# 2013-2014 Diagnostic Guidance Document

**Updated August 30, 2013**

Districts/community schools are required to administer reading, mathematics and writing diagnostic assessments each year to students in the appropriate grade level. Diagnostic results will be reported into EMIS.

This guidance document outlines the **minimum requirements** of the revised law. Districts/community schools are encouraged to do whatever is necessary above and beyond the law's minimum requirements to ensure their students are performing at grade level.

To view the Diagnostic Assessments and Related Materials, please visit the ODE website:

- Diagnostic Assessments

For specific details on the Third Grade Reading Guarantee such as the Reading Improvement Monitoring Plan, exemption from retention, teacher credentials, intervention for retained students and other specific reading diagnostic information, and additional resources for administrators, educators, and parents, please visit the ODE website:

- The Third Grade Reading Guarantee

In addition to these guidelines, please contact ODE if you have a question on:

- **Diagnostic Assessments**:
  - Sara Allen sara.allen@education.ohio.gov or
  - Paula Mahaley paula.mahaley@education.ohio.gov
- **Third Grade Reading Guarantee**: thirdgradeguarantee@education.ohio.gov.

## General Information for all Diagnostic Assessments

### *Legislative Requirements*

- Each district board shall administer each diagnostic assessment when the board deems appropriate, provided the administration complies with section 3313.608 of the Revised Code. However, the board shall administer any diagnostic assessment at least once annually to all students in the appropriate grade level. A district board may administer any diagnostic assessment in the fall and spring of a school year to measure the amount of academic growth attributable to the instruction received by students during that school year. ORC 3301.0715 (B)

***Guidance for Districts***

- Districts/community schools are required to administer reading, mathematics and writing diagnostic assessments.
- The required grades to be administered a diagnostic assessment are:
  - Reading – kindergarten, first, second and third;
  - Mathematics – first and second; and
  - Writing – first, second and third.
- There are ODE-developed and ODE approved vendor diagnostic assessments that districts/community schools may choose to use. Please see the sections in this guidance document on reading, mathematics and writing diagnostic assessments for the specific criteria that will determine which assessments districts/community schools will use.
- ODE developed new diagnostic assessments for all grades K-3 for use in school year 2013-2014 which were posted on August 1, 2013 at this link: http://education.ohio.gov/Topics/Testing/Diagnostic-Assessments.
- There will be two formats available:
  - A **Screener** which will measure beginning year skills.
  - A **Full Measure** which will measure end-of-year skills.
- If districts/community schools choose to use the ODE developed diagnostics, it is recommended to administer the reading Screener to meet the Sept. 30 deadline which is required by the Third Grade Reading Guarantee.
- Districts/community schools may use an ODE-developed or vendor diagnostic assessment for one grade level and/or subject, and a different vendor diagnostic assessment or ODE-developed diagnostic assessment for another grade level and/or subject.
- ODE is not providing the diagnostic kits for districts/community schools. The diagnostic assessments are posted on the ODE website. Districts/community schools that choose to use ODE diagnostics must print the diagnostics posted on the ODE website and, if appropriate for the task, may use the manipulatives provided in the kits distributed by ODE when the diagnostics were first developed in 2004. It is recommended to print back-to-back to cut down on printing costs. The storybooks must be printed back-to-back to create the storybook format.
- Students enrolled in a chartered non-public school and receiving a scholarship (Ed Choice, Cleveland Tutoring and Scholarship Program, Jon Peterson, and Autism) are not required to be administered a diagnostic assessment. Chartered non-public schools do not have to meet the requirements of the Third Grade Reading Guarantee.

## READING Diagnostic Testing

***Legislative Requirements***

- Districts/community schools shall annually assess the reading skills of each student enrolled in kindergarten to third grade by the thirtieth day of September and shall identify students who are reading below their grade level per ORC 3313.608(B)(1).

- District boards of education must adopt board policies and procedures for annually assessing the reading skills of each student in grades K-3. These policies must specify that the diagnostic assessments for the Third Grade Reading Guarantee be given by September 30 each year. (ORC 3313.608(B)(1)).
- The requirement for annual diagnostic testing does not apply to students with significant learning disabilities or other disabilities authorized by the department. ORC 3313.608 (B)(1) This only applies to the diagnostic testing required by the TGRG, not all diagnostic assessments.

***Guidance for Districts***

- Districts/community schools may use the ODE-developed reading diagnostic assessments or the approved comparable vendor reading diagnostic assessment listed on page 5. Please note that a district/community school may choose a reading diagnostic from the ODE-approved list regardless of past academic performance.
- A separate reading diagnostic assessment or an English Language Arts (ELA) diagnostic assessment may be used to meet the reading requirement. If a school used a vendor ELA diagnostic assessment (reading and writing combined) for the Third Grade Reading Guarantee by September 30, the testing requirement for writing is fulfilled for the year.
- The Kindergarten Readiness Assessment – Literacy (KRA-L) is required to be administered to all first time kindergarten students. The KRA-L may be used to meet the requirements for the Third Grade Reading Guarantee. By Ohio law, it cannot be administered after October 1.
  - Students scoring in Band 1 should be considered *not on-track*.
  - Districts/community schools will be required to submit both KRA-L and diagnostics results through EMIS.
- Diagnostic assessments that appear on both the ODE approved list of approved comparable vendor reading diagnostic assessments for the Third Grade Reading Guarantee and the lists for multiple measures of student growth (OTES and SLO) can be used to fulfill both purposes. This choice applies only to reading diagnostic assessments.
- All students with significant cognitive disabilities are exempt from the requirements outlined in the Third Grade Reading Guarantee. Students with the most significant cognitive disabilities are either completing a curriculum that is modified substantially (in form and/or substance) by the IEP from the general education curriculum or completing the general education curriculum but have a disability that presents unique and significant challenges such that the IEP provides for accommodations that exceed the allowable criteria for statewide assessment accommodations. These students generally are administered the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD).
- The ODE will review cases for students with disabilities who may be eligible to be exempted from the Third Grade Reading Guarantee. These situations must be reviewed and discussed by IEP teams based on individual and unique needs and will ultimately if approved, remove the student entirely from all requirements of the legislative mandate.

- The tables below show the reading diagnostic assessments by grade level for the 2013-2014 and 2014-2015 school years that districts/community schools may use to meet the Third Grade Reading Guarantee by Sept. 30. These charts **do not apply** to the mathematics and writing diagnostic assessment. Please note that the diagnostic assessment listed for a grade level must be used for that grade level and no other grade level.

| ***For the 2013-2014 School Year*** | |
|---|---|
| **Grade Level** | **Reading Diagnostic Test Options for the September 30 Deadline** |
| **Kindergarten** | • ODE K Screener Measure<br>• KRA-L<br>• Comparable Tool *from ODE approved list* |
| **Grade 1** | • ODE Grade 1 Screener Measure<br>• Comparable Tool *from ODE approved list* |
| **Grade 2** | • ODE Grade 2 Screener Measure<br>• Comparable Tool *from ODE approved list* |
| **Grade 3** | • ODE Grade 3 Screener Measure<br>• Comparable Tool *from ODE approved list* |

| ***For the 2014-2015 School Year*** | |
|---|---|
| **Grade Level** | **Reading Diagnostic Test Options for the September 30 Deadline** |
| **Kindergarten** | • ODE Kindergarten Entry Assessment (KEA)*<br>• ODE K Screener Measure<br>• Comparable Tool *from ODE approved list* |
| **Grade 1** | • ODE Grade 1 Screener Measure<br>• Comparable Tool *from ODE approved list* |
| **Grade 2** | • ODE Grade 2 Screener Measure<br>• Comparable Tool *from ODE approved list* |
| **Grade 3** | • ODE Grade 3 Screener Measure<br>• Comparable Tool *from ODE approved list* |
| *Note: Districts may use the language and literacy portion of the Kindergarten Entry Assessment instead of the kindergarten Screener starting in the 2014-2015 school year.* | |

- If the reading diagnostic that was used last year is not on the ODE approved list, it may no longer be used to fulfill the September 30 assessment requirement. There are no district-developed diagnostic assessments on the list as none were submitted for review. However, this does not restrict a district/community school from using the diagnostic during the remainder of the year for formative purposes. However, the non-approved diagnostic assessment results will not be submitted to EMIS.

- The table below represents the list of the ODE approved comparable vendor reading diagnostic assessments. The ODE may annually revisit the list.

| ODE Approved List of Comparable Vendor Reading Assessments 2013-14 | |
|---|---|
| **Vendor** | **Assessment** |
| Amplify Wireless Generation | mCLASS: DIBELS Next |
| Cambium | DIBELS Next |
| Curriculum & Associates | iReady Diagnostic |
| Global Scholar | Performance Series Reading |
| NWEA | MAP for Primary Grades |
| Pearson Clinical Assessment | Woodcock Reading Mastery Tests |
| Pearson Clinical Assessment | AIMSWEB |
| Pearson School | Developmental Reading Assessment |
| Pearson School | Group Reading Assessment and Diagnostic Evaluation (GRADE) |
| Renaissance Learning | Star Reading Enterprise |
| Renaissance Learning | Star Early Literacy Enterprise |
| Scholastic, Inc. | Scholastic Reading Inventory (SRI) |

## MATHEMATICS and WRITING Diagnostics

***Legislative Requirements***

- State law requires the board of education of each city, local, and exempted village school district shall administer each applicable diagnostic assessment developed and provided to the district in accordance with section 3301.079 of the Revised Code for mathematics in grades one and two, and for writing in grades one, two and three at some point each year. ORC 3301.0715 (A)(1).

***Guidance for Districts***

- Districts must administer the writing and mathematics diagnostic assessments as required by law to students in grades one through three for writing and grades one and two for mathematics. Districts determine when they administer the writing and mathematics diagnostic assessments during the year; the September 30 deadline only applies to reading.
- All districts/community schools must use the ODE-developed mathematics and writing diagnostic assessments unless they meet the criteria listed below.
- For the next two school years 2013-14 and 2014-15, a district's/community school's ability to use a non-ODE diagnostic assessment, or vendor diagnostic assessment, for writing and mathematics is contingent on the previous year's letter grades for the categories *Performance Index* and *Value-Added*. If a district earned an "A" ***or*** "B" grade in *Performance Index* ***or*** *Value-Added* on the previous year's report card, then the district may use a non-ODE diagnostic assessment or vendor diagnostic

assessment. For example, a district that earned "C" grades in both measures on their 2013 report card would have to use ODE's diagnostic assessment for the 2013-2014 school year. Also, if a district earned an "A" or "B" in Performance Index and a "C" in Value-Added, it would be able to use a non-ODE diagnostic assessment (a vendor diagnostic assessment).

## Scoring the Diagnostic Assessments

***Legislative Requirements***

- Districts/community schools will score all diagnostic assessments in accordance with rules established by the department. ORC 3301.0715 (D)

***Guidance for Districts***

- The ODE-developed diagnostics identify students as *on-track* and *not on-track*.
  - ***On-track*** means any student who is reading at grade level based on previous end-of-year standards' expectations by September 30.
  - ***Not on-track*** means any student who is not reading at grade level based on previous end-of-year standards' expectations by September 30.
- The result *"on track"* in September means students are at grade level in reading for the previous academic year because students have not received sufficient instruction and exposure to current grade level content by September. See the section on *Scoring the Diagnostic Assessments* for more information on the "*on track/not on-track*" score categories.
- A student who scores at the "*not on-track"* level for the Sept. reading diagnostic assessment and starts receiving intervention, and then receives a proficient or above score (400 or above) on the fall grade 3 reading test, may stop receiving the intervention. A student who scores at the "*not on-track"* level for the Sept. reading diagnostic assessment and scores **below** proficient (400) on the fall grade 3 reading test should continue receiving intervention.
- The results of vendor or district-developed assessments used by districts as a comparable tool should be translated to the *on-track* or *not on-track* designations, based on the vendor's results description and ODE's definitions of *on-track* and *not on-track*.
- ODE will provide guidance on translating the state-developed diagnostic assessment results into the *on-track* and *not on-track* categories based on score reporting, not a side-by-side comparison of existing diagnostics.
  - It will be up to the districts to make the final determination if a student is *on-track* or *not on-track*.
- There will be no special guidance provided by ODE on translating the vendor diagnostic results into the *on-track* and *not on-track* categories.
- If a school uses a vendor ELA diagnostic assessment for the Third Grade Reading Guarantee, only the results of the reading section of the diagnostic is used and reported for the purposes of the Third Grade Reading Guarantee.
- Districts/community schools must provide intervention to students who score at the *not on-track* level.

- The first reading diagnostic assessment given to the student is the one used to determine if the student is *on-track* or *not on-track*. The results of this assessment are reported to ODE.
- If multiple diagnostic assessments in the same subject and grade level are administered at different times during the year, the first diagnostic assessment given to the student is the one used to determine if the student is *on-track* or *not on-track*. Subsequent diagnostic assessments may inform the student's progress, but they will not be reported to ODE. Only the results of the first diagnostic assessment administered are reported to ODE at the end of the year.
- If a student is assessed to be *not on-track* at the beginning of the school year (for the Sept. 30 deadline), that student will officially be *not on-track* and on a reading improvement and monitoring plan until the student either scores *on-track* on the following school year's reading diagnostic assessment or scores "proficient" (400 or above) on the Grade 3 Reading Ohio Achievement Assessment.
- If the student has been identified as not-on-track by September 30, but scores on-track on a reading diagnostic during the same school year, the student's reading improvement and monitoring plan may be revised based on the new test results, but the plan cannot be terminated

## Use of Diagnostic Results

### *Legislative Requirements*

- If the diagnostic assessment shows that a student is *not on-track*, schools must provide the parents, in writing (ORC 3313.608(B)(2)(a)):
  - Notice that the school has identified a reading deficiency with their child;
  - A description of current services provided to the student;
  - A description of proposed supplemental instruction services;
  - Notice that the Ohio Achievement Assessment for third grade reading is not the only measure of reading competency; and
  - Notice that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained.
- For each student shown to be *not on-track*, schools must also:
  - Begin reading intervention immediately using research-based reading strategies targeted at the student's identified reading deficiencies ORC 3313.608(B)(2)(b);
  - Develop a reading improvement and monitoring plan within 60 days of learning of the reading deficiency. ORC 3313.608(C)

### *Guidance for Districts*

- It is the responsibility of the district to ensure the results of comparable assessments used by districts are translated to the *on-track* or not *on-track* designations, based on the assessment's results description and ODE's definitions of *on-track* and *not on-track*.
- Schools are required to notify parents in writing if their child is *not on-track* as determined by the reading diagnostic as soon as possible so they may begin creating the reading improvement and monitoring plan with the parents.

- ODE encourages districts to make every effort to communicate with parents in person or by phone prior to sending written notification.
- Districts are required to develop a reading improvement and monitoring plan for students identified as *not on-track* based on the diagnostic.

## Transfer Students

### *Legislative Requirements*

- …The board of education of each city, local, and exempted village school district shall administer each applicable diagnostic assessment… to… any student who transfers into the district or to a different school within the district if each applicable diagnostic assessment was not administered by the district or school the student previously attended in the current school year, within thirty days after the date of transfer (ORC 3301.0715(A)(1)).
- If the district or school into which the student transfers cannot determine whether the student has taken any applicable diagnostic assessment in the current school year, the district or school may administer the diagnostic assessment to the student (ORC 3301.0715(A)(2)).

### *Guidance for Districts*

- If a student transfers in with no evidence of completing of the reading diagnostic requirement from the previous school, the new school must give the reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee or the state diagnostics within 30 days of the transfer.
  - If a student transfers near the beginning of the year, the district has the longer of 30 days or number of days to the September 30 deadline to give the reading diagnostic assessment.
  - A reading improvement and monitoring plan, if required, must still be developed within sixty days of a student testing as *not on-track*.
- If a student transfers in at any point during the school year having taken a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving school may use that diagnostic's *on-track/not on-track* results.
  - The school may also reassess the student using the school's designated reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee or the state diagnostics.
  - A new reading improvement and monitoring plan may be created based on this diagnostic assessment.
- Schools must honor the previous school's reading improvement and monitoring plan if the parents want it to continue. The plan can only be modified for transfer students if:
  - The process for modification in the plan allows for a change;
  - The parents of the student~~'s~~ request or consent to the change; or
  - The student is reassessed using the school's designated reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee.

- The 30 day deadline also applies to the required math and writing diagnostic assessments.
- Transfers are addressed in the EMIS Manual for Reporting.

## Data Reporting

***Legislative requirement***

- Districts/community schools shall submit to the department, in the manner the department prescribes, the results of the diagnostic assessments administered under this section, regardless of the type of assessment used under section 3313.608 of the Revised Code. ORC 3301.0715 (D)
- Districts must report information annually to ODE on the implementation and compliance with the Third Grade Reading Guarantee. ORC 3313.608(D)

***Guidance for Districts***

- Districts should have procedures to track and report the following data to ODE on the implementation of the Third Grade Reading Guarantee during the EMIS year-end collection:
  - Whether an individual student is *on-track* or *not on-track*; and
  - What types of intervention services are given to each student.
- Districts/community schools that administered an ELA diagnostic assessment will report the ELA *on-track* or *not on-track* results only.
- Districts/community schools that administered separate reading and writing diagnostic assessments will report results for both assessments.
- The reading diagnostic results are required to be submitted in the EMIS October and end-of-year data collection. Only the “on-track and “not on-track” results will be reported in the October data collection. The results will be reported again in the EMIS end-of-year data collection as well as intervention programs provided.
- If the mathematics and writing diagnostic assessments are administered in the beginning of the year, the mathematics and writing results may be submitted in the EMIS October data collection. The results must be reported in the EMIS end-of-year data collection as well. Only the “on-track and “not on-track” results will be reported as there is no intervention requirement for mathematics and writing. If the mathematics and writing diagnostic assessments are not administered in the beginning of the year, the code “Required, not assessed” will be used for the October data collection.