

District Test Coordinator Newsletter

K–8 Assessments

June 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.”

Spring 2013 Ohio Achievement Assessment (OAA) Results

Downloadable data files that contain score results for the Spring 2013 OAA will be available **Saturday, June 15**, on the Ohio Online Assessment Reporting System (OOARS) Web site: reports.success-ode-state-oh-us.info. DTCs have been given login and password information to access these data. Hard copy score reports will be distributed by **June 28**. A variety of additional electronic reports, rosters, and functions (content standard rosters, frequency distributions, longitudinal test records, re-rostering, and Portal Document Format (PDF) report generation) will be available on OOARS as interactive data on **July 1**. Late batch downloadable data will be posted on OOARS on **June 27**; Breach Form downloadable data will be available on **July 3**.

If DTCs have any questions about accessing the OAA online data, please contact the Ohio Help Desk using the toll-free number: 1-888-944-5001 or email OHHelpDesk@air.org. The Ohio Department of Education (ODE) Office of Curriculum and Assessment does not have district login information; it must be obtained from the vendor, AIR.

Key Dates for OAA Spring 2013

June 15	Downloadable data results posted on OOARS
June 28	Printed score reports shipped to districts
June 15 – July 15	Rescore and Verification window open in the Test Information Distribution Engine (TIDE) System
June 15 – 26	Rescores and Verifications submitted in TIDE by June 26 will have results posted by July 11
June 27	Late batch downloadable data posted on OOARS
July 1	Interactive data posted on OOARS
July 3	Breach data downloadable posted on OOARS

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

June 15	Downloadable data results posted on Online Reporting System (ORS)
July 19	Printed score reports shipped to districts
August 23	Interactive data posted on ORS

Key Dates for Ohio Test of English Language Acquisition (OTELA) 2013

May 8 – June 5	Verifications window open in TIDE
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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.

Spring 2013 OAA Classroom Reports

Classroom reports are based on the teacher name, course name and section number fields in the student record entered into TIDE. At least one of these fields must have been completed in the student record in order for classroom reports (Teacher Reports) to be received. Districts that did not receive classroom reports did not include these data in the TIDE record.

OAA Rescore and Verification Requests

OAA results will be available electronically on Saturday, June 15. District Test Coordinators (DTCs) may submit verifications and rescore requests through the TIDE System (www.oh tide.org) from **June 15 – 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** into Education Management Information System (EMIS) any scores changed through the rescore process.

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 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. 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.

Accessing Rescore and Verification Results Memos in TIDE

To access rescore and verification results for Ohio Graduation Test (OGT), OTELA or 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 rescoring 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 PDF with the results memo.

Reporting Accelerated Students’ Spring 2013 Test Results

Students who were accelerated in a grade for a subject beyond their regular grade of enrollment may have taken an achievement test in that accelerated grade/subject. Each student who took an achievement test in an accelerated grade/subject will receive an individual score report for that subject in the tested grade level.

In some cases, these students may have tested in several subjects at their enrolled grade level and/or at their accelerated grade. For example, a student enrolled in grade 4 may take grade 4 mathematics and may be accelerated to grade 5 reading. This hypothetical student will receive two individual score reports, one containing the grade 4 mathematics score and a “did not attempt” or “DNA” for grade 4 reading. The other score report will contain a grade 5 reading score for that student and a “did not attempt” or “DNA” for mathematics and science.

Please direct questions on the acceleration policy to the Office for Exceptional Children at 614-466-2650.

Spring 2013 OTELA Results and Verifications

Spring 2013 OTELA downloadable data were made available **May 8**. Printed score reports were delivered to districts by **May 16**. Interactive data was posted online **May 23**. [TIDE](#) will be open through **June 5** for districts to submit verification requests. Requests are subject to ODE approval. There will be a \$25 charge for each verification. There are no rescoring for OTELA. Purchase orders (PO) for OTELA verifications should be payable to American Institutes for Research and faxed to 614-220-9012 or mailed to American Institutes for Research, Attn: Beth Flint, 41 South High Street, Suite 2425, Columbus, OH 43215. The PO number is required for each verification request. The DTC will be notified via email when the results are available. Note that results will not be posted until the district’s PO is received. The DTC can access the results through TIDE by clicking [Appeals]. Printed results will not be sent to the district.

OTELA Interpretive Guide 2013

The OTELA Interpretive Guide 2013 presents information on the paper score reports, which are available at the student, school and district levels. The Guide also gives information about the scale scores and the proficiency levels for each test: Reading, Writing, Listening, and Speaking. The interpretive guide, *Spring 2013 Understanding OTELA Results*, was posted on two Web sites.

1. For the OTELA Web page, click [here](#). Please go to the heading *2013 OTELA Test Materials* and click on the fifth bullet, *Spring 2013 Guide to Understanding Test Results*.
2. For the Documents and Forms Web page, go to www.ohiodocs.org: OTELA Document Resources. Please click on the link [Guide to Understanding Test Score Results](#).

Please contact Paula Mahaley by phone at 614 466-0217 or by email at paula.mahaley@education.ohio.gov if you have any questions about the Guide or OTELA.

Spring 2013 AASCD

AASCD results will be available electronically on **Saturday, June 15**, and printed reports will be available **July 19**. 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 will be available on the Test Coordinator Resources page on June 14. There are no rescores or verifications for the AASCD.

Changes to the Ohio Downloadable Data File Layout for Alternate Assessment

Ohio's new AASCD was administered for the first time in spring 2013. The AASCD marks a change in Ohio's alternate assessment, which previously consisted of a portfolio-based collection of evidence. This change necessitated revisions to the Ohio downloadable data file layout. Alternate assessment downloadable data files, which will be released on Saturday, June 15, 2013, will reflect the following layout changes for the AASCD:

- Raw scores, subscales, conditions, and indicators will not be reported.
- Scaled scores will be reported in the scaled score field, as they are for the regular assessments.
 - OAA-AASCD's English Language Arts (ELA) score will be reported in the reading field only. It will not be reported in the writing field, as writing is not currently being administered for OAA.
 - OGT-AASCD's ELA score will be reported in the writing and reading fields, consistent with past practice for OGT AASWD.

The updated downloadable data file layout has been posted to ODE's website, www.ohiodocs.org and oh.portal.airast.org. Please notify all personnel who work with your downloadable data file that a new layout is available. Note that the data layouts for OAA, OGT and OTELA have not changed.

Online Assessment Pilot Follow-up

The Grade 4 Social Studies Online Assessment Pilot (OAP) was available May 6 – 31. The Office of Curriculum and Assessment is collecting data, such as participation rates, student survey feedback, and district and school survey feedback to inform future test development.

Again, please note that the procedures and requirements used for the OAP applied only to the Spring 2013 OAP. These technology requirements should not be used to make formal plans for future assessments or to make purchasing decisions regarding hardware or software.

Questions regarding the technology, software or websites of the OAP should be directed to the Ohio Help Desk at 1-888-944-5001 or ohhelpdesk@air.org.

Questions concerning the online assessment pilot should be directed to Paula Mahaley in the Office of Curriculum and Assessment at 614-466-0223 or paula.mahaley@education.ohio.gov.

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].

Revised Diagnostic Assessments

Districts and community schools should have administered by the end of the school year 2012-13 diagnostic assessments to all students as required by grade level:

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

Results are required to be submitted to EMIS during the end-of-year reporting period for all diagnostic assessments at all grade levels listed above. The original 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 are not to be submitted to EMIS.

Districts will submit results for each student using the terms *On Track* or *Not on Track*; numeric scores will not be required. The intervention for students who scored *Not on Track* will also be required to be submitted into EMIS. The format of the diagnostic reporting is not yet known. The ODE EMIS office is expected to post instructions for reporting diagnostic results into EMIS. 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.

Grade 3 Reading Ohio Achievement Assessments and Grade 3 Reading Guarantee

There is some confusion that the proficient score for the OAA grade 3 reading test has changed. The proficient level for the grade 3 reading OAA is 400 and **has not changed**. For school year 2012-13, the score of 390 on the grade 3 reading OAA is used to determine if the student should be *retained or promoted* to grade 4 and is based on the Third-Grade Reading Guarantee. For school year 2013-14, the score will be 392.

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 to ohiok-8@support.pearson.com with your District Name and Information Retrieval Number (IRN).

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)

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.

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.

Grant to Develop New English Language Proficiency Assessment

Ohio, in a consortium with 12 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, California, 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

"Our district did not receive student scores. We can call the Office of Curriculum and Assessment to get the scores."

No. The Office of Curriculum and Assessment (OCA) does not have access to student scores. Districts must submit a request for verification for a missing student score. Districts should submit these requests as quickly as possible to receive their results prior to the deadline for EMIS data submission. Districts should also share with parents that the OCA does not have access to student scores. The OCA will direct parents to the districts. The Family Report, which is the printed copy of the student score, is always available for the district to print and distribute to the parent. The PDF of the Family Report is located on the same site as the downloadable data. A password is necessary to access the data and reports.

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	<i>District Test Coordinators’ Manuals, Building Test Coordinators’ Manuals, Directions for Administration, Interpretation Guide</i> 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).
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

If you use these keyword search terms:	You will find links to:
<i>Test Blueprints (OAA or OGT)</i>	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.
<i>Test Dates</i>	Several years' listing of dates of test administration
<i>Testing and Assessments</i>	Statewide testing home page
<i>Testing Data</i>	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)
<i>Testing Rules Book</i>	Comprehensive information about the administration of Ohio's statewide tests, including information on testing accommodations
<i>TIDE</i>	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

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

Ohio's Transition Overview

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