the record for students enrolled in the ECE program, including on behalf of any subcontracted programs.

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.

For younger students, the 30 Month form may not be given by the district. Since a student must be age 3 by December 1 to be reported as a preschool student with a disability, 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- Literacy (GO)

Traditional Ohio public school districts and community schools are required to administer the Kindergarten Readiness Assessment – Literacy (KRA-L) 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 October 1 are required to take the KRA-L, 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 KRA-L is both administered and scored by district personnel. There is no third party testing company which scores the assessment and then sends the results back to the district. Therefore, the raw score from each student's assessment needs to be entered on the Student Assessment Record by school district personnel.

The Student Assessment Record for KRA-L is reported only during the October (K) reporting period.

- Traditional public school districts and community schools are required to submit a Student Assessment Record for each kindergarten student enrolled during the test administration window and October Count Week.

- If a kindergarten student takes the KRA-L in one district and then moves to a different district prior to October Count Week, then the district in which the student is enrolled during October Count Week is responsible for reporting the Student Assessment Record for that student.

As a general guideline, if a student was administered a KRA-L 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-L. 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 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-L Record is required to be reported.

Ohio Test of English Language Acquisition (GF)

Results from the Ohio Test of English Language Acquisition (OTELA) administered during spring of the current school year are reported during the Yearend (N) reporting period on the Student Assessment Record.

Student Assessment Record(s) are required to be submitted for each student with a "Y", "M" or "L" option reported on the LEP Status Element on the Student Attribute – Effective Date Record for any day within the testing window.

Districts are required to submit one Student Assessment Record for each OTELA 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 Yearend (N) reporting period.

Report the scale 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).

Ohio Achievement Assessments (GA)

The results for all Ohio Achievement Assessments are only reported during the Yearend (N) reporting period. Student Assessment Record(s) should be reported for all students enrolled during any test administration in the current school year. Report a separate Student Assessment Record per student, per test date, per test subject for all tested grade levels.

For a grade three reading student, a Student Assessment Record must be submitted if the student was enrolled during the fall test administration window and he/she is required to take the "STR" format.

If the student passes the fall assessment, the third grade Reading spring assessment is optional, and therefore is only reported if the student completed the assessment.

Scaled scores will be reported for all standard assessments – (***STR***) *Required Test Type Element*. Raw scores will 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. Twelfth and eleventh-graders are required to continue to take tests for any of the five subjects not yet passed or exempted from consequences.

The reporting district(s) must submit a separate Student Assessment 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 Record(s) for OGT tests will be reported during the Yearend (N) reporting period. For the E-Transcript collection request, the district should report the most recent passed OGT "STR" results for each subject.

Scaled scores will be reported for all standard assessments – (***STR***) *Required Test Type Element*. Raw scores will be reported for all alternate assessments - *(**ALT**) Required Test Type Element.*

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 Yearend (N) reporting period. 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) reporting period; all other summer administration results should be reported during the following Yearend (N) reporting period.

***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 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 Yearend (N) reporting period.

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 (GA020).

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.

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 Yearend (N) reporting period. If a student takes an industry assessment after completing the CTE program, but before the next March (D) reporting period, the district should report the industry assessment during the March (D) reporting period. CTE Industry Assessments may also be reported by districts participating in the Student Record Exchange (X) collection request.

If an industry assessment was reported during the Yearend (N) reporting period, do not report that same assessment during the March (D) reporting period, unless the student re-took the assessment.

A student who is eligible to be reported during the March (D) reporting period 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) reporting. Therefore, for the March (D) reporting period, 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 Student 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 Yearend reporting period. CTE Student Assessment results are also reported in the E-Transcript (E) and Student Record Exchange (X) collection requests. 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".

Assessments Only Collected in Special Collections

American College Testing Assessment (ACT). 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*.

The Scholastic Aptitude Test (SAT). 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*.

Other Special Collection Assessment Types. 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 Reporting Period

The table below lists assessments reported by reporting period and collection request. Do not report previous years' assessments for October (K) and Yearend (N) reporting, except for the OGT where previous years are allowed. For Graduate (G), March (D), E-Transcript (E), and Student Record Exchange (E), prior years' scores are reported. The exception to this rule is the reporting of the OGT on E-Transcript (E), where the highest score per subject is reported.

Table 1. Assessments by Reporting Period

Assessment	October (K)	Yearend (N)	Graduate (G)	March (D)	E-Transcript (E)	Student Record Exchange (X)
GB - Preschool Assessment	√	√				√
GS - Preschool ASQ/SE	√	√				√
GM - Preschool ECO Assessment	√	√				√
GO - Kindergarten Assessment KRA-L	√					√
GF - Ohio Test of English Language Acquisition (OTELA)		√				√
GA - Ohio Achievement Assessment		√				√
GX - Ohio Graduation Test		√	√		√	√
GY - CTE Student Assessment		√			√	√
GU - CTE Industry Assessment		√		√		√
AC - American College Testing As sessment (ACT)					√	√
SA - Scholastic Aptitude Test (SAT)					√	√
HA-RZ Special Collection Assessment						√

Student Assessment Record Data Elements

The following portion of this section discusses each of the data elements within the Student Assessment 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)
04	4 Years (42-53 months of age)	
05	5 Years (54-65 months of age)	
30	30 Months (27-32 months of age)	GS (ASQ/SE)
ALLT	Alliteration	GB (GGG)
C	Social Studies	GA (OAA) 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)

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
M	Mathematics	GA (OAA) GX (OGT) AC (ACT) SA (SAT)
PCNM	Picture Naming	GB (GGG)
R	Reading	GA (OAA) GF (OTELA) GO (KRA-L) GX (OGT) AC (ACT) SA (SAT)
RHYM	Rhyming	GB (GGG)
S	Science	GA (OAA) GX (OGT) AC (ACT)
SPKG	Speaking	GF (OTELA)
T	Taking Appropriate Action to Meet Needs	GM (ECO)
TPRG	Taking Appropriate Action to Meet Needs Progress	
W	Writing	GA (OAA) GF (OTELA) GX (OGT) AC (ACT) SA (SAT)
ENG	English	AC (ACT)
14TP	Teaching Professions – Portfolio Score	GY (CTE Tech)
01EA	Accounting	
02EA	Administrative Office Technology	
02MA	Administrative Office Technology	
03MC	Agribusiness and Production Systems	
03DA	Agricultural Production core	
03DB	Agricultural Production core and Beef and Sheep Production	
03DC	Agricultural Production core and Dairy Production	
03DD	Agricultural Production core and Poultry Production	
03DE	Agricultural Production core and Swine Production	
05DA	Agricultural/Industrial mechanical Technician	
05MC	Agricultural and Industrial Equipment	
07EA	Heating, Ventilation, Air-Conditioning and Refrigeration	
08DA	Animal Management Technician	
08MC	Animal Science and Management	
09EA	Auto Collision Technician	
09MC	Ground Transportation Collision	
10DA	Auto Mechanics	

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
10MC	Ground Transportation Automotive	GY (CTE Tech)
12EA	Building and Property Maintenance	
13EA	Business Administration and Management	
13MC	Business Administration and Management	
15EA	Carpentry	
15MA	Carpentry	
16FA	Early Childhood Education and Care	
18EA	Visual Communications Art	
18MA	Visual Communications	
18MC	Visual Design and Imaging	
19DA	Commercial Photography	
19MC	Media Arts	
23EA	Dental Assistant	
23MA	Dental Assistant	
24EA	Diesel Mechanics	
24MC	Ground Transportation Truck	
25HA	Diversified Health Occupation	
26EA	Drafting	
26MA	Drafting	
27EA	Electrical Trades	
27MA	Electrical Trades	
27MB	Electrical Trades	
28EA	Electronics	
28MA	Electronics	
30FA	Entertainment Marketing	
34EA	Food Management, Production and Service	
36MC	Marketing Management	
37MC	Integrated Marketing Communications	
38EA	Graphic Communications	
38MA	Graphic Communications	
39DA	Natural Resources and Forest Industry Worker	
39DB	Natural Resources and Resource Conservation	
40EA	Hospitality and Facility Care Services	
40FA	Hospitality	
41DA	Travel and Tourism Marketing	
42EA	Industrial Maintenance	
43FA	Criminal Justice	
44EA	Precision Machine Technologies	
45DA	Masonry	
46DA	Meat Processor	
47FA	Medical Assistant	

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
53DA	Horticulture core and Floriculture and Greenhouse Worker	GY (CTE Tech)
53DB	Horticulture core and Turf and Landscape Worker	
53DC	Horticulture core and Nursery and Garden Worker	
53MC	Horticulture	
56DA	Power Equipment Technology	
56MC	Ground Transportation Power Equipment	
59EA	Welding	
70MA	Core Information Technology	
71MA	Information Support and Services	
72MA	Network Systems	
73MA	Programming and Software Development	
74MA	Interactive Media	
80MC	Information Technology Basic	
81MC	Information Support and Services	
82MC	Network Systems	
83MC	Programming and Software Development	
84MC	Interactive Media	
100	HVAC - National Construction Career Test - National Center for Construction Education and Research	GU (CTE Indust)
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	

Assessment Area Code	Area Code Description	Valid Assessment Type(s)
420	National Council Licensure Examination for Licensed Practical /Vocational Nurses (NCLEX-PN) - Ohio Board of Nursing	GU (CTE Indust)
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)	
ELA	English Language Arts	HA-RZ (Special Collection Requests only)
LA	Language Arts	
MUSC	Music	
GOVM	United States Government	
HIST	United States History	
VOCB	Vocabulary	
ECON	Economics	
FSIQ	Full Scale Intelligence Quotient	
VIQ	Verbal Intelligence Quotient	
NVIO	Non-Verbal Intelligence Quotient	

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 Reporting Periods	
GA	Ohio Achievement Assessment (OAA)
GB	Preschool Assessment (GGG)
GF	Ohio Test of English Languish Acquisition (OTELA)
GM	Preschool ECO Assessment (ECO)
GO	Kindergarten Readiness Assessment (KRAL)
GS	Preschool ASQ/SE Assessment (ASQ/SE)
GU	CTE Industry Assessment
GX	Ohio Graduation Test (OGT)
GY	CTE Technical Assessment
Valid Options for Special Collections	
AC	American College Testing Assessment (ACT)
SA	Scholastic Aptitude Test (SAT)
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 Preubas 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
HQ	Differential Ability Scales
HR	Diagnostic Online Math Assessment (DOMA) (Let's Go Learn)
HS	Diagnostic Online Reading Assessment (DORA) (Let's Go Learn)
HT	Explore (ACT)
HU	Inspect (Key Data)
HV	InView - A Measure of Cognitive Abilities
HW	Iowa Assessments
HX	iReady Diagnostic
HY	Kaufman Assessment Battery for Children (KABC-II)
HZ	Kaufman Test of Educational Achievement (KTEA-II)
JA	Leiter International Performance Scale-Revised (Leiter-R)

Option	Assessment
JB	Logramos Assessment
JC	Measures of Academic Progress (MAP) (NWEA)
JD	Metropolitan Achievement Tests
JE	Music Talent Assessment Process (MTAP)
JF	Naglieri Nonverbal Ability Test
JG	Otis Lennon School Ability Test
JH	Performance Assessment (Global Scholar)
JJ	PLAN (ACT)
JK	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
JL	PRO-Core (PRO-Core Learning Systems)
JM	Quality Core (ACT)
JN	Raven's Progressive Matrices (Standard and Advanced Form)
JP	Readistep
JQ	SAT I Reasoning Test
JR	Riverside Interim
JS	Scholastic Reading Inventory (SRI)
JT	Scholastic Math Inventory (SMI)
JU	Stanford Achievement Test
JV	Stanford Aprenda
JW	Stanford-Binet Intelligence Scales
JX	Standardized Testing and Reporting (STAR) Early Literacy
JY	Standardized Testing and Reporting (STAR) Early Math
JZ	Standardized Testing and Reporting (STAR) Math Enterprise
KA	Standardized Testing and Reporting (STAR) Reading Enterprise
KB	Terra Nova
KC	Test of Cognitive Skills
KD	Test Packs (Edmentum)
KE	Tests of Achievement and Proficiency (TAP)
KF	Theatre Arts Talent Assessment Process (TTAP)
KG	Torrance Tests of Creative Thinking
KH	Universal Nonverbal Intelligence Test (UNIT)
KJ	Wechsler Individual Achievement Test (WIAT)
KK	Wechsler Intelligence Scale for Children
KL	Wechsler Nonverbal Scale of Ability
KM	Wechsler Preschool and Primary Scale of Intelligence
KN	Woodcock Johnson III NU Tests of Achievement
KP	Woodcock-Johnson III , Tests of Cognitive Abilities - NU
KQ-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, GY, AC, SA 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)

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.

☼ *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

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)

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)

P Student passed the CTE Industry Assessment (GU Assessment Type only)

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 "*". An assessment without a score to report (***) must be reported with a value other than "*" in the *Score Not Reported* element.

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.

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”.

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 and Ohio Achievement Assessment.

Example 2.

Reporting ALT Scores
A raw score of 26.5 is to be reported as 265. A raw score of 15 is to be reported as 150.

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)
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)
U	Unable to answer sample items

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 March 19th for the Ohio Graduation Tests or on or after May 10th 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 October (K) reporting periods 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.

Option "P" is only valid for a student who enrolls on or after the last day designated for the submission of the collection of evidence to the scoring contractor 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.

ORC § 3301.0714, section [o] indicates that "no district shall be required to report to the department the results of any diagnostic assessment administered to a kindergarten student if the parent of that student requests the district not to report those results." This law is also applied to the preschool assessments managed by the Office of Early Learning and School Readiness. Report option R when a parent makes this request.

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
GA	*, A, B, C, D, E, F, I, J, K, M, N, P, S
GB	*, A, B, C, D, F, J, L, R, U
GF	*, A, B, C, D, E, F, I, J
GM	*, A, B, D, F, J, R
GO	*, A, B, C, D, E, F, J, K, L, R
GS	*, A, B, D, F, J, O, R

Assessment Type	Subset of Valid Score Not Reported Options
GU, AC, SA, HA-RZ	*
GX	*, A, B, C, D, E, F, I, J, K, M, P, S
GY	*, F (F only used for 14TP Assessment Area)

☼ *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~~.Only the OGT (GX) will ever have results reported with previous years.~~ When reporting OGT results from prior years, results from any prior year assessment window can be reported in Yearend or Graduate reporting periods as needed.

For the E-Transcript 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 web site Testing area for the specific assessment window dates for each year.

For Student Record Exchange (X), 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 (N reporting): Third grade STR reading only October*	Always October (10)
	Spring (N reporting): ALT test type, September until March*	Always March (03)
	Spring (N reporting): STR test type, late April-early May*	April (04) – May (05)
GB	Fall (K reporting): First day of school – November 14	July (07) – November (11)
	Spring (N reporting): March 23 – May 1	March (03) – May (05)
GF	Spring (N reporting): January through March*	January (01) – March (03)
GM and GS	Fall (K reporting): First day of school –	July (07) – December (12)

Assessment Type	Assessment Window	Valid Month Values
	December 1	
	Spring (N reporting): December 2 – May 15	December (12) – May (05)
GO	Fall (K reporting): four weeks prior to the first day of school – October 1	June (06) – October (10)
GU	Reported in N and D: actual assessment dates will vary	Always January (01) of year reported, regardless of year taken
GX	Summer prior to current school year (N reporting): June – July*, non-summer graduates	June (06) – July (07)
	Fall (N reporting): October-November*	October (10) – November (11)
	Spring (N reporting): STR test type in March*, and ALT test type September until March*	Always March (03)
	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 N: 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: Actual assessment dates will vary.	January (01) – December (12)
SA	Reported in E: Actual assessment dates will vary.	
HA-RZ	Reported in X: Actual assessment dates will vary.	January (01) – December (12)

☼ *Test Grade Level*

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

Valid Options

*****, PS, KG, 01~~3~~-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
GA and HA-RZ	03, 04, 05, 06, 07, 08, 09, 10, 11, 12
GB, GM and GS	PS
GF, GU, ~~and~~ GY, AC, SA, and HA-RZ	**
GO and HA-RZ	KG
HA-RZ	01,02
GX	10

If a student is accelerated in a subject that exists at the student's grade level on the OAA (GA), as reported on the Student Attributes – Effective Date Record, but there is no such OAA 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 and GX	any
GB	**, NO, Y2
GF and GO	**, NO, Y1, Y2
GM, GS, GU, ~~and~~, GY, AC, SA and HA-RZ	**

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 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 RECORD (FA) 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., 2012 (CCYY)	PIC X(4)
FA030	16	Reporting Period	PIC X
		K – October D- March N –Yearend G –Graduate 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)