



Ohio's State Tests Resource Book

2020 - 2021

Ohio Department of
Education

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Office of Assessment

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Purpose

The Resource Book is a reference for district personnel responsible for duties associated with [Ohio's State Tests in English Language Arts, Mathematics, Science and Social Studies](#) and [Ohio's Kindergarten Readiness Assessment](#). It provides the user an overview of Ohio's K-12 testing program and access to many helpful resources pertaining to state policy. It doesn't provide information and resources pertaining to test administration procedures and system requirements. Those resources and more can be found on [Ohio's Assessment System Portal](#).

The Resource Book is located on the Department's [Resource Book](#) and [Testing](#) webpages as a downloadable PDF file. If changes become necessary, notifications will be made and the changes will be listed in the Resource Book Revision History section at the end of the book. The Department's [Reset and Restart](#) webpage will also provide updates to administration requirements and/or procedures that may be necessary due to coronavirus and school building closures.

Test Dates

Please visit the Department's [Test Dates](#) webpage for this year's testing dates.

District and Student Participation Requirements

Public school districts and community schools are required by law to administer all required state tests to all students enrolled in each designated grade. This includes any retained students (repeating a grade level) who are enrolled in grades 3-8 and who previously may have passed a state test. Please visit the Department's [Ohio's State Tests in English Language Arts, Mathematics, Science and Social Studies](#) webpage for more information.

Students having an IEP or a 504 Plan shall take the general state tests either with or without allowable accommodations. Students with the *most* significant cognitive disabilities may take Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), if they *qualify*, and if it is specified in writing in their IEPs. Please visit the Department's [AASCD](#) webpage for more information and resources.

There is no process allowing parents and/or students to indicate their choice to not participate in state testing. Schools must account for and report any student who did not take a required state test. Please review [Guidance for Schools: Student Participation in Testing](#) for more information. For information about how student scores are entered in the Education Management Information System (EMIS), please see the [EMIS Manual](#).

Retake Policy - End-of-Course Tests

Students may retake any end-of-course test prescribed under division (B)(2) of section [ORC 3301.0712](#). Students who miss an end-of-course test administration due to absence will have the opportunity to take the test, or a substantially similar test, later in their academic career. Please see [ORC 3301.0728](#) for more information or [Ohio End-of-Course Tests Retake Policy](#). Graduation Requirements

Please visit the Department's [Ohio's Graduation Requirements](#) webpage for more information.

Home Instruction Students (exception in the KRA-R section)

Home instruction refers to a student who is enrolled in a district but who is temporarily receiving instructional services at home, often for health reasons. Any student receiving home instruction is required to take state tests. Administration of tests to home instruction students must follow the same rules and procedures as applied in the district. The test may be administered in a student's home if it is administered by a test administrator who meets the criteria (employee of the district and holds a license, certificate or permit issued by the Department) and that all security procedures are properly followed.

Home Education or Home School Students

Please visit the Department's [Home Schooling](#) webpage for more information.

Transfer and Foreign-Exchange Students Taking End-of-Course Tests

Please review the information on the Department's [Graduation Requirements](#) webpage, which includes foreign-exchange students. All enrolled foreign exchange students must take the same state tests as any peer in their class/course would take. Any person to whom all of the following apply shall be exempted from attaining the applicable score on the test in social studies designated under any American history end-of-course test and any American government end-of-course test required under [ORC 3301.0712 \(B\)](#) if such an exemption is prescribed by rule of the state board under [ORC 3301.0712 \(D\)\(3\)](#):

- The person is not a citizen of the United States;
- The person is not a permanent resident of the United States; and
- The person indicates no intention to reside in the United States after the completion of high school.

District Policies/Procedures

Each district shall adopt written policies and procedures that address the following:

- The person is not a citizen of the United States;
- Participation of students with disabilities, pursuant to [OAC 3301-13-03](#) for public schools, [OAC 3301-13-10](#) for chartered nonpublic schools;
- Testing of accelerated students (Please see [Policies For Academic Acceleration](#));
- Test security, pursuant to [OAC 3301-13-05](#);
- Access to individual students' state test results, in accordance with [ORC 3319.321](#).
- Procedural issues that are addressed at the local level, not at the state level:
 - Decisions regarding whether to allow students who have not passed the required graduation tests to participate in the graduation ceremony with their classmates; and
 - How to respond to parents who refuse to permit their child to take a state test.

Transferring Student Records to Another School/District

Whenever a student who has taken any Ohio state test in one school leaves that school to enroll in another school in the same or a different district, the school last attended shall provide, **immediately upon request** by a school official at the new school, all applicable student records including all state test information and the SSID (as stated in the list below) for that student to the requesting school/district. These records may **not** be withheld for any reason per [OAC 3301-13-02 \(N\)](#).

Chartered Nonpublic Schools

Please refer to the Department's [Chartered Nonpublic Schools Information](#) webpage for details regarding this school option.

Chartered Nonpublic Student Identifiers for State Tests

Students who attend chartered nonpublic schools and do not have a Statewide Student Identifier (SSID) must enter a student ID to participate in state testing. Please review the Department's PDF document entitled [Chartered Nonpublic Student Identifiers For State Tests](#) for more information.

Operational Tests, Field Tests, Practice Tests and Released Tests

In addition to the information found on the [Ohio's State Tests in English Language Arts, Mathematics, Science and Social Studies](#) webpage, the following information is provided to identify and clarify often used terms when discussing the state testing program.

Operational tests are administered to all students in Ohio and is scored to determine grade-level performance. A student's score is the result of the student's performance on the questions within the operational test. Operational tests are secure and should be handled as such by school and district personnel while schools and districts are preparing for testing, during testing and after testing. Please refer to test administration manuals for guidance.

Field tests are administered to a representative sample of Ohio students to gather data about the performance of potential test questions that may be included in future operational tests. Prior to the first operational administration of a test, questions are field tested in an independent test setting. A representative sample of Ohio schools is selected to be part of the field test. Once tests become operational, the Department includes embedded field test questions within each operational test. Student performance on field test questions is not used in determining a student's achievement level. Field test questions are secure, just as the operational tests are secure.

Practice tests are produced and made available online by the Department for use prior to the first administration of an operational test at a given grade level. The online practice items give students the opportunity to navigate through the online testing system, use the available tools and features, and familiarize themselves with the testing experience. Answers are provided as each question is completed; however, a total score for the practice test is not given. Answer keys and scoring guides are provided in the *Student Practices* folder under each subject area. Questions on the practice tests have successfully completed the [item development process](#). Practice tests for each of Ohio's State Tests are available online and in paper format on the [Ohio's State Tests portal](#). Practice tests are not secure and may be photocopied for local use. Large-print and Braille versions of the practice tests are available for the grades 3-8, end-of-course, OGT and OELPA. Practice tests for the AASCD are available on the [Ohio Alternate Assessment portal](#).

Released tests are any operational tests that the Department has released as public record following the school year in which it was administered. Ohio's State Tests and OGT are the only tests that are released.

Item Release Scoring Guides

Item Release Scoring Guides for Ohio's State Tests in English language arts, mathematics, science and social studies are available under Resources on the [Ohio's State Tests Portal](#). This partial release of items from the spring gives educators insight into the kinds of questions students experienced, and they are useful tools that inform classroom instruction. Both teachers and parents may use the released items to help students know what to expect on future state tests.

The scoring guides include the Ohio Learning Standard associated with each test item, the scoring rubrics and the item annotations. They also show examples of student responses to illustrate actual work and the corresponding points earned.

Use of Public Released Tests

Anyone can download and print the released tests but they should be used only in educationally sound ways. These materials are protected by copyright laws and may be used for non-profit educational use only. Any agency, group or person that wishes to use the Ohio released tests must contact the Office of Assessment for permission. If any cost, directly or indirectly, is involved with the event or purpose to which the released tests will be used, permission will not be granted.

Requesting Exceptions to Online Testing

Ohio's State Tests are online tests for all students, with few exceptions. Please review information found on the Department's website [Requesting Exceptions to Online Testing](#).

District Choice for Grade 3 Testing

Please see [Grade 3 Testing: Paper or Online Administration](#) for information and guidance.

Special Version Format

Braille and large-print formats are available for the state tests. Districts are required to order the special versions for students requiring specific accommodations.

Test Administrator Criteria

Please visit [Ohio's Assessment System Portal](#) for test administration information and resources to support processes discussed below.

Test administrators must be employees of the school district and hold a license/certificate/ permit issued by the Department per [OAC 3301-13-02 \(J\)\(4\)](#). Please see the [KRA](#) and [AASCD](#) sections for additional requirements for the test administrator of these tests.

Substitute teachers may serve as a test administrator if the district defines the substitute teacher as a district employee. Teaching assistants or other staff members may be assigned as the test administrator if they meet the criteria. Students and student teachers may not serve as test administrators. An individual contracted through an educational service center may be a test

administrator. If a district contracts with a service provider, the employees of that service provider are de facto employees of the district.

School districts are required to appoint district and building test coordinators. Test coordinators are responsible for ensuring that all test administrators and monitors are thoroughly trained and that all policies, procedures and schedules are followed.

Test administrator criteria for commercial tests used for a state program are determined by the requirements set by the test vendor and agreed upon by the Department. For example, the test administrator criteria for the ACT and SAT are not the criteria required for the state tests but is determined by ACT and SAT.

Test Administrator, Group Size and Monitors/Proctors

Monitors/proctors will assist test administrators for groups greater than 30 students to one test administrator. Monitors/proctors do not have to be school personnel who hold a license/certificate/permit issued by the Department; other responsible adults may be monitors if necessary. Student teachers may be monitors. It is not recommended to use parents as monitors; parents or other relatives may never monitor their own child. An exception to the rule is a parent who is also a teacher and has her/his child as a student. In this situation, the parent/teacher can serve as the test administrator. However, it is recommended that the test not be administered by the parent/teacher to her/his own child if district policy allows for other arrangements to be made.

Test Administrator and Accommodations

Accommodations should be provided to students who need and qualify for them. Please see [Ohio's Accessibility Manual](#) for more information.

Scoring, Reporting and Results

Family Score Report

The Family Score Report, designed to assist students and families in interpreting test results, is the only printed report distributed to districts. It is the district's responsibility to distribute these reports to the families in a timely manner. The report indicates how students performed on each test taken. Please review the [Interpretive Guide](#) for information regarding the results of the state tests.

Scoring Process

Tests items are scored through machine and hand scoring methods. Scores are reported to districts through an online system and to parents through districts by way of the Family Score Report. Districts are responsible for keeping records of results.

English Learners (EL)

Please visit the Department's [English Learners](#) webpage for information and resources.

Accommodations on State Tests

Please review the English Learners section in [Ohio's Accessibility Manual](#) for more information.

State Test Participation and Accountability Requirements

All English learners, regardless of time in U.S. schools, take the OST in all subjects appropriate to their grade level, including the English language arts tests. There are no exceptions. Test results provide baseline data for intervention supports and growth determinations. Districts are required to meet the 95 percent participation rate of English language arts and mathematics for the English learner subgroup.

English learners who are in U.S. schools for less than two school years will not be included in the proficiency calculation of the English language arts and mathematics tests for accountability purposes but will be included in the participation and graduation rate indicators. Please refer to the [EMIS manual](#) for the specific codes that apply to English learners and the way they are included in State Report Cards. Please contact the Office of Accountability with questions about English learner accountability measures at accountability@education.ohio.gov.

English Language Proficiency Assessments

Ohio has two English language proficiency assessments: the Ohio English Language Proficiency Screener (OELPS) and the Ohio English Language Proficiency Assessment (OELPA). Both assessments are aligned to [Ohio's K-12 English Language Proficiency Standards](#) and consist of items which assess proficiency in the four language domains: reading, writing, listening and speaking.

Ohio English Language Proficiency Screener (OELPS)

The OELPS is used to identify English learners enrolled in grades K-12. Ohio's standardized identification of English learners requires districts to use the state's Language Usage Survey and the K-12 Ohio English Language Proficiency Screener (OELPS). Please review guidance on [Identifying English Learners in Ohio](#) for detailed information. Learn more about the screener on the Department's [OELPS](#) webpage.

Ohio English Language Proficiency Assessment (OELPA)

The OELPA is the annual summative assessment of English language proficiency, which provides documentation of English learners' progress toward English proficiency and is the basis of [Ohio School Reports Cards' English language proficiency improvement measure](#). All English learners, even those who are recently enrolled, must take the OELPA. [Exit criteria](#) for English learner status is based on OELPA results.

Please visit [Ohio's Assessment System Portal](#) for OELPS and OELPA information and resources.

English Learners Who Transfer

When students transfer from other districts or schools, districts should refer to existing records to determine English learner status. Generally, Ohio recognizes the sending school's identification and exit decisions if student records are complete. In the absence of complete transfer records, schools should follow the procedure(s) located on the Department's webpage titled [Guidelines for Identifying English Learners](#).

Out-of-State Transfer: An enrolled student from an out-of-state school who *did not* meet the previous state's English learner exit criteria will remain an English learner in Ohio and is required to take the OELPA and all appropriate Ohio's State Tests. A student from an out-of-state school *who*

met the previous state's exit criteria is not considered an English learner in Ohio but may be subject to monitoring if the student exited English learner status within two years.

In-State Transfer: Occasionally, assessment records are missing from student files when students transfer in-state from one district to another. To help districts identify English learners, students' past OELPS and OELPA scores can be found in the [Online Reporting System under the Home Page Dashboard on the test portal](#). Another source for locating scores is the [Ohio District Data Exchange \(ODDEX\)](#).

English Learners Enrolled at Chartered Nonpublic Schools

Whether a chartered nonpublic school participates in the OELPS and OELPA may depend on its participation in the U.S. Department of Education's [Title III Language Instruction for English Learners and Immigrant Students grant program](#).

Chartered nonpublic schools *participating* in the U.S. Department of Education's Title III program should consult with their Title III public district to determine whether the OELPS and/or the OELPA will be administered to identify and annually assess English learners.

Chartered nonpublic schools *not participating* in the Title III grant program have the option to participate in the OELPS and/or the OELPA.

English learners who attend a chartered nonpublic school and receive a scholarship (Ed Choice or Jon Peterson) are not required to be screened using the Ohio English Language Proficiency Screener (OELPS) or take the Ohio English Language Proficiency Assessment (OELPA). However, the chartered nonpublic school may use the OELPS and the OELPA at no charge.

English Learners and the OGT

Information on the English learner and the OGT may be found in the [OGT section in this Resource Book](#).

Students with Disabilities

Assessments for Students with Disabilities

The Federal [Individuals with Disabilities Education Improvement Act \(IDEA\)](#) reflects the intent to extend educational accountability and reform to all students, including those with disabilities. This legislation, along with the federal [Every Student Succeeds Act \(ESSA\)](#) and Ohio law, mandates that all students with disabilities be included in state and district test programs and that they take either the general tests (with or without accommodations) or alternate tests. These laws provide clear expectations that states will align assessment of student achievement with academic content standards.

Ohio's [Alternate Assessment for Students with Significant Cognitive Disabilities \(AASCD\)](#) is aligned to Ohio's Learning Standards–Extended (OLS-E) and is designed to allow students with the most significant cognitive disabilities to demonstrate their knowledge and skills in an appropriately rigorous assessment. The [Ohio Alternate Assessment Portal](#) includes guidance to assist IEP teams when determining eligibility for participation in the alternate assessment including participation guidelines, a companion document to the participation guidelines and a decision-making framework as well as additional information. Practice tests for the AASCD are available on [Ohio's Assessment System Portal](#).

Accommodations on State Tests

[Ohio's Accessibility Manual](#) is a comprehensive policy document providing information about the accessibility features on Ohio's State Tests. The manual helps to define the specific accessibility features available for students. Ohio's Accessibility System features are made up of accommodations for students with disabilities and English learners as well as other features including administrative considerations, universal tools and designated supports.

Third Grade Reading Guarantee and Diagnostic Tests

Guidance Documents

The reading diagnostic assessments are tied to the [Third Grade Reading Guarantee](#). For additional information about the Third Grade Reading Guarantee, please refer to the [Third Grade Reading Guarantee Guidance Manual](#). Please note that there may be periodic updates to this guidance document as new issues arise – districts should check the website frequently.

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

- State Diagnostic Assessments: scott.bryant@education.ohio.gov
- Kindergarten Readiness Assessment: elizabeth.sailer@education.ohio.gov
- Third Grade Reading Guarantee and Vendor Diagnostics: thirdgrade guarantee@education.ohio.gov

General Information

All districts are required to administer the reading diagnostic test each year to students in grades K-3 and report their results to the Department per [ORC 3301.0715 \(A\)\(3\)](#). The primary purpose of Ohio's diagnostic tests is to provide a tool to check the progress of students toward meeting the standards. Diagnostic tests may also serve as tools that assess student's strengths and weaknesses to help inform instructional decisions. A district board may administer any diagnostic assessment in the fall and spring of a school year to measure the amount of academic growth attributable to the instruction received by students during that school year [ORC 3301.0715 \(B\)](#).

Districts are no longer required to administer the mathematics or writing diagnostic tests to students, but may do so at the discretion of the district board per [ORC 3301.079 \(D\)\(3\)](#).

Districts may choose to use the Department developed diagnostic tests for all grades and vendor reading diagnostic tests approved by the Department.

The Department developed [diagnostic tests](#) are linked with Ohio's Learning Standards. There are two formats of the Department developed diagnostic tests: **Screener** and **Full Measure** (There is no Short Screener):

- Screener measures previous end-of-year expectations; and
- Full Measure measures current year end-of-year expectations.

It is recommended to administer the Screener reading diagnostic test to meet the fall Third Grade Reading Guarantee requirements.

Districts may use the Department developed or vendor reading diagnostic test for one grade level, and a different vendor diagnostic test or Department developed diagnostic test for another grade level. Districts that choose to use the Department developed diagnostics must print the diagnostics posted on the website. It is recommended to print back-to-back to cut down on printing costs. The storybooks *must* be printed back-to-back to create the storybook format.

The requirement for annual diagnostic testing does not apply to students with significant cognitive disabilities ([ORC 3313.608 \(B\)\(1\)](#)) Students with significant cognitive disabilities are exempt from taking the reading, writing and mathematics diagnostic tests.

For the 2020-2021 School Year

Grade Level	Diagnostic Test Options
Kindergarten	<ul style="list-style-type: none"> • KRA <i>Language and Literacy area</i> • Department Kindergarten Screener • Comparable Tool from Department approved list
Grade 1	<ul style="list-style-type: none"> • Department Grade 1 Screener • Comparable Tool from Department approved list
Grade 2	<ul style="list-style-type: none"> • Department Grade 2 Screener • Comparable Tool from Department approved list
Grade 3	<ul style="list-style-type: none"> • Department Grade 3 Screener • Comparable Tool from Department approved list

Department Approved List of Comparable Vendor Reading Assessments		
Vendor	Assessment	Grade(S)
Amplify Education Inc.	mCLASS: DIBELS Next	K-3
Curriculum & Associates	iReady Diagnostic	K-3
U of Oregon, Center for Teaching & Learning	DIBELS 8 th Edition	K-3
NWEA	MAP Growth	K-3
NWEA	MAP Reading Fluency	K-3
Dynamic Measurement Group	Acadience Reading K-6	K-3
Renaissance Learning	STAR Reading	1-3
Renaissance Learning	STAR Early Literacy	K-3
Voyager Sopris	Acadience Reading	K-3
Riverside Insights	Iowa Assessments Forms Reading Tests Levels 5-9	E/F K-3
NCS Pearson Inc.	Aimswest Plus	K-3

Department Approved List of Comparable Vendor Reading Assessments		
Vendor	Assessment	Grade(S)
iStation	iStation's Indicators of Progress, Early Reading (ISIP ER)	K-3
Lexia Learning Systems, LLC	Lexia RAPID Assessment	K-3

Scoring Diagnostic Tests

Districts will score all diagnostic tests in accordance with rules established by the Department per [ORC 3301.0715 \(D\)](#). The Department developed diagnostics identify students as *on track* and *not on track*. For the Department developed diagnostic tests, scoring definitions are:

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

The Department descriptors for *on track* and *not on track* can be used by districts to inform decision making. Descriptors and a points table for scoring are located on each grade level score sheet. Districts must provide intervention to students who score at the *not on track* level. On the student score sheet, students who score in the category of "*further assessment may be needed*" are considered "on track". However, it is strongly encouraged to provide interventions to these students. It will be up to the districts to make the final determination if a student is *on track or not on track*.

The results of vendor tests used by districts as a comparable tool should be translated to the *on track or not on track designations*, based on the vendor's results description and the Department's definitions of *on track* and *not on track*. This information can be found [here](#) for the vendor approved reading diagnostic tests. There will be no special guidance provided by the Department on translating the vendor diagnostic results into the *on track* and *not on track* categories.

A student who scores at the *not on-track* level at the beginning of the school year for the reading diagnostic assessment (Sept. 30 for grades one, two and three or Nov. 1 for kindergarten) will officially be *not on track* and on a reading improvement and monitoring plan until the student either scores *on track* on the following school year's reading diagnostic test or scores "proficient" on the English language arts test for grade 3.

If a district administers more than one diagnostic to a student during the current year, the first diagnostic test administered is the one used to determine if the student is *on track* or *not on track*. The results of this test are reported to the Department. Subsequent diagnostic tests may inform the student's progress, but they will not be reported in EMIS.

Districts are required to report the reading diagnostic tests during the EMIS data collection. Please visit the Department's [Third Grade Reading Guarantee](#) webpage for necessary information and guidance.

Kindergarten Readiness Assessment Revised (KRA-R)

In the 2020-2021 school year, public districts and schools are required to administer the new [Kindergarten Readiness Assessment Revised \(KRA-R\)](#) to all first-time Kindergarten students. Please visit the Department's [KRA](#) webpage for additional information and resources.

State and Federal Accountability System

Every Student Succeeds Act

For background information, federal requirements and the Department's plan for meeting them, please visit the Department's [Every Student Succeeds Act](#) webpage. Following are selected highlights.

National Assessment of Educational Progress

Federal regulation requires states to participate in the biennial National Assessment of Educational Progress (NAEP) tests in reading and mathematics for fourth and eighth graders. Any school whose district receives Title 1 money must participate in NAEP, if selected by National Center for Educational Statistics (NCES). In addition, [ORC 3301.27](#) requires participation of any Ohio schools in any NAEP administration for which they are selected. Subject matter areas vary from one administration to the next. [OAC 3301-13-02](#) requires a school's participation in the administration of tests and to provide information for research that improves education effectiveness in Ohio, including national or international assessment programs.

Testing Participation

Schools and districts are required by federal regulation to test all students, even those students with significant cognitive disabilities. However, the federal regulation recognizes there will be cases in which it may not be possible to test 100 percent of the student population. For this reason, ESSA established a participation rate goal of 95 percent of the student population across all tested grades within a school or district. This means that at least 95 percent of all students enrolled during the testing period and 95 percent in each of the 10 federally recognized demographic student groups must participate in the reading and mathematics Ohio State Tests (OST) in grades 3-8 and/or the end-of-course tests in ELA and math to meet the participation rate goal (either through the general assessment or the alternate assessment).

Under Ohio's ESSA plan, all subgroups continue to be expected to assess at least 95 percent of their students in each subgroup on the state's English language arts and math assessments. Once the preliminary letter grade is issued for the Gap Closing Component, each of the 10 federally recognized subgroups with sufficient size is evaluated for participation in English language arts and in mathematics to determine the subgroup participation rate. If even one subgroup fails to meet the 95 percent participation requirement, the final letter grade is reduced by one level. In addition, under state law, a district's funds may be reduced for not testing all students ([OAC 3301-13-04](#)).

Test Usage for District and School Accountability

Ohio developed a series of “Where Kids Count” business rules to determine whether a student should be included at the building, district or state level for accountability purposes. In cases where a student is shared between two or more districts or schools, the system-wide rules serve as filters to determine which building and/or district (if any) should be held accountable for a student’s data.

Federal regulation requires all students who are in attendance for a full academic year to be included in accountability calculations for a school and a district.

Additional information on Ohio’s district and school accountability can be found on the Department’s [Report Card Resources](#) webpage.

Department Web Resources

The links below will assist users wishing to navigate to topics of interest, many of which were represented in previous sections of this book.

Keyword	Content Description
Acceleration Policy	Information and resources for grades 3-8 regarding the State Board of Education’s model policy on acceleration, acceleration updates.
AASCD or Alternate Assessment	Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) information and resources about Ohio’s alternate assessment for students with significant cognitive disabilities.
Diagnostic Tests	Information and resources for the grades Diagnostic Tests in reading, mathematics and writing.
Kindergarten Readiness Assessment (KRA)	Information and resources for the Kindergarten Readiness Assessment (KRA), which is given to all first-time kindergarten students starting the first day of school ending on Nov. 1. The KRA includes ways for teachers to measure a child’s school readiness.
English Learner (EL)	English Learner (EL) information from the Office of Integrated Student Supports.
Newsletters	Archived copies of the K-8 District Test Coordinator and the 9-12 District Test Coordinator monthly newsletters.
Ohio English Language Proficiency Assessment, OELPA	Information about the annual measure of English language proficiency required for all English Learners (ELs) in Ohio.
Ohio English Language Proficiency Screener, OELPS	Information about the screening tool used to identify students as English Learners (ELs) in Ohio.
Ohio Graduation Tests, OGT	Ohio Graduation Tests (OGT) information and resources.
Ohio’s State Tests Practice Tests	Half- and full-length tests for students to use as study aids, downloadable as Adobe PDFs.

Keyword	Content Description
Special Versions	Samples of state tests in a variety of formats that assist students whose IEP, 504 Plan or English Learner (EL) status allows for use of special testing accommodations (including Braille and large print).
Statewide Student Identifier, SSID	State Student Identifier (SSID) policy, <i>SSID Users' Manual</i> , SSID requirements.
Test Blueprints	Test blueprints that contain information about individual tests, including the number of test questions and the number of points for each test question; and the number of test questions by short-answer, multiple-choice or extended-response category; and policies on rulers, protractors and calculators.
Test Dates	Dates of current and future test administrations.
Testing Data	Statistical summaries and item analysis reports related to various testing instruments developed and administered by the Ohio Department of Education (preliminary state results, raw cut scores for each test form, estimates of reliability and basic descriptive statistics).
Third Grade Reading Guarantee (TGRG)	Information and resources on the Third Grade Reading Guarantee which requires that all students must demonstrate a certain level of competency in reading before advancing to the fourth grade.

Test Security Provisions

State Testing Security

All online and paper state tests (including all test passages, test questions and any other secure material developed for use with any operational test) are secure. It is not permissible to reproduce any of this secure material or cause it to be reproduced in any format. It is illegal to reveal any test question that is known to be on a state test in any manner to anyone. The following includes, but is not limited to, examples of actions that would be considered a test security violation:

- Creating “study guides” for students based upon questions known to be on state tests;
- Test monitors looking ahead at test subjects or questions printed in a test booklet or on a computer;
- Releasing secure material or test items to any person, including the media;
- Altering any student response or assisting a student to cheat in any other way;
- Unauthorized persons present during a state test administration;
- A test administrator having a non-test related conversation on a cell phone during the test administration;
- Tests or students with tests being left unattended; and
- A student having a cell phone, smart watch or internet connected non-testing device during a test administration.

Practice test materials, diagnostic tests and released tests are not secure.

District Test Policy and Procedures

To protect the security of the tests, each district, community school and nonpublic school must establish written procedures that address the following components specified by the rules adopted by the State Board of Education:

- Identification of personnel authorized to have access to the test;
- Procedures for handling and tracking test materials before, during and after testing;
- Procedures for investigating any alleged violation of test security provisions; and
- Procedures for annually communicating in writing the test security provisions including but not limited to the Department's electronic device policy and social media policy, and sharing this information with all district employees, families and students.

Districts, community schools and participating chartered nonpublic schools must establish a written test security plan no later than October 1 of each school year. The test security plan must include procedures on test security which cover many areas that are listed in the Ohio Administrative Code (OAC) section [3301-13-05 \(H\) and \(I\)](#). The test security plan must be presented to all staff who are involved with the state tests.

Release of Secure Material

All test booklets are subject to the same strict test security procedures per [OAC 3301-13-05 \(D\)](#):

No person shall reveal, cause to be revealed, release, cause to be released, reproduce, or cause to be reproduced any secure assessment materials through any means or medium including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral.

All tests and answer documents, including special versions, are kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. Special versions of the tests include Braille and large print.

Test administrators should be reminded to never take photographs of students, tests, computers or the testing room during testing.

Under Ohio law, releasing any test questions or other contents of a test or helping students cheat in any other way may result in an invalidation of test scores, suspension of certificates to teach, termination of employment and/or prosecution. Districts must ensure that students are aware of test security violations and associated consequences. Violations of test security provisions in the district's written procedures may also be punishable by penalties specified by the district.

[ORC 3319.151](#) prohibits any person from revealing to students any test questions known to appear on a state test. Violation is grounds for suspension of a teaching license and/or termination of a teaching or non-teaching contract and employment.

Electronic Device Policy

Districts must have a policy on electronic device usage during and after test sessions. A district's electronic device policy must include but not limited to the use of cellphones, smartwatches and other WIFI enabled, non-testing devices. Accessing an electronic device during testing is grounds for an

invalidation; however, if cheating can be ruled out, the district may elect not to invalidate the test. If a student was observed having a cell phone out during or after the test session, it is important to determine if any test question, passage or prompt was photographed, texted or in any way compromised. In extreme cases where test questions, passages or prompts have been posted on any social medium, the district must immediately contact the Office of Assessment. The student's test opportunity is forfeited.

Students who use an electronic device for medical purposes (e.g. glucose monitoring, hearing aid) may have access to the device during testing. The device should only support the student during testing for medical reasons and the test administrator must closely monitor the use of the device to maintain test security.

Districts must determine if electronic devices may be used after the test session has been completed. Silent work may be allowed after the completion of a test session and may include electronic devices if this is permitted within district policy and does not pose a threat to test security.

Test administrators may have a cell phone for medical and technological emergencies, to use as a timekeeper or to otherwise perform necessary test-related actions. Test administrators must not use the cell phone for non-test related issues or personal issues. Test administrators should be reminded to never take photographs of students, tests, computers or the testing room during testing.

Social Media

Sharing an image of an operational test item or a description in words on social media or other public platforms is a test item security breach, as well as cheating. All students deserve a fair testing experience. Sharing images of test items via Twitter, Instagram, Snapchat or other public social media sites – or posting a description of, or basic information about test items – results in an unfair test environment by providing students and teachers with advanced information about test questions. This creates an uneven playing field and gives some students an advantage over others and impairs the ability of schools to get valuable information about how students are performing. When items are compromised, they must be replaced at the expense of taxpayers.

When the Office of Assessment becomes aware of an operational test item that has been posted to public social media sites or elsewhere on the publicly visible internet, it treats it as a test item security violation. The Department works with the district to request the student or individual who posted the item to remove it. Twitter, Facebook and other social media all have processes for requesting the removal of copyrighted material which are put into place when necessary. Only when an item compromise becomes known is any effort made to identify the person who posted it. Social media and other webpages are public and often include information that indicates the name and location of the person who posted the test item. The test for the student who posted the secure matter must be invalidated and no breach form will be issued. The district may be asked to investigate to determine if the test administrator was actively monitoring the testing session.

Procedures for a Possible Test Security Violation

Any alleged test security violation of [ORC 3319.151](#), or any unethical testing practice under [OAC 3301-7-01](#), or any violation of the school's test security procedures under [OAC 3301-13-05](#), is to be

reported to the Office of Assessment as soon as the alleged violation becomes known to the school district or participating school. The process is as follows:

- Call the Office of Assessment at (614) 466-1317. Please do not include details in writing at this point.
- The alleged test security violation will be discussed via telephone. If the situation is not a possible test security violation, the district may be asked to submit a test incident form.
- It may be possible to determine during the initial discussion if a test must be invalidated; if so, the procedure for an invalidation and a breach form is discussed.
- The district will be asked to investigate which may include interviews with students; if so, parents should be made aware of the interviews. It is suggested that the district complete the investigation as soon as possible to make sure the most accurate evidence is collected. The district determines the scope of the investigation.
- A letter from the Director of the Office of Assessment will be sent to the superintendent of the public school, the sponsor for a community school or head of school for a chartered nonpublic school for a case that is opened for a possible test security violation.
- Once the investigation has been completed, the district has ten days to send a written report to this address:

Ohio Department of Education Office of Assessment
25 S. Front Street MS 507
Columbus, Ohio 43215
Attn: Director of Assessment

- The investigation report will be reviewed. If the report confirms there is a test security violation, a letter will be sent to close the case with no further action by the Office of Assessment; however, the letter will include a statement that the case will be shared with the Office of Professional Conduct. The Office of Assessment has authority regarding the test. The Office of Professional Conduct has authority for school staff conduct. The Office of Professional Conduct will determine further action, which may include an investigation. [Office of Professional Conduct-Statutes and Rules](#) are available for review.
- If the district investigation determines that a test security violation occurred, any of several consequences may follow: one or more students' tests may be invalidated; a district board of education, after appropriate procedures are followed, may suspend or terminate an employee found guilty of helping a student to cheat or another type of test security violation; the State Board of Education, following appropriate procedures, may suspend a certificate, permit or license of an employee; and a law enforcement agency, following an appropriate investigation, may prosecute under the state criminal code.

District Investigation Report

A district investigates when an alleged test security violation has been reported to the Department and the Department has determined that the alleged test security violation warrants an inquiry. The district may take up to two weeks (or longer if necessary) to complete the investigation. Once the district investigation has been completed, a written investigation report is to be submitted to the Department. [OAC 3301-13-05 \(H\)\(2\)](#) requires the district investigation report to be filed with the Department within ten days after the completion of the district's investigation. Required investigation report content:

- District does not identify students by name; students are identified as Student 1, Student 2, etc.;

- Name of the person believed to be involved in the incident; include position and title;
- Detailed description of the incident;
- Interviews and/or testimonies;
- Evidence or statement of lack of evidence;
- District’s conclusion and disciplinary action if applicable; and
- Corrective plan of action.

Guidelines to Help Districts Document an Inquiry

- Describe what occurred in the building/classroom during the test administration in the written report.
- Have you determined that state-mandated testing procedures were followed by all school staff?
- Have you interviewed all individuals who were involved in, or may have information about, the alleged incident?
- If you found evidence indicating an irregularity, have you described exactly what happened and why?
- If you found evidence indicating an irregularity; did you prepare a timeline, if necessary, to establish when events occurred?
- If evidence or indication of a testing irregularity is discovered, appropriately document the testing irregularity.
- Have you ensured that the report and any provided statements clearly lay out the sequence of events and explain exactly what happened?
- Have you received typed, signed and dated statements from all individuals who were involved in, or may have information about, the irregularity?
- Do all statements include the name and role (title) of all individuals involved (do not name students)?
- Do the statements include how the individuals were involved in the incident?
- Do the statements include a description of the incident from the individuals’ perspective?

Guidelines to Help Districts Develop a Corrective Plan of Action

If evidence or indication of a testing irregularity is discovered, describe a plan to correct and mitigate any future occurrences of the testing irregularity. A corrective action plan must accompany the written investigation report. Here are some tips to help with preparing the plan:

- Does the plan include a description of the specific procedure(s) that will be implemented to help prevent future occurrences of this type of violation?
- Does the plan include the name and role (title) of the person(s) responsible to implement the plan?
- Have you submitted all statements in letter form on paper or letterhead? Are they signed, and dated?
- Have you submitted a final, written determination about what happened and who is responsible?

Standards for the Ethical Use of Tests

The State Board of Education has adopted rules of ethical practice for the use of state tests and other tests, such as district and school standardized tests. Tests shall include the test itself and any part of the process of assessing or testing a student. [OAC 3301-7-01](#).

Additional Monitoring Procedures

The Department will continue to analyze results from the tests to help ensure valid and fair results for students and districts. The Office of Assessment, with guidance from a group of national testing experts, uses a variety of commonly accepted statistical and audit procedures to review and audit both test score data and individual test documents for any anomalies that may be related to testing irregularities.

When anomalies appear in the data, districts may be contacted and asked to assist in reviewing and, if necessary, investigating the circumstances surrounding the anomalies. For instance, the audit procedures analyze and try to identify highly unlikely patterns of responses between students from the same classroom or school. Also, specific patterns of erasures and other marks on scannable documents may be examined.

The Department also will audit vendor testing records to ensure appropriate test participation and administration procedures are followed (e.g., testing at appropriate grade levels and no inappropriate “double testing” of students). The Office of Assessment and its testing vendors will continue to monitor the prompt return of all secure test materials from each test administration by districts. Finally, the Office of Assessment may request permission from a district to observe and inspect test administration procedures in a building during a test window.

Appropriate Help for Students

While it is **not** appropriate to teach students how to answer specific questions that students will take on state tests, it is appropriate to be sure that students are prepared for the different item types measured by the tests. [Several tools](#) are provided by the state including practice tests, sample test items and other resources.

Resources on the Ohio’s State Tests portal provide more detailed information about each test, the academic content standards and scored and annotated student work on constructed-response questions.

[Ohio’s State Tests Portal](#) is the gateway to all systems and resources for the administration of the end-of- course tests. It includes practice tests, FAQs and resources for students and families, teachers/test administrators, test coordinators and technology coordinators. Although this test portal is available to the public, several systems require users to log in using their account information.

It is appropriate to integrate instructional activities that address the academic content standards at each grade level. It is also appropriate to establish and implement intervention programs to help students gain necessary knowledge and skills to score at the proficient level on the state tests. If students do not score at the proficient level, then public schools are required to provide intervention/remediation services to those students.

Maintaining Test Security and Reporting Testing Incidents

The [Code of Fair Testing Practices in Education](#) prepared by the Joint Committee on Testing Practices and the [Standards for Educational and Psychological Testing](#) prepared by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education clearly state that educational professionals have an obligation to provide and use tests that are fair to all test takers regardless of age, gender, race, disability, ethnicity, religion and linguistic background. Standardization of tests and test administration help ensure that all students are given equal opportunity to demonstrate what they know without biasing practices and procedures. Fairness implies comparable opportunity to all test takers and therefore extends to all aspects of the testing process. It is for that reason that this document was developed and provided to all educators engaged in the testing of students.

Any action or event surrounding a test that potentially interferes with any student's opportunity to demonstrate what he or she knows is considered a test irregularity or incident. This document presents procedures for schools and districts to identify and report test irregularities and incidents that interfere with the fairness and comparability of the test results for all Ohio students. Detailed instructions are included in the Guidelines to help schools and districts determine if a test irregularity, test incident and/or a test security violation has occurred and how to report such to the Ohio Department of Education.

All reported irregularities, incidents and alleged test security violations are confidential. Confirmation of a test or data security violation has the potential to affect a student's score, a staff member's career and/or a district's accountability. Communication and investigations of irregularities, incidents and violations are not discussed with anyone other than identified staff. The case (including all details) remains confidential until the case is officially closed. Any requests for data once a case is officially closed are referred to the district. Any Ohio school that administers the Ohio state tests are required to follow standardized administration and test security procedures. While the term "district" will be used throughout the Guidelines, it is meant for all Ohio schools – public schools including community schools and chartered nonpublic schools that administer the tests including online and paper formats.

References: [American Psychological Association](#)

Overview

Ohio statutes require the following [state test administrations](#):

- High School: seven end-of-course tests [ORC 3301.0712](#)
 - English language arts I (excluding the class of 2023 and beyond)
 - English language arts II
 - Science (Biology)
 - Algebra I (or Integrated math 1)
 - Geometry (or Integrated math 2)
 - American history
 - American government
- Elementary grades 3-8 tests [ORC 3301.0711](#)
 - Third Grade
 - English language arts test biannually

- Fourth through Eighth Grade
- English language arts test annually
- Third through Eighth Grade
 - Mathematics test annually
- Fifth through Eighth Grade
 - Science test annually
- [Alternate assessment](#) for students with significant cognitive disabilities as identified in the student's IEP [ORC 3301.0711](#)
- [English Learner proficiency test ORC 3301.0711 \(C\)\(3-4\)](#)
- [Ohio Graduation Tests](#) for students who first enrolled in grade 9 before July 1, 2014 [ORC 3301.0710](#)

Any event or procedure that could potentially impact the integrity of the tests, the data, or the test results before, during or after the test administration is a test incident. All test incidents **must** be reported immediately to the district's designated staff. A district shall report to the Office of Assessment at the Ohio Department of Education as soon as a test incident becomes known to the district as pursuant to [OAC 3313-13-05 \(H\)](#). When reporting test incidents, districts shall initially contact the Office of Assessment by telephone as soon as the district is aware to discuss the alleged test incident. In the event an investigation is conducted by a district, the district shall report the results of that investigation within 10 days after completion of the investigation to the Office of Assessment.

Disruptions during the test administration must be avoided and/or minimized to the greatest extent possible. Disruption may cause the students to be distracted and lose their concentration on a test, hence impacting their performance. The procedures for standard administration of the state assessment must be followed. The standardized procedures and protocols are outlined in the Test Administration Manual located on the [Ohio's Assessment System Portal](#).

All state tests are secure tests, except for the Ohio Diagnostic Tests, practice tests and released items published by the Department. The OGT are not released as per HB 1 July 2009. Assessment security is vital to the successful administration of the assessment and to the integrity of the score results. All districts must have a policy on test security and the policy and consequences should be made known to all staff involved with each test administration. It is recommended that the policy and consequences shall be made known prior to each test administration each year. District and state procedures for protecting secure test materials shall be followed. Districts must maintain test and data security before, during and after the test administration. All individuals who are involved with the test administration in any way must maintain test security. Under no circumstances shall students have access to assessment materials or items before or after the test administration.

Districts shall refer to statutory requirements for test administration and test incidents. Those include:

- [ORC 3319.151](#): Confidentiality for State Tests
- [OAC 3301-13-02 \(C-H\)](#): Administering State Tests – Breach Forms
- [OAC 3301-13-05](#): Establishing Security and Security Investigation Provisions for Tests
- [OAC 3301-7-01](#): Standards for the Ethical Use of Tests

Procedure for Submitting Invalidation

An **invalidation** occurs when a test has been compromised by a student, administrator or unauthorized party to the administration. Students' responses that have been compromised are not students' true answers and are, therefore, subsequently invalid. These tests must be invalidated.

A confirmed test security violation requires the district superintendent, school administrator or the district test coordinator to submit an invalidation of the test score. To submit the request prior to the deadline date for a test administration, the district uses a secure online system supplied by the test vendor. An inquiry may be required. The invalidation must be sent by the date stated in the test administration manual. If the invalidation is not submitted through the online system, the invalidation must be directly submitted through EMIS. There is no charge for an invalidation of student scores.

District Investigation Report

A district investigates when an alleged test security violation has been reported to the Department and the Department has determined that the alleged test security violation warrants an inquiry. The district may take up to two weeks (or longer if necessary) to complete the investigation. Once the district investigation has been completed, a written investigation report is to be submitted to the Department. [OAC 3301-13-05 \(H\)\(2\)](#) requires the district investigation report to be filed with the Department within ten days after the completion of the district's investigation.

Required investigation content:

- Detailed description of the incident including, but not limited to, the name of the person against whom the allegation was made;
- Testimony if interviews are conducted;
- Evidence if applicable;
- District's conclusion and disciplinary action if applicable; and
- A corrective plan of action.

After the district investigation report has been received by the Department in which an alleged test security violation has been confirmed, a copy of the report will be sent to the Office of Professional Conduct (OPC) if the investigation involved personnel who hold a license, certificate or permit issued by the Department. The OPC determines if an additional investigation is warranted.

Types of Test Incidents

A test incident is any event or procedure that may impact a student's performance on a test or may potentially impact the integrity of the tests, the data and the test results before, during and after testing. There are three types of test incidents:

- **Testing Irregularity:** A testing irregularity is an incident that may or may not compromise the test results but does affect the student's performance on the test (e.g., fire alarm is activated in the school) or an unexpected change in the established test administration procedure and protocols that may, or may not, compromise the test result (e.g., student does not receive the appropriate accommodation as determined by an IEP or receives an inappropriate accommodation).

- **Test Security Violation:** A test security violation is an unethical testing practice or violation of the state or school’s security procedures that compromises test security and/or data security and the integrity of a student’s score results (e.g., individual uses a cellphone to take pictures of the test).
- **Technology Incident:** A technology incident is an event that may or may not compromise the test results but does affect the student’s performance on the test (e.g., school loses internet access during the testing session).

For additional guidance on test incidents please refer to the Test Incident Guidance Document located on the [Ohio’s Assessment System Portal](#).

Breach Form

When invalidation of a student score is necessary, a different but parallel form of the test, if it is available, may be used to re-administer the test in the event of issues interfering with the standardization of testing materials or administration conditions. The breach form is intended to be used when a student’s test has been compromised by a test irregularity or a test security violation. *Individual student cheating does not qualify for a breach form.* The Ohio Department of Education, Office of Assessment, determines if the use of the breach form is an appropriate option for the district after the district has determined that an invalidation of a student score is necessary or a student score has been invalidated as a result of a district test security investigation or a test irregularity. Districts are advised to contact the Office of Assessment to discuss the situation that may lead to a breach form *before* an invalidation is entered. Test security violations or test irregularities caused by school or district personnel that require an administration of a breach form are at the district’s expense.

Incidents that are caused by acts of nature or the state (the Department or the test contractor) and require an administration of a breach form are at the state’s expense (e.g., missing pages).

The table below indicates which state tests have a Breach Form:

State Test	Breach
Grade 3-8 (spring only)	Yes
High School (fall and spring only)	Yes
AASCD	No
OELPA	No
OELPS	No
OGT	No

The table below contains some suggested reasons for administering a breach form, and the party responsible for the cost. Further breach guidance is available in the [Test Administration Manual](#).

Reason for Breach Form	\$25 Charge per Test	No Charge
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Defective test booklet		X
Fire, weather or other emergency		X
Facility issues (water main break, power outage, evacuation)		X
Student responses cannot be transcribed (student erasure, booklet ruined unintentionally)		X
Test compromised (students unsupervised, other security violations)	X	
Accommodation given was not on IEP/504	X	
Required accommodation not given (district should first talk to parents) *	X	
Supplemental tool (e.g. Protractor, calculator, reference sheet) given was not assigned to test or was not available but should have been*	X	

Resource Book Revision History

The Resource Book Revision History helps users easily locate sections where updates have occurred since the first posting of this book. Significant changes and updates are indicated through red text, underline for additions and strike-through for deletions. Minor changes, such as typos, formatting and grammar corrections are not highlighted. When it is necessary to make an update to the Resource Book, the table below will note the exact content & position within the book, and the Department will communicate the change on related webpages, newsletters & etc.

Position	Update	Date