District Test Coordinator Newsletter
K–8 Assessments
July 2013

This newsletter is distributed via email to the District Test Coordinator (DTC) on record at the American Institutes for Research (AIR). As DTC, *it is your responsibility to share this information, as appropriate, with other staff in your district*. Previous newsletters are available online. Go to education.ohio.gov and search keyword "*newsletters.*"

New Look for the Ohio Department of Education (ODE) Newsletters

The K-8 newsletter will have a new look for the August newsletter. There will be a new logo that will more clearly identify that this is an Ohio Dept. of Education publication.

Ohio Achievement Assessments (OAA) Results

OAA results were made available electronically on Saturday, June 15. DTCs have been given login and password information to access these data. Printed score reports were distributed by **June 28**. A variety of additional electronic reports, rosters, and functions are available on the Ohio Online Assessment Reporting System (OOARS) as interactive data on July 1. ***Late batch*** downloadable data were posted on OOARS on **June 27**; ***Breach Form*** downloadable data will be available on **July 3**.

OAA Rescore and Verification Requests

District Test Coordinators (DTCs) may submit verification and rescore requests through the Test Information Distribution Engine (TIDE) System (www.ohtide.org) through **July 15** for the OAA. A password is required to enter the system.

The 30-day Rescore and Verification window has two timelines for the return of results:

- Requests submitted **June 15 – 26** will have results posted no later than **July 11**.
- Requests submitted **June 27 – July 15** will have results posted within 30 days of the online submission date.

Requests for **rescores** must be submitted for each subject area the district wants rescored for the student. Districts must continue to review the return of the results through TIDE. The vendor and ODE **will NOT enter** any scores changed through the rescore process into the Education Management Information System (EMIS).

Verification requests can be submitted for the following reasons:

- Missing student test results (a student score is missing, or a student score has been incorrectly assigned to a district)
- An incorrect score assignment (a student score has been exchanged with another student score in the same district or a student received more than one score in the same subject)
- An invalid test score assignment (a student received a Did Not Attempt (DNA) on a test that he or she took, or a student received a score on a test that he or she did not take)

Please note that there is a $25 charge for each rescore request that results in no score change; there is a $25 charge for each verification request. If a test is found in the nonscorable materials through the verification process, the test will be scored at no additional charge. Requests are subject to ODE approval. A purchase order (PO) number is required at the time the rescore or verification is submitted. POs for OAA appeals should be payable to Pearson and mailed to the following address: Pearson, 2510 North Dodge Street, Iowa City, IA 52245.

OAA Spring 2013 Breach Forms Data

Breach Form downloadable data will be available on OOARS on **July 3**. The printed Family Score Reports and student labels for students who used Breach Forms are due in districts on **July 19**. The Breach Form interactive data will be posted in OAARS on **August 27**.

Key Dates for OAA Spring 2013

June 15 – July 15	Rescore and Verification window open in the TIDE
June 15 – 26	Rescores and Verifications submitted in TIDE by June 26 will have results posted by July 11
July 1	Interactive data posted on OOARS
July 3	Breach downloadable data posted on OOARS

Key Dates for Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) 2013

July 19	Printed family score reports shipped to districts
August 23	Interactive data posted on Online Reporting System (ORS)

EMIS DEADLINE – July 12, 2013

Accessing Rescore and Verification Results Memos in TIDE

To access rescore and verification results for OAA, log into TIDE and click the [Appeals] tab then [View Appeals]. Select "All appeal types" and "All appeal statuses" from the respective drop-down menus, then click "Search." Results will only be available for rescores or verifications with a Results Posted status. Click the Appeal Identification (ID) number in the left column to open a page with the Appeals Details. Click "Download Memo File" to access a Portable Document Format (PDF) file with the results memo.

Reminder – Demographic Update Request Form *(*DURF)

Districts may request an update to student demographic information based on verification results currently stored in the TIDE online system. The results of verification requests will be posted in TIDE within 30 days of the verification request submission. At that time, DTCs will be able to enter demographic updates in TIDE by completing a DURF. The district must electronically complete and submit the DURF with demographic information requiring updates based on verification resolution and submit the DURF electronically in TIDE. The window to submit a DURF is **June 15 – August 22, 2013**.

Revised demographic information based on verification results for which a DURF has been submitted will be posted on the OOARS Web site on **September 27, 2013**. A district would use the DURF if Pre-ID labels for two students were incorrectly applied. The district would submit a DURF for each student affected by the error to amend the incorrect information associated with each record. If a student's name was misspelled, the correction may be made with the DURF. Please contact the Ohio Help Desk at 888 944-5001 or email the Ohio Help Desk at ohhelpdesk@air.org for additional information.

OAA Spring 2013 Family Report Interpretive Guide

The 2013 OAA Family Report Interpretive Guide has been posted on the Ohio Docs Web site at this link: http://www.ohiodocs.org/.

Feedback on Material Delivery and Pick-up OAA Spring 2013 Administration

Pearson is requesting feedback on the OAA Spring 2013 test material delivery and pick-up. It is only through district reports, both positive and negative, that any improvements and changes can be made to ensure that material delivery and pick-up flow smoothly for future administrations. Please share your experiences with Pearson by sending an email with your district name and IRN to ohiok-8@support.pearson.com.

Spring 2014 OAA Administration and Easter

The Spring 2014 OAA administration period will begin April 21 and end May 9. In 2014, Easter will be on Sunday, April 20, and Passover will end on Tuesday, April 22. In addition, some spring breaks may affect district test schedules. Please note that the Spring 2014 OAA administration window will not change. In 2011, a similar scheduling situation occurred. The same suggestions given in 2011 for districts to schedule the OAA will be shared in future newsletters

TIDE User Guide

The *TIDE User Guide* is available at www.ohiodocs.org. The *TIDE User Guide* can also be accessed from any page within TIDE by clicking [Help].

Spring 2013 Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

AASCD results were made available electronically on **Saturday, June 15**, and printed family reports will be available **July 19**. Hardcopy district and school reports will not be printed and shipped for the Spring 2013 AASCD. Please note that Spring 2013 AASCD results will be available through the Online Reporting System (ORS), which can be accessed through the AASCD Portal (oh.portal.airast.org). A guidance document for locating and downloading score data is available on the Test Coordinator Resources page. There are no rescores or verifications for the AASCD.

Revised Diagnostic Assessments

Districts and community schools are required to submit diagnostic assessment results to EMIS during the end-of-year reporting period for all subjects and grade levels listed below.

- reading kindergarten through grade 3;
- mathematics grades one and two; and
- writing grades one through three.

The initial results must be submitted. For example, the reading diagnostic assessments were to be administered no later than Sept. 30. Those results are to be submitted to EMIS; subsequent reading diagnostic assessments may have been administered later in the school year to serve as a post test; these results are not to be submitted. The results from a second administration for any of the diagnostic assessments (mathematics and writing as well) are not to be submitted to EMIS.

Districts will submit results for each student using these terms:

**	Not required
RN	Required, not assessed
AO	Assessed, on track
NO	Assessed, not on track

The EMIS field will have all the grades listed for all the subjects. “Not required” refers to mathematics grade K and 3 which are not required and writing grade K which is not required.

Districts will also be required to report what intervention was provided for the students who scored Not on Track. There will be numeric codes indicating various types of intervention which are defined in the EMIS Manual. Questions on the reporting may be directed to this address EMIS@education.ohio.gov.

Please direct any questions on the diagnostic assessments to Paula Mahaley at 614 466-0217 or paula.mahaley@education.ohio.gov.

Ohio Transition Document

Districts have questioned which standards the OAA will assess. The standards which are assessed by the OAA are stated in the *Ohio Transition Document*. Please refer to the *Ohio Transition Document* that has been placed at the end of this newsletter.

Chartered nonpublic schools – Intent to Participate Survey

All chartered nonpublic school principals are requested to respond to the survey by **August 1** about OAA and OGT participation in 2013-2014, whether participating or not. An ODE reminder email with the survey was sent to any non-responding school’s principal on June 5th. The email's subject line was ***OAA and OGT Participation Input Needed.*** Please check your Inbox and, if needed, your Junk or Spam folders to locate the email. Due to budget concerns, ODE will not send any hard-copy reminders or verification on this matter.

Rules Book

Districts should refer to the *Rules Book* for questions on the statewide assessments. There will be only one posting this year; however, any changes or corrections will be posted on the same page with the Rules Book. Please go to the ODE website at education.ohio.gov, keyword search: *rules book*. Please direct any questions on the *Rules Book* to Paula Mahaley by email: paula.mahaley@education.ohio.gov.

Link to Ohio Assessment Systems

DTCs can now link to all Ohio Assessment Systems from oh.portal.airast.org. This page includes links to

- the Ohio Alternate Assessment site
- OAA, OGT and OTELA TIDE site
- the OAA, OGT and OTELA Reporting site (SUCCESS/OOARS)

Grant to Develop New English Language Proficiency Assessment

Ohio, in a consortium with 11 other states, has been awarded a federal Enhanced Assessment Grant (EAG) for 6.6 million dollars to develop an English Language Proficiency Assessment (ELPA) which will eventually replace the member states' current ELPA (which in Ohio is the OTELA). The consortium, with Oregon as the lead state, is titled ELPA 21, which means English Language Proficiency Assessment 21st Century. The member states are Arkansas, Florida, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Tennessee, Washington, and West Virginia. The grant timeline states the new assessment is expected to be operational in the school year 2016-17.

The grant requires the consortium to develop English Language Proficiency (ELP) standards before the development process of the ELPA may begin. All the states, including Ohio, have existing ELP standards, but they do not correspond to the Common Core State Standards (CCSS), which is a requirement of the grant. The ELPA21 has begun the process of developing ELP standards that correspond to the CCSS, and has a target of December 2013 as the completion date. To aid in the development, California has given permission for the ELPA21 to use its recently developed and adopted state English Language Development standards as a basis for the development of the new ELP standards. More details will be shared as they are made available. Please direct questions/comments to Paula Mahaley, Dan Fleck or Abdinur Mohamud in the Office of Curriculum and Assessment at 614-466-0223.

Rumor Control

"Intervention is only required for the Grade 3 Reading test."

Districts are reminded that intervention is required for *all* students who score below proficient on the OAA and diagnostic assessments. Intervention may be provided during the summer or during the next school year for grade 3 mathematics and grades 4–8 in all subjects. Grade 3 Reading summer intervention is no longer **required** to be offered in the summer.

Resources

Previous *K–8 District Test Coordinator* and the *Ides of ODE* newsletters are online. Go to education.ohio.gov, search keyword "*newsletters*."

ODE Website: Key Words

Go to education.ohio.gov, which is the home page for the Ohio Department of Education. Use the search box in the top right corner for the keywords listed below.

If you use these keyword search terms:	You will find links to:
Acceleration Policy	Information and resources for the grades 3 through 8 regarding the State Board of Education's model policy on acceleration, acceleration updates
Alternate Assessment	Manuals and information about Ohio's alternate assessment for students with significant cognitive disabilities (AASCD)
Diagnostic Assessments	Information and resources for the grades K through 3 Diagnostic Assessments in reading, mathematics and writing
Guidelines for the Identification	Information and resources for the identification and assessment of the limited English proficient student.
Kindergarten Readiness Assessment-Literacy (KRA-L)	Information and resources for the Kindergarten Readiness Assessment-Literacy (KRA-L), which is given to all kindergarten students up through the first six weeks of school. The assessment will measure skill areas important to becoming a successful reader. It also will help teachers plan for experiences and lessons that encourage reading.
Limited English Proficient (LEP)/English Language Learners (ELL)	Information from the Lau Center on Limited English Proficient (LEP) students/English Language Learners (ELL)
Newsletters	Archived copies of the Ides of ODE monthly e-newsletter on curriculum and assessment; the K–8 District Test Coordinator monthly newsletter and the OGT District Test Coordinator monthly newsletter
Next Generation of Assessments	Information on the new online assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) for the English language arts and mathematics assessments and by Ohio for the science and social studies assessments
Ohio Achievement Assessments (OAA)	The OAA information and resources
Ohio Documents – Assessment Resources	*District Test Coordinators' Manuals*, *Building Test Coordinators' Manuals*, *Directions for Administration, Interpretation Guide* for OAA, OGT, OTELA and AASCD ohiodocs.org
Ohio Graduation Tests (OGT)	The OGT information and resources
Ohio Instructional Materials (IMS)	Ohio's web-based sources to help teachers and educators creatively teach Ohio's Academic Content Standards to improve student achievement in Ohio ims.ode.state.oh.us
Ohio Online Assessment Reporting System (OOARS)	Secure access to data files of scored tests for authorized users for grades 3–8 achievement assessments, OGT and OTELA reports.success-ode-state-oh-us.info/Login.aspx
Ohio Test of English Language Acquisition (OTELA)	Information about the OTELA, the annual measure of English language proficiency required for all Limited English Proficient (LEP) students/English Language Learners (ELL) in Ohio.
Practice Tests (OAA or OGT)	Half- and full-length assessments designed for students as study aids for achievement and graduation tests downloadable as Adobe Acrobat (PDF) -based documents.
Released Tests (OAA or OGT)	Released test materials used during previous years. These pages contain links to Adobe Acrobat (PDF)-based versions of these released tests and test questions.
State Student Identifier (SSID)	SSID policy, SSID Users' Manual, requirements
Special Versions	Samples of state assessments in a variety of formats that assist with providing accommodations to students whose IEP, 504 or English Language Learners (ELLs) status allows for use of special testing accommodations (including large print, English audio (read-aloud) and foreign language translation versions).

If you use these keyword search terms:	You will find links to:
Success Website (OAA and OGT) for students, teachers, parents	Online practice tests using released test questions, statewide item performance information, cross-references with standards and benchmarks, parent-friendly explanations of questions, practice scoring tools for constructed-response questions, information on score report interpretation for the OAA and OGT portal.success-ode-state-oh-us.info
Test Blueprints (OAA or OGT)	Test blueprints that contain information about individual tests, including the number of test questions and the number of points for each test question. In addition, test blueprints identify the number of test questions by category: short-answer, multiple-choice or extended-response. This site also includes the policies on rules, protractors and calculators.
Test Dates	Several years' listing of dates of test administration
Testing and Assessments	Statewide testing home page
Testing Data	Statistical summaries and item analysis reports related to the various testing instruments developed and administered by the Ohio Department of Education (preliminary statewide results, raw score cuts for each test form, estimates of reliability, basic descriptive statistics)
Testing Rules Book	Comprehensive information about the administration of Ohio's statewide tests, including information on testing accommodations
TIDE	Website for customer service and to order materials for the OAA, OGT, and OTELA. District Test Coordinator secure access only. ohtide.org

Ohio's Transition Overview

	2011-2012 Academic Year Transition Year 1	2012-2013 Academic Year Transition Year 2	2013-2014 Academic Year Transition Year 3	2014-2015 Academic Year Full Implementation
What should district leaders be doing?	Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2. Redesigned district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula and instructional practice.	Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data. Pilot and refine the redesigned district curriculum based on revised Academic Content Standards and Model Curriculum. Phase out content no longer present in the common core and revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Continue to implement transition plan. Fully implement (and continue to modify) the refine district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Full implementation of the refined district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.
What should teachers be doing?	Examine ODE's Comparative Analysis Documents to outline changes. Familiarize self with the revised Academic Standards and Model Curriculum. Experiment with the resources, strategies, or classroom examples found in the document. Participate in state and district sponsored professional development opportunities supporting deeper content knowledge, increased rigor, and instructional practice. Incorporate 21st \Century (Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects and activities.	Develop expertise in new grade-level content. Include an examination of the conceptual learning progressions for adjacent grades. Pilot refined district curriculum, using resources and instructional strategies from the revised Academic Standards and Model Curriculum document. Incorporate 21st Century (Universal) Skills and College – Career Readiness standards into instruction through lessons, labs, projects, and activities. Participate in state and district -sponsored professional development opportunities supporting deeper content knowledge, increased rigor, and instructional practices.	Implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document. Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness. Use the Eye of Integration to design a project or unit. Evaluate lessons to ensure curriculum focus. Eliminate parts of lessons or units that do not have a strong connection.	Fully implement the redesigned district curriculum using resources and instructional strategies from the revised Academic Standards and Model Curriculum document. Ensure that lessons, labs, activities, and projects support 21st Century (Universal) Skills and College – Career Readiness. Use the Eye of Integration to design projects or units. Evaluate lessons to ensure curriculum focus. Eliminate parts of lesson or units that do not have a strong connection.

Ohio's Transition Overview

	2011-2012 Academic Year Transition Year 1	2012-2013 Academic Year Transition Year 2	2013-2014 Academic Year Transition Year 3	2014-2015 Academic Year Full Implementation
What support is ODE providing?	Comparative Analysis Documents. Targeted Professional Developments Meetings. Guidance document for evaluating resources. Webinars/Webcasts.	Curriculum and Instruction examples, such as the Eye of Integration. Resource and Materials Filters. Targeted Professional Developments Meetings. Guidance document for evaluating resources. Webinars/Webcasts.	Curriculum and Instruction examples, such as the Eye of Integration. Resource and Materials Filters. Targeted Professional Development Meetings/Webinars/Webcasts. Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.	Curriculum and Instruction examples, such as the Eye of Integration. Resource and Materials Filters. Targeted Professional Developments Meetings/Webinars/Webcasts. Webcasts that illustrate how to use the revised Academic Content Standards and Model Curriculum Documents.
What about assessment?	State assessments remain aligned to the 2001-2002 Academic Content Standards. OAA/OGT item banks are being aligned to the common core and revised Academic Content Standards and Model Curriculum.	State assessments remain aligned to the 2001-2002 Academic Content Standards. Pilot online test prototypes and innovative testing options (such as performance-based or formative).	As blueprint flexibility allows, focus on assessing the content shared by the 2001-2002 Standards and the 2010 Standards and Model Curriculum document. Field testing PARCC items for Mathematics and ELA, state-developed items for Social Studies and Science.	New state assessment system fully operational and aligned to the 2010 Academic Content Standards and Model Curriculum.