



Ohio

Diagnostic Tests Guidance Manual

July 2016

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General Information for all Diagnostic Tests

This guidance document outlines the **minimum requirements** of the revised law. Districts and 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.

REQUIREMENTS FOR DIAGNOSTIC TESTS

Districts and community schools are required to administer reading, mathematics and writing diagnostic tests.

Each district board shall administer each diagnostic test when the board deems appropriate, provided the administration complies with section [3313.608](#) of the Revised Code. However, the board shall administer any diagnostic test **at least once annually** to all students in the appropriate grade level. A district board may administer any diagnostic test 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 \(B\)](#)).

The required grades to be administered diagnostic tests are:

- Reading - kindergarten, first, second and third;
- Mathematics - first and second; and
- Writing - first, second and third.

Districts and community schools may use the state-developed or vendor diagnostic test for one grade level and/or subject and a different vendor diagnostic test or state-developed diagnostic test for another grade level and/or subject.

Please see the sections in this guidance document on reading, mathematics and writing diagnostic tests for the specific criteria that will determine which tests districts and community schools will use.

REQUIRED ADMINISTRATION DATES

Reading diagnostic: Must be administered by Sept. 30 for grades one, two and three and by Nov. 1 for kindergarten.

Mathematics and writing diagnostics: No prescribed deadline.

CONTACT INFORMATION

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Reading Diagnostic Testing

Districts and schools must adopt policies and procedures for annually assessing the reading skills of each student in grades K-3. These policies must specify that the diagnostics for the Third Grade Reading Guarantee be given by Sept. 30 for grades one, two and three and Nov. 1 for kindergarten each year.

Every district can either administer a reading diagnostic from the state-approved list or use the [state-developed diagnostic](#), regardless of district or school-level performance. If the reading diagnostic currently being used is not on the state-approved list, it cannot fulfill the diagnostic requirement. This does not restrict the use of the diagnostic during the remainder of the year to inform instruction.

The results of the Sept. 30 and Nov. 1 reading diagnostic test determines whether a child is considered on track or not on track in reading. A child will be considered on track at the beginning of each grade if the child is reading at the level set by Ohio's Learning Standards for the end of the *previous* grade. For example, a third-grader is on track in reading if the child's fall reading diagnostic shows that he or she is reading at the level of end of grade 2. A student is not on track if he or she is not reading at the beginning of each grade at the level set by Ohio's Learning Standards for the end of the previous grade.

The following table outlines the reading diagnostic options that districts may use to meet the diagnostic deadlines set by the Third Grade Reading Guarantee:

<i>For the 2016-2017 School Year</i>	
Grade Level	Reading Diagnostic Test Options to Meet the Sept. 30 Deadline for Grades 1-3 and Nov. 1 for Kindergarten
Kindergarten	<ul style="list-style-type: none">• Kindergarten Readiness Assessment <i>Language and Literacy area</i>• Department Kindergarten Screener• Comparable Tool <i>from department-approved list</i>
Grade 1	<ul style="list-style-type: none">• Department Grade 1 Screener• Comparable Tool <i>from department-approved list</i>
Grade 2	<ul style="list-style-type: none">• Department Grade 2 Screener• Comparable Tool <i>from department-approved list</i>
Grade 3	<ul style="list-style-type: none">• Department Grade 3 Screener• Comparable Tool <i>from department-approved list</i>

Note: The reading diagnostic assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from the student ([ORC 3313.608 \(B\)\(1\)](#)).

KINDERGARTEN READINESS ASSESSMENT

Beginning in the 2014-2015 school year, public school districts and community schools are required to administer the Kindergarten Readiness Assessment (KRA) for **all first-time** kindergarten students. It also may be used to meet the requirement of a reading diagnostic test for the Third Grade Reading Guarantee. If the KRA Language and Literacy area is used for the Third Grade Reading Guarantee, it must be administered by Nov. 1. The Language and Literacy area cut score for determining if a child is on track for reading at grade level is 263 (scaled-score) and above. If a student scores 262 or less on the Language and Literacy area, the child is not on track for reading on grade level. This score is for the Language and Literacy sub score only, not the composite score.

Districts will be required to submit both KRA and reading diagnostic results through the Education Management Information System (EMIS). If a district uses the Language and Literacy area of the KRA to meet the reading diagnostic requirement for the Third Grade Reading Guarantee, the district will report the on track

or not on track status based on this area of the KRA. The district also will then report the results of the assessment in EMIS for the KRA. More information on the [KRA](#) is available on the department’s website.

STATE-APPROVED COMPARABLE READING DIAGNOSTICS

The table below represents the list of state-approved, comparable reading diagnostics. The state may annually revisit the list. The on track/not on track scores for each approved vendor assessment can be found on the vendor’s submitted Form C.

Vendor	Assessment	Approved Grade Levels	Form C
Amplify Education, Inc.	mCLASS: DIBELS Next	K-3	mCLASS:DIBELS Next
Curriculum Associates, LLC	i-Ready Diagnostic Reading	K-3	i-Ready Diagnostic Reading
Scantron	Performance Series - Reading	K-3	Performance Series-Reading
Northwest Evaluation Association (NWEA)	Measures of Academic Progress (MAP) for Reading	K-3	MAP for Reading
Pearson	AIMSweb	K-3	AIMSweb
Pearson	Developmental Reading Assessment, Second Edition Plus (DRA2+)	1-3	DRA2+
Renaissance Learning, Inc.	STAR Reading	1-3	STAR Reading
Renaissance Learning, Inc.	STAR Early Literacy	K-3	STAR Early Literacy
Houghton Mifflin Harcourt Publishing Company	HMH Reading Inventory	1-3	HMH Reading Inventory
NEW: Houghton Mifflin Harcourt Publishing Company	NEW: Iowa Assessments Forms E/F Reading Tests Levels 5-9	1-3	Iowa Assessments Forms E/F Reading Tests Levels 5-9
NEW: Houghton Mifflin Harcourt Publishing Company	NEW: Continuum Benchmark Assessments for ELA	K-3	Continuum Benchmark Assessments for ELA
NEW: IStation	NEW: IStation's Indicators of Progress, Early Reading (ISIP ER)	K-3	ISIP ER
NEW: Lexia Learning Systems, LLC	NEW: Lexia RAPID Assessment	3	Lexia RAPID Assessment

If a test appears on both the Ohio Department of Education’s approved list for the Third Grade Reading Guarantee and the multiple measures of student growth, it can fulfill both purposes.

Please note, if a school used a vendor English language arts diagnostic test (reading and writing combined) for the Third Grade Reading Guarantee by Sept. 30, then both the reading and writing diagnostic testing requirements are fulfilled for the year. Please refer to the section below to determine if your district can use a vendor assessment for writing.

Mathematics and Writing Diagnostic Testing

Districts and community schools must adopt policies and procedures for annually assessing the writing and mathematics skills of each student at some point throughout the school year. The required grades to be administered writing and mathematics diagnostic tests are the following:

- Writing: grades first, second and third; and
- Mathematics: grades first and second.

STATE-DEVELOPED DIAGNOSTIC TESTS AND VENDOR DIAGNOSTIC TESTS

For school year 2016-2017, a district's/community school's ability to use a non-department diagnostic test, or vendor diagnostic test, for *writing and mathematics* is contingent on the previous year's district report card for the categories of *Performance Index* and *Value-Added*.

- If a district or community school earned an "A" **or** "B" grade in *Performance Index or Value-Added* on the previous year's district report card, then the district/community school may use a non-department diagnostic test or vendor diagnostic test.
- If a district or community school did not earn an "A" **or** "B" grade in *Performance Index or Value-Added* on the previous year's district report card, the district/community school must use the state-developed mathematics and writing diagnostic tests.

There are no approved vendor lists for the mathematics and writing diagnostic tests like there is for the reading diagnostic test.

Scoring the Diagnostic Tests

Districts and community schools will score all diagnostic tests in accordance with rules established by the department ([ORC 3301.0715 \(D\)](#)). The state-developed diagnostics identify students as on track and not on track.

The department will provide guidance on translating the state-developed diagnostic test results into the on track and not on track categories based on score reporting, not a side-by-side comparison of existing diagnostics. Districts and community schools must provide intervention to students who score at the not on-track level. This applies to the reading, writing and math diagnostics ([ORC 3301.0715 \(E\)](#)).

STATE-DEVELOPED DIAGNOSTIC TESTS

Screeners: On track means any student who is performing at grade level based on previous end-of-year standards' expectations. **Not on track** means any student who is not performing at grade level based on previous end-of-year standards' expectations.

Full Measure: On track means any student who is performing at grade level based on current year standards' expectations. **Not on track** means any student who is not performing at grade level based on current year standards' expectations.

VENDOR DIAGNOSTIC TESTS

READING

The results of vendor tests used by districts as a comparable tool can be found on the vendor's submitted [Form C](#).

WRITING and MATH

Districts that meet the report card criteria to use a vendor assessment for math and writing should translate student results to the on track or not on track designations, based on the vendor's results description and department's definitions of on track and not on track. There will be no special guidance provided by the department on translating the vendor diagnostic results into the on track and not on track categories.

Use of Diagnostic Results

FOR K-3 STUDENTS THAT ARE NOT ON TRACK

READING

If the reading diagnostic shows that a student is not on-track, schools must communicate, as soon as possible and in writing, to the parents all of the following:

- Notice that their child is not reading on grade level;
- A description of current services the student is receiving;
- A description of proposed supplemental instruction services;
- Notice that Ohio's grade 3 English language arts test is not the sole determinant of promotion; and
- Notice that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained unless he or she is exempt.*

*Note: Please refer to the [Third Grade Reading Guarantee Guidance Manual](#) for additional information on retention exemptions.

The department encourages districts and schools to make every effort to communicate with parents in person or by phone prior to sending written notification.

For each student who is not on track, the school also must:

- Begin reading intervention immediately using research-based reading strategies targeted at the student's identified reading deficiencies; and
- Develop a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic result.

WRITING and MATH

If the writing and math diagnostics show that a student is not on track, schools must communicate this information to parents as soon as possible. Schools must provide interventions to students who scored not on-track.

A CHANGE IN STUDENTS' NOT ON TRACK STATUS

READING

If a student is not on track based on the fall reading diagnostic, 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 or scores "proficient" (700) or higher on Ohio's grade 3 English language arts test. A student's reported on track/not on track status must only be based on the student's performance on the required fall reading diagnostic.

If a student is not on track by Sept. 30 for students in grades one, two and three or Nov. 1 for kindergarten but scores on track on a reading diagnostic during the same school year, the school may revise the student's reading improvement and monitoring plan based on the new test results. However, the plan cannot be terminated and no change is made to the student's not on track status in EMIS for the current school year.

WRITING and MATH

If a student is not on track based on the current year's diagnostic, that student will officially be not on track until the student scores on track on the following school year's diagnostic test.

Transfer Students

NO KNOWN DIAGNOSTIC

The board of education of each city, local and exempted village school district must administer each applicable diagnostic test (reading, writing and math) to any student who transfers into the district or to a different school within the district if each applicable diagnostic test was not administered by the district or school the student previously attended in the current school year, within 30 days after the date of transfer.

However, if a student transfers into the district prior to the administration of the diagnostic assessments to all students under division (B) of this section, the district may administer the diagnostic assessments to that student on the date or dates determined under that division([ORC 3301.0715 \(A\)\(1\)](#)).

If a student transfers in with no diagnostic results from the previous district or building, the new district or new building must give the same diagnostic assessments that were administered to other students. An exception to this is if a district used the Language and Literacy area of the KRA, as it cannot be administered after Nov. 1. Districts and schools will need to provide a different reading diagnostic for kindergarteners enrolling after Nov. 1.

If the district or school into which the student transfers cannot determine whether the student has taken any applicable diagnostic tests in the current school year, the district or school must administer the diagnostic tests to the student.

If a student transfers near the beginning of the year, the district or school has the longer of 30 days or number of days to the diagnostic deadline to give the reading diagnostic.

For the reading diagnostic test, the district or school must still develop a reading improvement and monitoring plan within 60 days of a student testing as not on track.

STUDENT COMPLETED A DIAGNOSTIC AT PREVIOUS SCHOOL

If a student transfers in at any point during the school year having taken a diagnostic test (reading, writing or math), the receiving school may use that diagnostic's on track/not on track results. The school also may reassess the student using the school's designated diagnostic administered to other students.

For the reading diagnostic test, the school may base a new reading improvement and monitoring plan on this diagnostic.

Schools must honor the previous school's reading improvement and monitoring plan if the parent/guardian wants it to continue. Modifications to the plan can occur for a transfer student if:

- The process for modification in the plan allows for a change;
- The parent/guardian of the student requests or consents to the change; or
- The school uses its designated reading diagnostic administered to other students for the purpose of the Third Grade Reading Guarantee to reassess the student.

The district or school still must develop a reading improvement and monitoring plan within 60 days of a student testing as not on track.

Accommodations on the Diagnostics

Accommodations are considered to be adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English language learners. The administration of the assessment should never be the first occasion in which an accommodation is introduced to the student.

To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student’s disability or English language learner status;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and
- Not compromise the integrity or validity of the assessment.

For additional guidelines on providing accommodations, please refer to the accommodation section in the state developed [Directions for Administration Manual](#).

Students with Disabilities

STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES:

Students with significant cognitive disabilities are exempt from the reading, writing and math diagnostic requirements. Students with the most significant cognitive disabilities are either completing a substantially modified curriculum (in form and/or substance) by the individualized education program (IEP) from the general education curriculum, or the students are 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 test accommodations.

Data Reporting

Districts and schools must report diagnostic information annually to the department of education. The reading, writing and math diagnostics’ on track and not on track results are required to be submitted in the EMIS data collections. Students who score in the “Needs Further Assessment” categories on the state-developed diagnostic tests are on track for reporting purposes.

ON TRACK/NOT ON TRACK REPORTING

Information on specific EMIS reporting instructions can be located in the department’s [EMIS Manual](#). Districts and schools should enter the data in their student software systems as soon as the data is available so that the data can be reported to EMIS.¹

READING

Districts and schools should have procedures to track and report the following data to the department on the reading diagnostic test during the EMIS data collections:

- Whether an individual student is on track or not on track based on the fall reading diagnostic; and
- The types of intervention for each student with a reading improvement and monitoring plan.

If a school uses a vendor English language arts diagnostic for the Third Grade Reading Guarantee, then the school only reports the on track/not on track results of the reading section of the diagnostic for the purposes of the Third Grade Reading Guarantee.

WRITING and MATH

Districts and schools must report on track/not on track results for the writing and math diagnostic tests during the EMIS data collections.

MORE THAN ONE DIAGNOSTIC ADMINISTERED

If a district or school administers more than one diagnostic to a student during the current school year, only the result of the first diagnostic determines if the student is on track or not on track. The results of this test go to the department of education. Subsequent tests may inform instructional practices but are not reported in EMIS.

¹ Refer to EMIS Manual for reporting instructions.

Parent Reports

After the administration of any diagnostic assessment, each district shall provide a student's completed diagnostic assessment, the results of such assessment and any other accompanying documents used during the administration of the assessment to the parent of that student and shall include all such documents and information in any plan developed for the student under section [3313.608](#) of the Revised Code (ORC [3301.0715 \(D\)](#)).

It is recommended for districts to maintain copies of the completed diagnostic tests and results in each student's cumulative folder for reference. Parents are to receive copies of the completed test, results and any accompanying documents.