

District Test Coordinator Newsletter

K–8 Assessments

March 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 OTELA

Districts that did not confirm participation during the on-time window will have the opportunity to do so during the Additional Order window: **January 7 – March 6**. To ensure timely order approval and sufficient statewide quantities, do not order quantities in excess of the number of students testing. Pre-ID files are not accepted during the additional order window. The spring 2013 OTELA for K–12 will be administered **January 14 – March 8**. There will be no modification of, or extension to, the OTELA test window. The return date of test materials is **March 11**. Any tests shipped after March 11 will not be scored. OTELA results will be available electronically on May 8, 2013, and printed reports will be available May 16, 2013.

Key Dates for OAA Spring 2013

Week of April 8	Test materials arrive in district/school
April 8 – May 8	Additional Order window opens in TIDE
April 15	Pre-ID labels arrive in district
April 15 – May 17	Pre-processing Record Change window open in TIDE
April 22 – May 10	Spring 2013 OAA administration
May 29 – 30	Pre-reporting Record Change window open in TIDE
June 15	Downloadable data results posted on OOARS
June 28	Printed score reports shipped to districts
July 1	Interactive data posted on OOARS

Key Dates for OAA-AASCD 2013

February 11 – March 29	Districts register new students in TIDE for AASCD
February 11 – March 27	Additional Order window open in TIDE for AASCD
February 25 – March 29	Administration window for the AASCD
June 15	Downloadable data results posted on ORS
July 19	Printed score reports shipped to districts
August 23	Interactive data posted on ORS

Key Dates for OTELA 2013

January 7 – March 6	Additional Order window open in TIDE
January 7 – March 15	Pre-processing Record Change window open in TIDE
January 14 – March 8	Administration window for grades K–12
May 8	Downloadable data results posted on OOARS
May 16	Printed score reports shipped to districts
May 23	Interactive data posted on OOARS

OTELA Requirement

Students who have been identified as English Language Learners (ELLs) must take the OTELA until they receive a score that will allow them to exit the program (composite 5 will allow student to exit program and no longer take the OTELA; composite score of 4 will mean that the student will continue taking the OTELA until a composite 4 or 5 is obtained; the two scores of 4 need not be consecutive). While they are taking the OTELA, the students must also take the OAA or OGT. OTELA does **not** take the place of the required statewide assessments.

OTELA Documents

Districts that have training for the OTELA may wish to use the 2013 OTELA documents: K-12 Test Coordinator's Manual; Kindergarten Directions for Administration Manual; Grades 1-2 Directions for Administration Manual; 3-12 Directions for Administration Manual. These documents can be found at the OTELA web page on the ODE website: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1086&ContentID=8402&Content=137457>.

The OTELA documents may also be found on the Ohio Documents – Assessment Resources web page on the ODE website at this link:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1327&ContentID=19379&Content=134968>.

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 6.3 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 standards before the development process of the ELPA may begin. All the states, including Ohio, have existing English Language Proficient 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 Dan Fleck, Paula Mahaley or Abdinur Mohamud in the Office of Curriculum and Assessment at 614-466-0223.

Grade 3 Reading Ohio Achievement Assessment (OAA) and Third-Grade 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.

Spring 2013 OAA

DTCs will have the opportunity to order additional materials **April 8 – May 8**. The Spring 2013 OAA will be administered **April 22 – May 10**. Scorable materials will be picked up following the rolling pickup schedule: districts with an enrollment of fewer than 2,500 and early return buildings will have a May 3 pickup; districts with an enrollment of 2,500 but fewer than 7,000 will have a pickup date of May 6; districts that have an enrollment of more than 7,000 will have a pickup date of May 7. The return date for non-scorable materials is May 13.

Test materials will be delivered the week of April 8. Remember to take a complete inventory of your shipment before placing any additional order requests in TIDE. Additional orders should be received in district within three days of ODE's approval of the additional order request in TIDE. During the last week of the Additional Order window, shipments will be expedited and will arrive in district in time for testing to be completed within the testing window.

Pre-ID and generic labels will be delivered in a separate shipment on April 15.

DISTRICT TEST COORDINATORS

PLEASE SHARE THE SCHEDULE INFORMATION WITH YOUR TEST ADMINISTRATION STAFF!!!

Spring 2013 OAA Schedule

The Spring 2013 OAA will be administered **April 22 through May 10**. Please review the conditions that must be followed.

- **All schools** within a district **must** test the **same grade-level content area** on the **same day**. For example, all grade 3 students for the entire district, all buildings, will take the grade 3 reading test on the same day — one building with grade 3 students **cannot** test on a different day from the other buildings that have grade 3 students.
- Districts may **choose** to begin the initial administration on any date within the first two weeks of the test window April 22 through May 3. It is not required to begin tests on Monday, April 22.
- The starting date for each grade-level test administration **must** be the same district-wide.
- Testing materials will arrive in districts the week of April 8; Pre-ID labels will be in a separate shipment and will arrive April 15.
- The tests may be administered on nonconsecutive days or back-to-back days.
- The testing sequence **must** be reading, mathematics and science.
- Any make-up test **may** be administered after the test has been initially administered to the entire grade level.
- The week of May 6 should be used for **make-up testing**, not *initial* testing, which should be done the weeks of April 22 through May 3. Initial testing involves the entire grade level; make-up testing involves only individual students who were absent at the time of the initial testing. Please note that make-up tests may be given on the “in-between” days if tests are administered on nonconsecutive days during initial testing.
- Scorable materials **must** be returned **no later than Friday, May 3, Monday, May 6 or Tuesday, May 7** (subject to the “rolling pickup” provision below). The return schedule for the initial test administration, excluding make-up testing, is based on K–12 school enrollment as follows:
 - ⌚ Fewer than 2,500 students: no later than Friday, May 3
 - ⌚ Between 2,500 and 7,000 students: no later than Monday, May 6
 - ⌚ More than 7,000 students: no later than Tuesday, May 7

Spring 2013 OAA — Read-Aloud Script

OAA students identified as eligible English language learners (ELLs) and students with disabilities may have a read-aloud accommodation for the test administration of the reading, mathematics and science tests. Districts are **required** to order the Read-Aloud Script for OAA to provide a standardized read-aloud accommodation with a test administrator. A Form SV test booklet **must not be used** by the test administrator to provide a read-aloud accommodation. The student will use a Form SV test booklet, and the test administrator will administer the read-aloud accommodation with the Read-Aloud Script. The Read-Aloud Script used by the test administrator will match the Form SV used by the student. The English Audio CD remains available for those districts that do **NOT** provide a read-aloud accommodation administered by a test administrator.

Language Translators Needed for ELLs

There will be two foreign language CDs available for the Spring 2013 OAA administration: Spanish and Japanese. Language translators are needed for eligible ELLs for the upcoming spring 2013 test administrations. If you or someone you know is highly proficient in English and another language and is interested in providing this valuable service, please contact Brian Bahe at bbahe@air.org. The reimbursement amount for translators is \$100 per student per test and is made to the district or translator through AIR. Please note that districts and translators will not be reimbursed for languages available on CD.

If you need help finding a translator for your students for the Spring 2013 OAA, please complete the Request for Language Translator Form and fax it to AIR at 1-877-231-7813. The form is available at the end of this newsletter and at www.ohiodocs.org. AIR will contact you with information regarding translators. The reimbursement rate for translators is \$100 per student per test for the Spring 2013 OAA. Districts/translators will be reimbursed for Spring 2013 OAA translations by AIR.

Reminder: Form SV — OAA

Students **must** use Form SV with OAA special versions: Braille, Large Print (grades 3 and 4 only), Foreign Language CD, English Audio CD, Language Translation Kit, Read-Aloud Script, and Spanish Bilingual (grades 3 and 4 only). The Form SV will automatically be packaged with the Braille, Large Print (grades 3 and 4 only), Spanish Bilingual (grades 3 and 4 only), and Language Translation Kit when they are shipped to districts. A Form SV will be provided for each Foreign Language CD or English Audio CD ordered during the on-time window. If a Foreign Language CD or English Audio CD is being used to administer tests to more than one student, then additional Form SVs will need to be ordered in the space provided on TIDE.

Special Version or Accommodation	Form SV for Student	Form SV for Test Administrator
Braille	Yes for grades 3-4. If a general education print test booklet is being referenced, Form SV is needed for grades 5-8.	No
Large Print	Yes	No
English Audio CD	Yes	No
Foreign Language CD	Yes	No
Oral Translator	Yes	No, use Translation Kit
Bilingual Test Booklet	Yes for grades 3-4. If a general education print test booklet is being referenced, Form SV is needed for grades 5-8.	No
Read Aloud	Yes	No, use the Read-Aloud Script
Scribe Grades 3 and 4	District Decision	District Decision
Scribe Grades 5–8	No	No
Extended time	No	No
Use of dictionary	No	No

Form SVs for students receiving the read-aloud accommodation should be ordered on the appropriate line in TIDE. Buildings and classrooms will receive packets of test booklets containing “spiraled” forms of the test, identified with numbers on the cover. The test booklets in each packet may each have a different form number. The Building Test Coordinator (BTC) and the test administrator must **not** take test booklets from the spiraled packets to be used with the special versions or the accommodations because the questions and passages will not match. If forms from the spiraled packets are used, this will be discovered during testing by the students and will cause confusion and frustration. **Only** Form SV should be used by OAA students with the special versions or read-aloud accommodations.

Spring 2014 OAA Administration

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.

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)

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

The Spring 2013 AASCD will be administered **February 25 – March 29**. There will be no modification of or extension to the AASCD administration window. All scores must be submitted in the Data Entry Interface (DEI) by **March 29**.

When the test window opens on February 25, DTCs should begin actively monitoring the submission of student's tests using the Test Management Center section of the Online Reporting System. To generate a participation report, under the Test Management Center, select the "Plan and Manage Testing" option, choose the parameters for the report and click [Generate Report]. Test coordinators will search by the "Reported" status to determine which tests have been successfully submitted during the administration window and will be included in district reporting data on June 15. Detailed instructions are available in the Online Reporting System User Guide, available on the [Test Coordinator's Resource page](#) of the Portal.

DTCs will have the opportunity to register new students in [TIDE for AASCD](#) through **March 29**, and confirm participation and order additional materials through **March 27**.

For assistance with Ohio's Alternate Assessment systems, please consult the user manuals located on the portal (oh.portal.airast.org), and contact the Ohio Help Desk with additional questions at 1-877-231-7809 (press 2) or OHHelpDesk@air.org. For general questions regarding AASCD, contact Andrew Hinkle, Office for Exceptional Children, at (614) 644-7304 or andrew.hinkle@education.ohio.gov.

Spring 2013 Alternate Assessment Second Raters

The State of Ohio requires that approximately 10 percent of students in the statewide Alternate Assessment-tested population have another trained test administrator, referred to as the second rater, observe the administration and independently score the student's responses in all tested content areas. Each district should expect to have at least one student per grade band who requires a second rater. If a student is selected to receive a second rating, every content area that the student is administered must have a second rater. Districts are required to review the list of students who have been selected for a second rating, identify qualified personnel to serve as second raters and create user accounts for them, and ensure that all second ratings are conducted and that the corresponding scores are entered in the Data Entry Interface.

Second rater assignments for the Spring 2013 Alternate Assessment administration are available in TIDE for the AASCD (oh.tide.airast.org). To view a list of students requiring a second rater, log into TIDE, navigate to the "View/Edit Students" tab under "Student Information," and search all schools and grades. Students assigned a second rater will have "Yes" in the Second Rater column. Note that districts are responsible for verifying whether any students who are pre-identified on February 11 or later were selected for a second rating.

Frequently asked questions about second raters and more information about how to access second rater assignments in TIDE can be found in the *Second Rater Fact Sheet and Guidance* document on the Test Coordinator's Resources page of the Alternate Assessment portal (oh.portal.airast.org).

Spring 2013 Alternate Assessment System Requirements Reminder

If your district will be administering the Spring 2013 Alternate Assessment, please note that the online Data Entry Interface requires the use of the Firefox browser. Districts should ensure that the Firefox browser is installed on any computers that test administrators will be using to enter Alternate Assessment scores. More information on supported Firefox browsers and other system requirements are available in the "[AASCD Technology Requirements](#)" document on the Test Coordinator Resources page of the Alternate Assessment Portal (oh.portal.airast.org).

Spring 2013 Alternate Assessment User Accounts

Test coordinators whose districts will be administering the Spring 2013 Alternate Assessment are highly encouraged to review the "[User Role Matrix](#)" and the "[TIDE User Management Guidance](#)" documents available on the Alternate Assessment Portal (oh.portal.airast.org). These documents offer information on the levels of access available to different user roles for Alternate Assessment systems and provide guidance for DTCs on adding Alternate Assessment user accounts. As a reminder, DTCs are responsible for setting up user accounts for their schools or delegating this responsibility.

Returning Spring 2013 Alternate Assessment Materials

There is no automatic pickup of Spring 2013 AASCD materials. DTCs are responsible for calling UPS to arrange for pick-up of secure test materials as soon as they are ready. The pick-up must occur no later than **Friday, April 5, 2013**. UPS can be reached at 1-866-857-1501. (Do NOT call the UPS general pick-up number found on the UPS website.) Inform UPS that you have UPS-RS labels, and be sure to schedule your pick-up at least one day in advance. Same-day service is not available in all areas. Tell the UPS service representative the tracking numbers printed on the UPS-RS labels. If you have a daily scheduled UPS pick-up, you may send your return shipment with the rest of your packages; however, please set apart the DRC shipment for the driver. If you have any questions about returning your materials, please contact the Ohio Help Desk at 1-877-231-7809 (press 1).

Changes to the Ohio Downloadable Data File Layout for Alternate Assessment

Ohio's new Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) will be 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. The AASCD is aligned to Ohio's Academic Content Standards–Extended (OACS-E) and designed to allow students to demonstrate their knowledge and skills in an appropriately rigorous assessment. This change necessitated revisions to the Ohio downloadable data file layout. Alternate Assessment downloadable data files, which will be released on 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 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.

Spring 2013 Ohio K-3 Diagnostics Field Test

The Ohio Department of Education (ODE) is in the process of developing new Ohio diagnostics assessments for reading (K-3), writing (K-3) and mathematics (K-2). When finalized, the new diagnostics will provide districts with two formats: a *screening* measure that can be administered at the start of the school year to identify whether a student is *on-track* to achieve proficiency for a given grade/subject, as well as a *full* measure that may be used later in the year to assess student progress. Starting with the 2013-14 school year, the new diagnostic assessments will assess the full depth and breadth the Common Core State Standards in English Language Arts and Mathematics as part of Ohio's suite of Ohio's New Learning Standards for academic learning and will replace those standards currently offered by ODE.

The ODE will be conducting a field test to identify the difficulty level of items and determine whether the items are grade-level appropriate for the diagnostic instruments. Further, the spring 2013 Ohio Diagnostics Field Test will provide an opportunity for educators to learn more about the next generation of diagnostics based on Common Core State Standards. The Ohio K-3 Diagnostics Field Test has an administration window of **March 18 – April 19, 2013**. The field test materials will be shipped to participating districts and schools the week of March 11.

The Test Coordinator Manual for the Ohio Diagnostic Assessments Field Test has been posted at [this link](#).

For questions about the spring 2013 Ohio K-3 Diagnostics Field Test, please contact ODE's Office of Curriculum and Assessment at 614-466-0223.

Please note: There will be no reports or results sent as a result of the Spring 2013 Diagnostic Field Test. Districts that are participating in the Field Test will also need to administer a mathematics diagnostic to grades 1-2 and a writing diagnostic to grades 1-3. Transfer students for K-3 will need to be administered a reading diagnostic (KRA-L cannot be used as it must be administered no later than Oct. 1). The field test does not take the place of the diagnostic assessments required based on the Third Grade Reading Guarantee.

Chartered Nonpublic Schools Need to update OEDS-R information by April 19

A link to an online survey regarding the Intent to Participate in the Ohio Achievement Assessments (OAA) and Ohio Graduation Tests (OGT) in 2013-2014 will be sent to chartered nonpublic school principals via email this spring. Because the distribution list for the survey's message will be extracted from the Ohio Educational Directory System-Redesign (OEDS-R), it is essential that e-mail addresses and other school information for principals are listed correctly. Chartered nonpublic school administrators should work with their OEDS-R administrators to verify and update the principal and school information in this system by **April 19** to ensure they receive this important ODE communication. All chartered nonpublic schools are encouraged to respond to the online survey by *mid-June*. Due to budget concerns, ODE will not send any hard-copy reminders. **Reminder:** All chartered nonpublic schools with EdChoice, Cleveland Scholarship and Jon Peterson Scholarship students must assess these students with the Ohio assessments and MUST complete the online survey emailed in the spring. If you do not know the name of your OEDS-R administrator, login into your [SAFE](#) account, or create an account. You will see a link titled "Show my current OEDSR roles/access" in the top box at right. Clicking that link will take you to the page where the name is noted.

Revised Diagnostic Assessments

Districts and community schools should have administered to all kindergarten through grade 3 students a **reading** diagnostic by **September 30, 2012**. Students who transfer to a district or a building within the district must be administered a reading diagnostic assessment within 30 days after the date of transfer. If the student has been previously administered a reading diagnostic assessment this school year, a school may use those *on-track/not on-track* results. If a student transfers in with no reading diagnostic result from the previous district or building, the new district or new building must give the same reading diagnostic assessment that was administered by September 30 for the purposes of the Third-Grade Reading Guarantee. The Request for Qualifications (RFQ) has been posted for vendors to submit reading diagnostic assessments that ODE will review to determine which will be placed on the list of comparable, approved reading diagnostic assessments. The RFQ is available [here](#).

The **writing and mathematics** diagnostic assessments **are required to be administered to all students in grades one and two** and may be administered at any time during the school year. Students who transfer to a district or a building within the district must be administered a mathematics and writing diagnostic assessment within 30 days after the date of transfer unless the student has been previously administered a mathematics and/or writing diagnostic assessment this school year in which case those results may be used.

Flexibility to administer an assessment other than ODE's for mathematics and writing is now contingent on a district or community school receiving a rating of "Effective" or above in the previous school year (2011-2012). These districts and community schools may use any diagnostic they choose and do not need to submit waiver or notice to ODE. For subsequent school years, when the ratings are replaced with letter grades, ODE will determine the equivalent letter grade that will allow for flexibility.

Intervention is required for those students who score at the level of *not on-track* on the reading, writing and mathematics diagnostic assessments. The diagnostic results for all three subjects will be submitted to EMIS at the end of the school year. Please note there are no special versions for the state-developed diagnostic assessments such as Braille, large print, audio CDs, etc. The intent of the diagnostic assessments is to determine students' strengths and weaknesses and provide intervention.

A Diagnostic Guidance Document has been posted on the Diagnostic web page under the heading titled Diagnostic Assessments Related Materials at this link:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=236>.

The Diagnostic Guidance Document has also been posted on the Third-Grade Reading Guarantee web page at this link:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=129423&Content=131285>

Please review the Diagnostic Guidance Document for information on the administration of the diagnostic assessments. Please direct any questions on the diagnostic web page to Paula Mahaley at 614 466-0217 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].

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.

Rumor Control

“Contact the Office of Curriculum and Assessment when student scores have been misplaced or lost.”

No. The Office of Curriculum and Assessment (OCA) does not have student scores. Districts/schools where the student tested have access to the student scores through the Ohio Online Assessment Reporting System (OOARS) at this link <https://reports.success-ode-state-oh-us.info/Login.aspx>. These scores may be accessed at any time by the DTC who has the password to access the account. Please share with parents that the OCA does not have the student scores and will encourage the parents to contact the district/school for the student scores. The Family Report is also accessible through the electronic account.

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

	2012-2012 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?	<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

	2012-2012 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?	<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>

Language Translator Request
Ohio Achievement Assessments (OAA) — Grades 3 through 8
Spring 2013 Administration
Languages other than Japanese and Spanish

School contact information

District name _____ District IRN _____
 School name _____ School IRN _____
 School contact _____
 (AIR will contact this person to provide assistance in locating a translator.)
 Title _____ Telephone _____
 Address 1 _____ Email address _____
 Address 2 _____ Date _____
 City _____ State _____
 Zip Code _____

Complete one entry for each student who needs a language translator – Copy this page as needed

Student name _____ Student ID # _____
 Subject _____ Student grade _____
 Language _____

PLEASE CHECK ONE

- A district/school employee will serve as the language translator for this student.
- The district/school will obtain a language translator for this student.
- The district/school needs AIR to assist in locating a language translator.
 (AIR will notify the school contact name provided above to arrange for a translator.)

Student name _____ Student ID # _____
 Subject _____ Student grade _____
 Language _____

PLEASE CHECK ONE

- A district/school employee will serve as the language translator for this student.
- The district/school will obtain a language translator for this student.
- The district/school needs AIR to assist in locating a language translator.
 (AIR will notify the school contact name provided above to arrange for a translator.)

Student name _____ Student ID # _____
 Subject _____ Student grade _____
 Language _____

PLEASE CHECK ONE

- A district/school employee will serve as the language translator for this student.
- The district/school will obtain a language translator for this student.
- The district/school needs AIR to assist in locating a language translator.
 (AIR will notify the school contact name provided above to arrange for a translator.)

Complete this information for your school and return the page(s) to your District Test Coordinator. DTCs must mail this form to Brian Bahe – American Institutes for Research – 1000 Thomas Jefferson St., NW – Washington, DC 20007.