



Ohio's State Tests
Rules Book
2019-2020

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Purpose

The Rules Book provides the following:

- A reference for school officials responsible for state testing in a district or building;
- A general overview of Ohio's state testing program; and
- Specific information pertaining to the testing at each grade level.

The information provided addresses these tests:

- Grades 3-8 and End-of-Course Tests;
- Ohio English Language Proficiency Assessment (OELPA);
- Ohio English Language Proficiency Screener (OELPS);
- Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD);
- Diagnostic Tests;
- Kindergarten Readiness Assessment (KRA); and
- Ohio Graduation Tests (OGT).

The Rules Book presents policy information regarding the K-12 assessment program. It is not intended to present administration procedures and requirements that may be found in the test administration manuals that are located on the [Ohio's State Tests portal](#). The Rules Book does not present technical specifications or details on how to use online systems. Test coordinators must refer to the technical specifications, user guides, and *Test Administration Manuals*, available on the portal. Because of the volume and complexity of these topics, the *Rules Book* has been designed to take advantage of electronic document features. The *Rules Book* is located on the Department [Rules Book web page](#) or it can be accessed by way of the [Testing web page](#) as a downloadable PDF file, which includes hyperlinks and online cross-references.

Changes Posted on Website

The *Rules Book* is posted once annually. Changes to the Rules Book will not be posted in the master document, which remains the static version. Changes will be posted on the [Rules Book web page](#) under the heading Updates. Please check periodically to determine if changes have been made and add any changes to the original copy. Minor edits to grammar, spelling, etc. will not be listed on the change page.

Text Used Throughout Rules Book

The term *district* will be used throughout the Rules Book to refer to any city district, exempted village district, local district, cooperative education and/or career and technology center, community school, chartered nonpublic school, the state school for the blind, the state school for the deaf, any school operated by the Department of Youth Services or the Department of Rehabilitation and Corrections, or any entity that participates in the state tests. Information that refers to a specific type school is noted.

Assessment Schedule 2019-2020

Test	Administration	Date
Ohio State Tests (OST)		
Grade 3: English language arts	Five consecutive school days, including makeups	Oct. 21-Nov. 1, 2019
High school: End-of-course	Fifteen consecutive school days, including makeups	Dec. 2, 2019-Jan. 10, 2020
Grades 3-8 and high school: English language arts	Fifteen consecutive school days, including makeups	March 23-April 24, 2020
Grades 3-8: Mathematics Grades 5 and 8: Science High School: Mathematics, science, and social studies	Fifteen consecutive school days, including makeups	March 30-May 8, 2020
Grade 3: English language arts <i>optional</i>	Summer	July 6-10, 2020
High school: End-of-course <i>optional</i>	Summer	July 13-24, 2020
Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) grades 3-10	Operational Test 2020	Feb. 18-April 10
Ohio Graduation Tests (OGT) online administration	District sets schedule within window	Sept. 3-July 31
OGT paper administrations	Opportunity 1 earliest start September 3, 2019	
	Opportunity 2 earliest start: October 21, 2019	
	Opportunity 3 earliest start date: November 25, 2019	
Kindergarten Readiness Assessment (KRA)	Must be administered to all first-time kindergarten students no earlier than the first day of school and no later than the first day of November.	
K-3 reading diagnostic	Kindergarten: no later than Nov. 1 Grades 1-3: no later than Sept. 30	
Ohio English Language Proficiency Screener (OELPS) K-12	Aug. 5, 2019-July 12, 2020	
Ohio English Language Proficiency Assessment (OELPA) K-12	Feb. 3-March 27, 2020	
2019-2020 testing dates are posted on the test dates web page		

Test Windows for Ohio's State Tests

The dates a district selects within the state's testing windows apply for all schools within a district.

- For fall administrations, districts will choose five consecutive school days for grade 3 English language arts, and 15 consecutive school days for high school end-of-course tests;
- For spring administrations, districts will choose 15 consecutive school days for English language arts, and 15 consecutive school days for mathematics, science, and social studies tests; and
- For summer administrations, there is a set five-day window for grade 3 English language arts, and a set 10-day window for high school end-of-course tests.

Note: Districts are to select consecutive **school** days (days when school is in session). There are not separate windows for paper and online testing.

State Policy

Student Participation Requirements

Public school districts and community schools (called "charter schools" in other states) 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. Students who wish to do so may retake the end-of-course tests to obtain a higher point towards the total required for graduation.

Students having an IEP or a 504 Plan shall take the general state tests with allowable accommodations. Students with significant cognitive disabilities may take an alternate assessment, if they [qualify](#), and if it is specified in writing in their IEPs.

Ohio's State Tests (OST) are the achievement tests for grades 3-8 and high school. The high school tests are referred to as end-of-course tests (EOC). The rules in this chapter apply to all of the Ohio's State Tests.

The tests for elementary students are:

- Grades 3-8 English language arts (ELA) and mathematics tests; and
- Grades 5 and 8 science tests.

The tests for high school are:

- English language arts I; English language arts II;
- Algebra; geometry; integrated mathematics I; integrated mathematics II;
- Biology;
- American history; American government.

Schools must account for and report any student who did not take a required state test. More information about how student scores are entered in the Education Management Information System (EMIS) is in the [EMIS Manual](#).

Retaking End-of-Course Tests

Regardless of the students' previous scores, a student may retake any end-of-course test prescribed under division (B)(2) of section [3301.0712](#) of the Ohio Revised Code during the student's academic career at a time designated by the Department. If, for any reason, a student does not take an end-of-course test on the scheduled administration date, the Department shall make available to the student the test for which the student was absent, or a substantially similar examination as determined by the Department, so that the student may take the test or a substantially similar examination later in the student's academic career [ORC 3301.0728](#).

World History

Students who began ninth grade after July 1, 2017 must earn ½ unit in world history and civilizations. An end-of-course test for world history will not be developed or administered.

Student Opt-Out

There is no law that allows a parent or student to opt out of participating in state tests, and there is no state procedure or form for nonparticipation. If a parent prohibits a child from participating in certain state tests, there may be consequences for the child, the child's teacher and the district, including consequences on the Ohio School Report Cards. To help parents make informed decisions, districts should provide in writing the possible consequences of failing to test, as well as information about other district consequences. Districts are not required to but may want to request that a parent place in writing a decision not to participate to provide a record of why the student was not tested. Please review [Guidance for Schools: Student Participation in Testing](#).

It is important to understand that while students can meet their requirements to graduate without taking some or all state tests, districts are still held accountable on the Ohio School Report Cards for all state tests required by state law.

State tests are critical for measuring student learning and ensuring that every Ohio student receives a high-quality education. The results from state tests are how districts, schools and teachers are held accountable. Ohio School Report Cards give your community a clear picture of the progress of your district and schools in raising achievement and preparing students for the future. Report cards show how well schools and districts are performing, not students.

Home Instruction Students (exception in the [KRA 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

A home-schooled student is a student receiving instruction outside of an established school environment. Such a student is **not enrolled** full time in a school and does not receive an Ohio diploma after successful completion of all curriculum requirements. Since a home-schooled student is not part of a school's full-time enrollment, he or she is not required to take state tests. If the parent chooses to participate in the district's established testing program, there is no cost to the parent. In such cases, the district should share with the home-schooled student's parents the student's ability to participate in the state tests, along with the vendor's registration requirements, including the ability to participate in the accepted standardized tests approved by the Ohio Department of Education and used by the district.

Both the school district and the home-schooled student's parent may mutually agree to allow a home-schooled student to take any of the tests; however, the tests must be taken under the same rules and procedures as an enrolled student, with the district ultimately making the final decision. A district who allows a home-schooled student to take a state assessment with the district-enrolled students should mark the home-school attribute in the student's pre-ID in TIDE to keep the home-schooled student's results separate from the district-enrolled students' results. [Information is available](#) on the student ID for home-education students who take the state tests. E-schools are not home school programs and do not follow home school program rules.

If a home-schooled student is enrolled in a public school in a course in which there is a state test at that grade, the student is required to take that test (grades 3-8, End-of-Course and OGT). If a home-schooled student is enrolled only in a course in which there is no state test (e.g., art), the student would not be required to take any state tests but may do so if the district permits it and the parent agrees.

Districts and home-school parents and providers should understand that all enrolled students, including part-time students, are part of the EMIS reporting and are counted in the school and district aggregate numbers.

Parent Review of Test

General procedures for online and paper tests:

- Parent submits in writing he/she wants to review their child's test. This should include the student's name, where the child is enrolled and what test they would like to review (ex., fall 2018 grade 3 ELA).
- District/school sends/emails a letter on district letterhead stating:
 - student is enrolled in their district,
 - participated in a specific test administration including mode (online/paper),
 - include student SSID,
 - confirm parents' names,
 - district's IRN and
 - school's IRN.

- Parents come to the Department to review the tests.
- Parents sign nondisclosure agreement. Parents may take notes that are general and not item-specific. The notes must be shared at the end of the review to be sure secure information is not inadvertently contained in them.

Foreign-Exchange Students Taking End-of-Course Tests

- 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.

Please review the information for [transfer students](#) including foreign-exchange students on the Department website.

District Policies/Procedures

Each district, community school and chartered nonpublic school shall adopt written policies and procedures that address the following:

- 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;
- Test security, pursuant to [OAC 3301-13-05](#);
- Access to individual students' state test results, in accordance with [ORC 3319.321](#), "Confidentiality of student information; law enforcement and military recruitment use."

Each school is responsible, **immediately upon request** by an official of a new school, to provide the record of a student's state testing results as well as other student records, including when that student enrolls in the new school. The school last attended shall provide to the new school these documents:

- All records of the student's current state test status as specified by [OAC 3301-13-02 \(M\)](#). Please review the list below of information that shall be maintained in student records or transcript;
- Grade promotion and retention issues, including non-promotion of students having more than 10 percent truancy and failing two or more required course subject areas, e.g., English and history; and
- Intervention services, including procedures for using diagnostic tests, a plan for the design of classroom-based intervention services, procedures for the regular collection of student performance data, as well as procedures for using student performance data to evaluate the effectiveness of intervention services.

Procedural issues that are addressed at the local level, not at the state level, include but are not limited to allowing 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 \(N\)](#).

State Test Information/Student's Record

The following is the state test information that must be documented in either the student record or the transcript for each test that is part of the state assessment system in accordance with [OAC 3301-13-02 \(M\)](#).

- Statewide Student Identifier (SSIC)
- Tests required or not required
- Tests taken or not taken (each administration period)
- Test scores received
- Attainment of designated level of performance

Chartered Nonpublic Schools

A chartered nonpublic school is a private school that holds a valid charter issued by the Ohio State Board of Education and maintains compliance with the Operating Standards for Ohio's Schools ([OAC 3301-35-12](#)). Please review the information on [chartered nonpublic schools and state testing](#). A chartered nonpublic school graduation [FAQ](#) is available.

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 the following state tests: Ohio's State Tests, Alternate Assessment for Students with Significant Cognitive Disabilities, Ohio's English Language Proficiency Screener and Ohio's English Language Proficiency Assessment. Please review the process to assign the [student ID or SSID](#) for students enrolled in a chartered nonpublic school.

Chartered Nonpublic Schools – Scholarship Program

House Bill 166 amended [ORC 3301.0711 \(K\)](#) by addressing the testing of state scholarship students enrolled in chartered nonpublic schools.

Beginning in the 2019-2020 school year, any chartered nonpublic school that enrolls students participating in state scholarship programs may administer an alternative standardized assessment determined by the Department instead of Ohio's State Tests in grades 3-8.

Chartered nonpublic schools may continue to use Ohio's State Tests for the assessment of their scholarship students, provided the school filed the Intent to Participate for the 2019-2020 school year by the August 1 statutory deadline. There is no cost for administering the state tests. Costs for administering alternative assessments will be the responsibility of the school.

For grade 3 scholarship students assessed in English language arts (ELA), schools may administer the state grade 3 ELA test, an approved Third Grade Reading Guarantee alternative assessment or both. If a chartered nonpublic school decides not to administer the state grade 3 ELA test to its scholarship students, the school may administer an approved Third Grade Reading Guarantee alternative assessment twice during the school year and once during the summer. High school students attending chartered nonpublic schools on state scholarship programs will continue to follow testing requirements for their graduating class. The Department approved [high school alternative assessments for 2019-2020 are listed here](#).

The Department is working to determine further guidance on which alternative standardized assessments are approved for scholarship renewal purposes for the 2019-2020 school year.

Per [ORC 3301.0711 \(K\)\(1\)](#) each chartered nonpublic school for which at least 65% of its total enrollment is made up of students who are participating in state scholarship programs shall administer the assessments prescribed by division (A) of section [3301.0710](#) of Ohio Revised Code or an alternative standardized assessment determined by the Department.

A parent or guardian of a student enrolled in the chartered nonpublic school who is not participating in a state scholarship program may opt out of the state test and the school shall not administer the state test to that student.

Chartered Nonpublic Schools – High School

Chartered [nonpublic](#) schools educating students in grades nine through twelve are required to follow the [graduation requirements](#) found on the Department website pursuant to [ORC 3301.0711 \(L\)](#).

Alternative High School Test for Graduation (Chartered Nonpublic Schools)

The [alternative high school tests for graduation](#) may be used by chartered nonpublic high schools that are **not accredited** by the Independent Schools Association of the Central States and have been determined to meet the requirements in [ORC 3313.619](#). Chartered nonpublic schools that choose to give an alternative test must pay for the test.

Please review the list of [ISACS-accredited chartered nonpublic schools](#) in Ohio.

Please review the Department list of [approved alternative tests](#). It is the responsibility of each chartered nonpublic high school to select an alternative assessment from the approved list that meets the needs of the school's students. The school should consult with the test vendor about available accommodations.

High School Scholarship Students

Information on the [high school scholarship program](#) for chartered nonpublic schools is located on the Department website.

Procedures/Requirements/Test Situations

State Test Development

All test questions and related materials are written or selected per specifications approved by committees of Ohio stakeholders. Questions are then field-tested in Ohio schools. Ohio educators, serving as subject matter specialists on a Content Advisory Committee for each test area at each grade level tested, examine all questions prior to field testing. In addition, a Fairness and Sensitivity Review Committee examines and approves test questions before field testing and analyzes the results after field testing. Members of this committee are selected to represent the cultural diversity within the state and are trained to scrutinize all test materials for issues that could adversely affect one group as compared to another. Please see the Department's web site for more information about [test development](#) and [stakeholder committees](#).

Operational Tests, Field Tests, Practice Tests and Released Tests

An *operational test* is 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 and field-test questions 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.

A *practice test* is 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 paper format on the [Ohio's State Tests portal](#). Practice tests are not secure and are downloadable 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](#).

A *released test or released test questions* are any operational tests or test questions 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.

Public Release of Tests

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. Use of released tests by students, teachers or parents is permissible. **One caution:** All tests contain copyrighted materials. These materials are protected by copyright laws and may be used for nonprofit 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 some exceptions. The expectation is that all districts and schools will schedule time and provide technology appropriate for their local situations.

Please refer to [Supplemental Instructions for Paper Testing](#) for instructions on the paper format.

The following are situations where districts may be eligible for paper testing:

- A district with students who will require the use of paper test forms as an accommodation documented in an IEP or 504 Plan, or due to a student's religious beliefs; or
- A district that lacks the required technology infrastructure to test all students online, including districts that:
 - are new to state testing and verify a lack of technology to test all students online; or

- experience a change in the district's technology system that impacts capacity to test all students online.

Districts or schools with the above situations involving the limitation of technology should contact the Department at statetests@education.ohio.gov to start the process of determining eligibility for an exception to online testing.

District Choice for Grade 3 Testing

Over the past five years, Ohio has transitioned state testing from paper-and-pencil to online administration. The percentage of third-grade students who take their English language arts tests online was nearly 100 percent in school year 2018-2019, as noted:

- 99.5 percent of the grade 3 English language arts tests were administered online in spring 2019; and
- 99.7 percent were administered online in fall 2018.

In 2019, new legislation changed the third-grade option. Senate Bill 216, 132nd General Assembly, effective Nov. 2, 2018, allows districts the option of paper or online test administration only for the third-grade state assessments, beginning in the 2019-2020 school year.

Specifically, [ORC 3301.0711\(G\)\(4\)](#) as amended by SB 216 provides the following:

Beginning with the 2019-2020 school year, a school district, other public school, or chartered nonpublic school may administer the third-grade English language arts or mathematics assessment, or both, in a paper format in any school year for which the district board of education or school governing body adopts a resolution indicating that the district or school chooses to administer the assessment in a paper format. The board or governing body shall submit a copy of the resolution to the Department of education not later than the first day of May prior to the school year for which it will apply. If the resolution is submitted, the district or school shall administer the assessment in a paper format to all students in the third grade, except that any student whose individualized education program or plan developed under section 504 of the "Rehabilitation Act of 1973," 87 Stat. 355, 29 U.S.C. 794, as amended, specifies that taking the assessment in an online format is an appropriate accommodation for the student may take the assessment in an online format.

The option applies to the following tests:

- Ohio's State Test grade 3 English language arts and/or mathematics.
- Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), English language arts and/or mathematics. **Note:** The AASCD 2.0 online administration in 2019-2020 is computer adaptive, while the paper version is not.

Districts should consider the following:

- Districts (including community schools) and chartered nonpublic schools may choose to administer paper tests to their third-grade students for the above tests only. The board's resolution to use paper tests is a general election but cannot supersede a student's individualized education program (IEP) or 504 plan. In other words, if the district chooses paper tests, a student on an IEP or 504 plan must test online if the plan specifies that mode;
- The board's decision applies to all schools within a district;
- The administration format choice (paper or online) is for the full school year (i.e., English language arts for fall, spring and summer administrations; mathematics for spring administration). Changes in the administration mode cannot be made midyear;
- If a district continues to administer the tests online, paper accommodations are still available as detailed in [Ohio's Accessibility Manual](#). A board resolution regarding accommodations is not required;

- Districts wishing to administer paper tests to their third-grade students must complete a survey and submit certified resolutions from their school boards or governing bodies to the Ohio Department of Education **by May 1 of each year** for test administration occurring the following school year;
- Districts that have requested and qualified for an exception to online testing (for example, for religious beliefs) must submit a certified resolution as well; and
- Any district that does not submit a certified resolution **by May 1 of each year** will be expected to test its grade 3 students online the following school year. A resolution needs to be submitted to the Department **only if a district is choosing paper**.

Special Version Format

Braille and large-print formats are available for the state tests. The districts are required to order the special versions for students requiring specific accommodations. For students using these special versions of the state tests, their responses are required to be transcribed into a scannable test booklet or answer document to be scored. Transcription guidelines are given in [Ohio's Accessibility Manual](#).

Test Administrator Criteria

Schools are responsible for administering state tests. All state tests are required to be administered by qualified test administrators. 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. All testing groups must have at least one test administrator in the room at all times and meet the ratio of one test administrator per thirty students.

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 is determined by the requirements set by the test vendor. For example, the test administrator criteria for the ACT and SAT is 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 Accommodation Policy

Test administrators may provide testing accommodations for those tests that allow accommodations per guidance in [Ohio's Accessibility Manual](#). If a person who does not meet the test administrator criteria (i.e., an employee of the district who holds a license/certificate/permit issued by the Department) is providing an accommodation, then that person must be under the direct supervision of the test administrator who meets the licensing/certification/permit criteria. Unless also a qualified test administrator, any person providing an

accommodation must be an **adult non-relative** of the student. Students may **not** serve as scribes for other students.

Scoring and Reporting

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

Through a competitive bidding process, the Department selects a national company to serve as the test contractor; the test contractor generally subcontracts with a scoring contractor. The test items are machine-scored and hand-scored. Tests are scored, and student results are reported to districts and schools through an online system. Districts are responsible for keeping records of individual student performance from year to year in accordance with district policies and procedures.

English Learners (EL)

English learners are students who have a primary or home language other than English and need special language assistance to effectively participate in school. The federal and state definition ([20 US Code 7801](#)) of an EL is an individual who:

- A. is aged 3 through 21;
- B. is enrolled or preparing to enroll in an elementary or secondary school;
- C. who was not born in the United States or whose native language is a language other than English;
 - (i) who is a Native American or Alaska Native, or a native resident of the outlying areas;
 - (ii) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual;
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Requirements of English Learners for All State Tests

All Ohio students must take state tests, including English learners. Ohio's State Tests include Diagnostic, Kindergarten Readiness Assessment (KRA), grade 3-8 OST, high school end-of-course, Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), and the Ohio English Language Proficiency Assessment (OELPA).

State Test Participation and Accountability Requirements for the English Learner

All English learners regardless of time in U.S. schools must take the Ohio's State Tests in all subjects appropriate to grade levels 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 requirements. Please refer to the [EMIS manual](#) for the specific codes that apply to English learners.

Assessments for English Learners

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 that assess proficiency in the four language domains: reading, writing, listening and speaking.

- [Ohio English Language Proficiency Screener](#)
The OELPS helps districts identify English learners enrolled in grades K-12. Ohio's standardized identification of English learners requires all 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 web page](#).
- **Ohio English Language Proficiency Assessment**
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](#). The OELPA also determines whether English learners continue to meet eligibility criteria or are proficient and ready to exit the language instructional education program. The OELPA is not used to identify students as English learners. Learn more about the OELPA on the Department's [OELPA webpage](#), including [frequently asked questions](#) and [Ohio's English learner exit criteria](#). OELPS and OELPA Manuals, Practice Test and Test Systems Access.

Please go to the [portal](#) for OELPS and OELPA resources, including test administrator manuals, practice sites and scoring system information.

Transfer Students

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. Ohio recognizes the previous state's exit criteria. In the absence of complete transfer records, schools should follow Ohio's standardized English learner identification procedures. 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 portal](#). Another source to locate scores is in [Ohio District Data Exchange](#) (ODDEX).

English Learners and Scholarships

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 Rules Book](#).

Assessment of Students with Disabilities

The reauthorized federal [Individuals with Disabilities Education Improvement Act \(IDEA, 2004\)](#) 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.

Accommodations on State Tests

The [Ohio's Accessibility Manual](#) is a comprehensive policy document providing information about the accessibility features of Ohio's State 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.

Alternate Assessments for Students with Significant Cognitive Disabilities (AASCD)

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 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 the portal.

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:

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

Reading Diagnostic Tests

A reading diagnostic assessment must be given by **Sept. 30** of each year for students in grades 1, 2, and 3. A reading diagnostic assessment must be given by **Nov. 1** of each year for students in kindergarten. District boards of education must adopt board policies and procedures for annually assessing the reading skills of each student in grades K-3. These policies must specify that the diagnostic assessments for the Third Grade Reading Guarantee be given by Sept. 30 for grades 1, 2, and 3 and by and Nov. 1 for kindergarten per [ORC 3313.608\(B\)\(1\)](#).

Districts may choose, regardless of district level performance, to administer the Department developed reading diagnostic assessments or a comparable, approved vendor diagnostic assessment. The Department developed [reading diagnostic tests](#). There are two formats of the Department developed diagnostic tests: Screener and Full Measure. The reading diagnostic test is the only diagnostic test that has a timeline to be administered. Districts that choose to use the Department developed diagnostic tests are recommended to use the Screener to meet the Sept. 30 (grades 1-3) and Nov. 1 (Kindergarten) deadlines.

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

Districts will be required to submit both KRA and reading diagnostic results through EMIS. If a district uses the Language and Literacy portion of the KRA to meet the reading diagnostic requirement for the Third Grade Reading Guarantee, the district will report the *on track* or *not on track* status based on this portion of the KRA. The district will then also report the results of the composite score of the assessment in EMIS for KRA.

The administration of the reading diagnostic assessments applies to all-day and half-day Kindergarten students. Students who are retained (those repeating Kindergarten) cannot take the Kindergarten Readiness Assessment in their second year of Kindergarten.

The reading diagnostic may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from the student. Because of the nature of the performance tasks and observational rubrics and their requirement for an authentic interaction between peers and between children and adults, administering the Kindergarten Readiness Assessment via two-way video is not appropriate. If using two-way video, the video must include time when the student is performing tasks and interacting with other children for the teacher to score it accurately.

The table below shows the **reading** diagnostic test options for the Third Grade Reading Guarantee by grade level for the 2019-2020 school year.

For the 2019-2020 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

Districts may also use the Department’s list of [approved K-3 assessments](#) found on the Department’s web page.

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 in Form C 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 the beginning of the school year for the reading diagnostic assessment (Sept. 30 for grades 1, 2 and 3 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.

Districts are required to report the results of the diagnostic tests through EMIS. The reading *on track/not on track* results reported through EMIS will include the results and the intervention programs provided for the students who received *not on track* results. For specific EMIS reporting instructions, please refer to the [EMIS manual](#).

If a district uses a vendor ELA diagnostic test for the Third Grade Reading Guarantee, the reading and writing results will be reported separately in the EMIS data collection.

Grade 3 English Language Arts Test

The grade 3 English language arts test is used to meet the Third Grade Reading Guarantee provision of [ORC 3313.608\(A\)\(2\)](#). The State Board of Education set a [Third Grade Reading Guarantee promotion score](#) on this test for school year 2019-2020.

Alternative Reading Tests

A third-grade student that demonstrates an acceptable level of performance on an [alternative standardized reading assessment](#) as determined by the Department will be exempt from the Third Grade Reading Guarantee retention provision and promoted to fourth grade.

For questions regarding the mid-year promotion policy, please refer to the Department's [Mid-Year Promotion FAQ](#).

Students Identified with Significant Cognitive Disabilities

Students with significant cognitive disabilities are exempt from the requirements outlined in the Third Grade Reading Guarantee. Students with the most significant cognitive disabilities are either completing a substantially modified curriculum from the general education curriculum, according to an individualized education program (IEP), or they are completing the general education curriculum but have disabilities that present unique and significant challenges and their IEPs provide for accommodations that exceed the allowable criteria for statewide tests.

Under this exemption, the student is exempt from all provisions of the Third Grade Reading Guarantee which includes:

- Annual reading diagnostics;
- Reading improvement and monitoring plans;
- Special teacher qualifications for the reading teacher; and
- Student retention in the third grade.

Please refer to the [Third Grade Reading Guarantee Guidance Manual](#) for additional information on students identified with significant cognitive disabilities and the Third Grade Reading Guarantee.

Chartered Nonpublic Schools

Each chartered nonpublic school that enrolls students using the EdChoice Scholarship or Cleveland Scholarship in any of grades kindergarten through three shall adopt policies and procedures for the annual assessment of the reading skills of those students and follow the retention provision of the Third Grade Reading Guarantee. For more information, consult the [Third Grade Reading Guarantee Guidance Manual](#).

Per [ORC 3301.0711\(K\)\(1\)](#) each chartered nonpublic school for which at least 65% of its total enrollment is made up of students who are participating in state scholarship programs (Ed Choice Scholarship Program, Cleveland Scholarship Program, Tutoring Scholarship Program, or Jon Peterson Scholarship Program; Autism Scholarship Program – high school only) shall administer the state tests to all its students. Schools that meet the criteria must administer the grade 3 English language arts test to all their students. However, only students participating in the EdChoice Scholarship Program or the Cleveland Scholarship Program are required to be held to the retention provision of the Third Grade Reading Guarantee.

Transfer Students

[ORC 3301.0715 \(A\)\(1\)](#) requires that students who transfer into the district, or to a different building within the district, must be administered, within 30 days after the date of transfer, each applicable diagnostic test if it was not administered by the previous district or previous building. If a student transfers into the district prior to the administration of the diagnostic tests to all students, the district may administer the diagnostic tests to that student on the later date or dates determined by the district.

If a student transfers in with a diagnostic assessment administered, the receiving district or building may use that diagnostic assessment *on track* and *not on track* results. The school may also reassess the student using the school's designated diagnostic administered to other students.

For the reading diagnostic test, a new reading improvement and monitoring plan may be created based on this diagnostic test. Schools must honor the previous school's reading improvement and monitoring plan if the parents want it to continue. The plan can only be modified for transfer students if:

- The process for modification in the plan allows for a change;
- The parents of the student request or consent to the change; or
- The student is reassessed using the school's designated reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee.

A reading improvement and monitoring plan must still be developed within 60 days of a student testing as *not on track*. If the district used the Language and Literacy area of the KRA to meet the Third Grade Reading Guarantee and the student transfers into the district after Nov. 1, the district must use another tool (the Department developed diagnostic test or an approved vendor diagnostic test) to assess the transfer student.

If a student transfers in with **no evidence** of completing the required diagnostic from the previous school, the new school must give the diagnostic administered to other students within 30 days of the transfer. If the entire group is scheduled for the administration later than 30 days, the transfer student may take the test with the group.

If a student transfers near the beginning of the year, the district has the longer of 30 days or number of days to the deadline (Sept. 30 for grades 1, 2 and 3 or Nov. 1 for Kindergarten) to give the reading diagnostic test.

Transfers are addressed in the EMIS Manual for Reporting.

Reporting to Parents

Districts are required to provide to the parents a student's completed diagnostic test, the test results, and any other accompanying documents used during the administration of the diagnostic and shall include all such documents and information in the reading improvement and monitoring plan ([ORC 3313.608](#)) developed for the student ([ORC 3301.0715 \(D\)](#)). It is recommended for districts to maintain copies of the completed diagnostic tests and results in each student's folder for reference. Districts should consult their local records retention policies.

Reporting to the Department

Districts are required to report the results of the reading results through the EMIS year-end collection per [ORC 3301.0715\(D\)](#). Districts should keep the *on track* or *not on track* results so that they can report the results through EMIS during the year-end collection.

Districts must report information annually to the Department on the implementation and compliance with the Third Grade Reading Guarantee per [ORC 3313.608\(D\)](#). Districts should have procedures to track and report the following data to the Department on the implementation of the Third Grade Reading Guarantee during the EMIS data collection:

- Whether an individual student is *on track* and *not on track*; and
- Types of intervention services for each student.

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

Kindergarten Readiness Assessment (KRA)

Administration of the Kindergarten Readiness Assessment

At the beginning of each school year, public school districts and community schools are required to administer the [Kindergarten Readiness Assessment \(KRA\)](#) for **all first-time** Kindergarten students. The Kindergarten Readiness Assessment measures development of children in the areas of Social Foundations, Mathematics, Language and Literacy, Physical Well-Being and Motor Development. The purpose of the Kindergarten Readiness Assessment is to provide information about children's preparedness for Kindergarten as well as identify what supports children may need to best engage in the Kindergarten curriculum.

Scores from the Language and Literacy area of the KRA may be used to meet the requirements of the Third-Grade Reading Guarantee. The assessment must be administered and scores recorded in the online system no later than Nov. 1.

Students who are retained (those repeating Kindergarten) *cannot* be administered KRA in their second year of Kindergarten. The results of the KRA **shall not** be used to prohibit a child from attending Kindergarten, to determine grade placement or to identify children with special needs per [ORC 3301.0715\(A\)\(3\)](#). Students who have an Individualized Education Program (IEP) or a 504 Plan can be administered the KRA with or without allowable supports, as needed.

Late transfers need to be assessed if there is no data in the KReady system for the student, unless they are repeating kindergarten. Students transferring from out of state need to be assessed, unless they are repeating kindergarten.

Administration Window

Districts administer the KRA between the first official day of school and Nov. 1. However, pursuant to [ORC 3301.0715 \(A\)\(2\)](#) *districts may administer a portion of the assessment (selected response and performance task items) up to two weeks prior to the first day of the school year*. Teachers administer the observational items of the KRA once children are engaged in regular classroom routines. Districts that use a staggered start or phase-in may begin to administer the KRA when small numbers of students are present.

Test Administrator Qualifications

It is required that the Kindergarten Readiness Assessment be administered by individuals who are employees of the school district and hold a license/certificate/permit issued by the Ohio Department of Education. Kindergarten teachers must receive the two-day training or hybrid training on the KRA and take the content and simulator assessments (receiving a score of at least 80% on each one). Additionally, specialized educators, ESOL and other certified teachers (Title I, etc.) who have met all training requirements are eligible to administer the KRA. Any full trained teachers may assist in administering the KRA. The teacher of record assumes overall responsibility for assuring the data is an accurate representation of that student.

KRA App Proctor

An education support professional or untrained teacher who is an employee of the school system may serve as a proctor if they review the proctor guidelines and sign a nondisclosure agreement. The role of the KRA app proctor is to sit with a student and monitor the student as he or she completes the app items. The [Kindergarten Readiness Assessment – Proctor Guidelines](#) and nondisclosure agreement are available.

Allowable Supports for Test Administration

The [Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment](#) are available. Please check the Guidelines for a list of universally designed allowances to be used, if needed, with any student participating in the Kindergarten Readiness Assessment.

If the universally designed allowances are not sufficient to enable children with disabilities or English learners to demonstrate their skills and knowledge, the teacher should use the appropriate “Level the Field” supports described in the *Guidelines on Allowable Supports for Administration of the Kindergarten Readiness Assessment* document.

Chartered Nonpublic Schools

For the 2019-2020 school year, chartered nonpublic schools that have expressed interest by March 31 and have also committed to an agreed upon Memorandum of Understanding (MOU) by July 31 are eligible to administer the KRA.

Assessment Kits

The Kindergarten Readiness Assessment kits used last year can and should be used again this year. Each Kindergarten teacher should receive one kit. Kits should only be provided to teachers or other eligible professionals who have successfully completed the official Kindergarten Readiness Assessment Training. Should a district require more kits, a [KRA kit order form](#) is available. Any kits that are damaged should be securely destroyed following the Assessment Destruction Procedure. Trained staff may have access to the kits prior to the administration window to become familiar with the scripts and prepare manipulatives but the kits must remain on school property.

It is unethical and shall be viewed as a violation of assessment security policies for any person to disclose or allow to be disclosed the content of any portion of the KRA before, during or after the administration. Unauthorized persons may not see the kit contents. Coordinators are required to account for and secure used and unused materials prior to and after the assessment administration window. All state assessments should remain secure even if they are unused.

Home Schooling and the KRA

If a homeschooling family requests a district to administer the KRA to their home-schooled child, the district can accommodate the family’s request. It is a local district decision, and not required.

Home Instruction and the KRA

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 the KRA. Administration of tests to home instruction students must follow the same rules and procedures as applied in the district, although the setting would not have to be in the school. The test may be administered in a student’s home, if it is administered by a qualified test administrator and all security procedures are properly followed.

Transfer Students

The KRA is required for students who transfer into a district or transfer to a different building within the district during the assessment window if the KRA was not administered by the previous district or previous building. The KRA cannot be administered after Nov. 1 for any reason.

Administration of Selected-Response and Performance-Task Items

Selected-response and performance-task items, contained in the Language and Literacy and Mathematics sections of this manual, require the teacher and the student to directly interact. The assessment administration area should be prepared for the administration prior to working with the student. The student should sit or stand in a position that allows the teacher to easily observe the student and that allows the student to easily view the assessment item images. The teacher must follow the directions exactly as written in the Teacher Administration Manual.

Administration of Observational-Rubric Items

Observational-rubric items do not require the teacher and the student to directly interact. Rather, each student is observed in the classroom and other school settings and scored accordingly, based on the descriptors in each observational rubric for each item.

Observational evidence is best recorded during live classroom activities. However, if a teacher needs additional rubric scoring time, video evidence may be obtained and scored later with the following conditions being met:

- Teachers must obtain approval from an administrator.
- The district ensures that appropriate parent permission is obtained and documented prior to video recording that addresses recording, storage, and distribution of video evidence, as applicable.
- It is not permissible to record audio, video, or photos of any Kindergarten Readiness Assessment items or materials.

In addition to the electronic or hard-copy version of the KRA kit for each teacher, each student will need **one blank 8 ½ x 11” sheet of paper and a pencil**. Teachers who plan to use the hard-copy version of the kit would also benefit from having a **2” binder** for ease of storage and administration.

Special Version Format

An alternative version of direct assessment items is available for students with visual impairments. The alternative version includes alternate text, braille, and tactile graphics. Please fill out the [2018 Kindergarten Readiness Assessment Alternative Text Assessment Order Form](#) to order *The Alternative Text Assessment Administration Manual* and materials or contact the Office of Early Learning and School Readiness at KRAHelp@education.ohio.gov. There are no translated versions of the KRA.

Kindergarten Readiness Assessment Blueprint

The Kindergarten Readiness Assessment is aligned to all areas of school readiness and is comprised of three item types: selected-response, performance-task, and observational.

Areas	Selected Response	Performance Task	Observational Rubric
Social Foundations	0	0	12
Mathematics	3	11	0
Language and Literacy	6	9	2
Physical Well-Being and Motor Development	0	0	7
Total	9	20	21

Entering Student Item Scores Online

All scores for the Kindergarten Readiness Assessment items must be entered in the online system, [Ready for Kindergarten](#), *prior to the end of the assessment window (11:59 p.m. on Nov. 1)*. Districts must account for and report any student who participated in the KRA, even if incomplete.

Score Reports

Assessment results will be available to districts and schools through the online system, [Ready for Kindergarten](#). Individual score reports are immediately available to teachers once the data has been entered in the online system. Teachers can generate Individual Student Reports at any time during the KRA administration window and will not need to wait until after the administration window ends to receive the score report.

Language and Literacy score reports are available on demand for teachers during the 2019 administration. Upon completion of the Language & Literacy portion of the assessment, teachers can generate the Language and Literacy report which is an Excel file of all students' Language and Literacy scale scores. Scores from the Language and Literacy area of the KRA may be used to meet the requirements of the Third-Grade Reading Guarantee.

After the assessment window has closed, the assessment results for school and district administrators will be available in the online system, [Ready for Kindergarten](#). Districts will be able to print these reports once they download them from the system. Also, districts will be able to access individual student, class, building, and district-level reports directly from the online system. Score reports will not be sent directly to families from the Ohio Department of Education or the assessment vendor.

Education Management Information System (EMIS)

In addition to reporting the Kindergarten Readiness Assessment scores into the online system, Ready for Kindergarten, the district must also report to EMIS the overall score (a scaled score between 202 and 298) and the four domains sub scores for each student.

Web Resources

- KRAHelp@education.ohio.gov
- More information about the KRA is available on the Department's web site's [Ohio Kindergarten Readiness Assessment page](#).
- Access the online system through [Ready for Kindergarten](#).
- The Ohio Help Desk: <https://www.ohio-k12.help/kready/>

Acceleration Policy and Rules

[ORC 3324.10](#) requires all school districts to implement a student acceleration policy. This statute allows districts, among other things, to place a student in a higher-grade level than is typical given the student's age for providing student access to appropriately challenging learning opportunities in one or more subject areas. This practice is known as "subject-area acceleration."

Definitions

- Accelerated-subject grade level: the grade level of the accelerated instruction.
- Overall grade level: the grade level as reported in the EMIS *Grade Level Element*.
- Accountability grade level: the grade level where the student's score will be counted.

Subject Area Acceleration

Recent legislation has made changes to tests to be administered, which may affect tests required for accelerated students. As additional information is available it will be posted to the Department's website.

State and Federal Legislation Accountability System

Federal Legislation – Every Student Succeeds Act

The federal [Every Student Succeeds Act \(ESSA\) of 2015](#) requires all states receiving Title I money to administer annual tests in reading and mathematics in grades 3-8 and once in grades 9-12. To meet the requirements of ESSA, these high-quality tests must align with the state's college- and career-ready standards. In addition, states must administer science tests (also aligned with academic content standards) at least once in grades 3-5, grades 6-9, and grades 10-12. States also must ensure that districts annually administer tests of English language proficiency, which measure the acquisition of listening, speaking, reading and writing skills in English, to all English learners (EL). The Department's [ESSA](#) web page presents current information on the state's federally approved plan.

Federal regulation also requires states to participate in the biennial National Assessment of Educational Progress (NAEP) tests in reading and mathematics for fourth and eighth graders and other activities required by NAEP. Any school whose district receives Title I 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.

Accountability Plan

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](#)).

Students Included for District/School Accountability Purposes

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.

Students on an Acceleration Plan

If a student has a written acceleration plan, and passes the accelerated subject's test in the proficient range or higher, the score will count one level higher than the assigned level based on the actual score. For example, if a student passes the test in the proficient range, the score will count in the accelerated range and will receive the new weight of 1.1 points in the Performance Index Score; a score in the accelerated range will be counted as advanced and will receive a weight of 1.2 points; and students who score in the advanced range will count as "Advanced Plus" and will receive a weight of 1.3 points. This provision is found in [ORC 3302.01](#).

Accountability Components

Pursuant to Ohio's ESSA Plan, there are six components in the Ohio Accountability system receiving letter grades ranging from A through F. In turn, the six components are derived from 10 separate measures that also receive letter grades ranging from A through F. The component grades are then aggregated into one overall, summative letter grade ranging from A through F.

Purpose of State Test Results

The test scores that students obtain on state tests are used for a variety of purposes. In the year following the school year in which tests were administered, public schools must provide intervention services to all students who failed to demonstrate at least a score at the proficient level on any state test given in the spring of the prior year.

The Department uses the results of state tests to evaluate school effectiveness and to report state accountability to the federal government. [Local Report Cards](#) (LRCs) produced annually by the Department use state test performance as well as graduation and attendance rates, to determine whether a district or school is rated by letter grade.

Department website: Keywords

Click on the links given for related websites; some of which cannot be accessed through the search box method.

Keyword search terms	Information you will find
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 K-3 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 Lau Resource Center.
Newsletters	Archived copies of the K-8 District Test Coordinator and the 9-12 District Test Coordinator monthly newsletters.
Ohio English Language Proficiency Test (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.
Practice Tests	Half- and full-length tests for students online and downloaded as Adobe Acrobat PDFs.
Ohio's State Tests Rules Book	Comprehensive information about the administration of Ohio's state tests, including information on test security.
Special Versions	Large print practice tests, bilingual practice tests, and information on braille tests.
State 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.

Ohio Revised Code and Ohio Administrative Code

Ohio Administrative Code (OAC) Rules Regarding State Tests

Note: The rules, linked below, are online at <http://codes.ohio.gov/>, the online repository for the Ohio Revised Code and Ohio Administrative Code.

- [3301-13-01 Defining terms and establishing state tests.](#)
- [3301-13-02 Administering required state tests at the designated grades.](#)
- [3301-13-03 Establishing provisions for the participation of students with disabilities in required tests administered at the designated grades.](#)
- [3301-13-05 Establishing security and security investigation provisions for tests.](#)
- [3301-13-06 Scoring and reporting tests.](#)
- [3301-13-07 Establishing the provisions and decision procedures for the fairness sensitivity review committee.](#)

Assessment Legal Citations: Ohio Revised Code and Ohio Administrative Code

Note: Access the ORC (Statutes) Citations and the OAC (Rules) Citations at [LAWriter Ohio Laws and Rules](#).

Assessment Subject	ORC and OAC listing
Acceleration Policy	ORC 3324.10
Accommodations – English Learner “EL”	ORC 3301.0711 (C)(3) (a)
Accommodations – Students with Disabilities (IEP)	ORC 3301.0711 (C)(1)(a) OAC 3301-13-03
Accountability (Local Report Card)	ORC 3302.01 ORC 3314.012
Achievement Tests Test Window	ORC 3301.0710 (C)
Anchor Questions	ORC 3301.0711 (O)(2) and (3)
Chartered Nonpublic Schools	ORC 3301-35-09
Community Schools Academic Progress and Closure Sanctions	ORC 3314.35 ORC 3314.36
Dates/Sequence of Administration	ORC 3301.0710 (C) ORC 3301.0715 (A) and (B) OAC 3301-13-02
Diagnostic Tests	ORC 3301.079 (D) ORC 3301.0715
e-Schools – Administering Tests	ORC 3313.6410 ORC 3314.26
e-School (Community School Test Location - 50 Mile Radius)	ORC 3314.25
Ethical Use of Tests	ORC 3301.0711(A)(2) OAC 3301-7-01
Field Tests	ORC 3301.0711 (O)(2), (3)
Foreign Exchange Students – exempt from consequences of not passing the social studies OGT	ORC 3313.61 (H)
Kindergarten Readiness Assessment (KRA)	ORC 3301.0715 (A)(3)

Assessment Subject	ORC and OAC listing
Intervention	ORC 3301.0711 (D) ORC 3301.0715 (E) ORC 3313.608 ORC 3313.6012
English Learner (EL)	ORC 3301.0711 (C)(3)
Local Report Card	ORC 3302.01 through ORC 3302-04 ORC 3314.012
Medical or Good Cause	ORC 3301.0711 (C)(2)
Model Curriculum	ORC 3301.079
National Assessment of Education Progress “NAEP”	ORC 3301.27 OAC 3301-13-02 (W)
Ohio Graduation Tests – OGT	ORC 3301.0710 (B) ORC 3313.614 (B)
Ohio’s “Operating Standards” (Formerly “Minimum Standards”)	OAC 3301-35
Performance Indicators (Local Report Card)	ORC 3302.02 ORC 3314.012
Performance Standards – OGT	ORC 3301.0710 (A)(2) and (E)
Performance Levels – Ohio’s State Tests	ORC 3301.0712 (B)(5)
Practice OGT Tests	ORC 3301.0710 (D) ORC 3301.0711 (A)(1)
Promotion to Next Grade	OAC 3313.609
Release of Test Questions as public records	ORC 3301.0711 (O)
Reporting Test Results	ORC 3301.0711 (H) ORC 3301.0715 (C) OAC 3301-13-06
Requests for Verification or Rescoring	OAC 3301-13-06 (E)
Retention in Grade	ORC 3313.609 ORC 3301.0711(E) ORC 3313.608
Scoring Tests	ORC 3301.0711 (A)(1), (H), (I) ORC 3301.0715 (C) OAC 3301-13-06
Security	ORC 3319.151 ORC 3301.0710 OAC 3301-7-01 OAC 3301-13-02 OAC 3301-13-05
State Student Identifier (SSID)	ORC 3301.0711 (A)(1) ORC3301.0714 (D)(1) and (2) ORC 3301.12
Students with Disabilities Public school and chartered nonpublic	ORC 3301.0711 (C) and (K) ORC 3313.61 (L) OAC 3301-13-01 (M) OAC 3301-13-03 OAC 3301-51-08 (Q)

Assessment Subject	ORC and OAC listing
Testing as Specified in IEP	OAC 3301-51-07 (H)(1)(g) and (h) OAC 3301-13-03
Third Grade Reading Guarantee	ORC 3313.608

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 whatsoever to any student who will be taking a test. 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.

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 over.

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 time keeper 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 a live 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 a live 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 web pages are public and often include information that indicates the name and location of the person who posted the live 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.

Penalty for Revealing Test Questions

[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 contract and employment.

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 – [OAC 3301-7-01](#)

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.

(A) These standards of ethical test practice shall be used in determining if a practice related to a test is consistent with the principles of performing one's duties with honesty, integrity, due care, fairness to all, ensuring the integrity of the test process, and the reliability and validity of any inference made from any result of a test. Except as otherwise specified, the following definitions shall be used in this rule:

- (1) "Test" shall include secure and non-secure state tests, as required by sections [3301.0715](#), [3301.0710](#), [3301.0711](#) and [3301.0712](#) of the Ohio Revised Code, and provided by the Department. Test shall also include district and school standardized tests including norm referenced tests. Test

- shall include the test instrument itself and any part of the process of assessing or testing a student.
- (2) "Participating school" shall mean any city, exempted village, local, cooperative education, or joint vocational school districts or any community or any chartered nonpublic school which participates in testing; the state school for the blind; the state school for the deaf; or any school operated by the Department of Youth Services or the Department of Rehabilitation and Corrections; or any entity that tests its students with the state tests.
 - (3) "Appropriate staff" shall include any designated certificated or non-certificated employee of a participating school who has direct access to a test or participates in any activity related to preparing a student for a test. Appropriate staff shall be required to hold a license, certificate or permit issued by the Department to administer or score a test and/or interpret or use any result of a test.
 - (4) "Secure test" shall include any test, whether state or national, that is administered to the entire or a portion of the entire state student population and/or that is provided by the state, the results of which are included in Ohio's accountability system, are included as part of a student's course of study, are part of the pre-college admission process, or are required by state and/or federal law. Secure tests shall be treated as secure materials until released by the test developer and/or the Department. They do not include any diagnostic test required to be administered pursuant to section [3301.0715](#) of the Revised Code, any practice test, or any test that already has been released to the public by the test developer or by the Department as a public record following the school year that the test was administered.
 - (5) "State tests" means any test that is provided by the Department for use in all participating schools in the state including the grades three to eight English language arts, mathematics and science tests, end-of-course high school tests, Ohio graduation tests, diagnostic tests, alternate assessments, English language proficiency assessment, kindergarten readiness assessment, or early learning assessments.
- (B) Each participating school and district shall ensure that all appropriate staff have knowledge of these standards of ethical test practice and shall monitor the practices of all appropriate staff to ensure compliance with these standards. Each participating school's and district's duties shall include, but not be limited to, the following:
- (1) Communicate in writing to all appropriate staff at least once annually the standards defining what is an unethical and/or inappropriate practice that are contained in paragraphs (C) through (E) of this rule as well as any additional standards of ethical assessment practice adopted by a participating school and district;
 - (2) Clearly define and communicate in writing at least once annually to all appropriate staff how the standards shall be monitored and what sanctions shall apply for any violations of the standards and under what circumstances such sanctions will apply;
 - (3) Clearly define and communicate to all appropriate staff prior to each test the purpose(s) for each test;
 - (4) Clearly define and communicate in writing to all appropriate staff at least once annually all security procedures established by a participating school for each type of secure assessment identified in paragraph (A) of this rule, which shall include, but not be limited to, the test security provisions required by rule [3301-13-05](#) of the Administrative Code and the test security guidelines in the "Ohio's State Tests Rules Book";
 - (5) Provide any other information and training as may be necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for a test, administering and/or scoring a test, and/or interpreting and/or using any result of a test;
 - (6) Establish written procedures for reviewing what materials and practices shall be used in a participating school to prepare students for a test, and clearly communicate in writing these procedures, materials, and practices at least once annually to all appropriate staff;
 - (7) Periodically review materials and practices related to preparing students for a test, administering and/or scoring a test, and/or interpreting and/or using any result of a test to ensure that the materials and practices are up-to-date, and clearly communicate in writing any additions or changes at least once annually to all appropriate staff;

- (8) Provide channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice any concern about any practice they consider unethical and/or inappropriate; and
 - (9) Establish written procedures for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, ensuring protection of the rights of an individual, the integrity of a test, and any result of a test.
- (C) In monitoring practices related to preparing students for a test, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Any preparation practice that results solely in raising scores or performance levels on a specific test without simultaneously increasing a student's achievement level as measured by other tasks and/or test designed to assess the same content domain;
 - (2) Any practice involving the reproduction of any secure test materials, through any medium, for use in preparing a student for a test;
 - (3) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in a test, and/or material that is a paraphrase or highly similar in content to what is in a test (does not include practice tests developed by the Department);
 - (4) Preparation for a test that focuses primarily on the test, including its format, rather than on the Ohio learning standards being assessed;
 - (5) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of a test; and
 - (6) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.
- (D) Except as specifically permitted by written instructions provided by the developer of a test, by the Department, or by Chapter 3301-13 of the Administrative Code pertaining to accommodations and/or alternate assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices related to administering and/or scoring tests that are unethical and/or inappropriate:
- (1) Any test used for purposes other than that for which it was intended;
 - (2) Any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring a test, either making or appearing to make a testing process unfair to some examinees;
 - (3) Except for accommodations and/or alternate tests expressly permitted under Chapter [3301-13](#) of the Administrative Code, any change in procedures for administering and/or scoring a test that results in a nonstandard condition for one or more students;
 - (4) Any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score a test;
 - (5) Any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of a test;
 - (6) Any practice of excluding one or more students from a test solely because a student has not performed well, or may not perform well, on the test and/or because the aggregate performance of a group may be affected;
 - (7) Any practice immediately preceding and/or during test including, but not limited to, the use a gesture, facial expression, body language, tone of voice, language, or any other action and/or sound that may guide a student's response;
 - (8) Except for the directions for administration as prescribed by the test developer and/or by the Department, any practice such as providing to a student, immediately preceding and/or during administration of a test, any definition and/or clarification of the meaning of a word or term contained in a test;
 - (9) Any practice that corrects or alters any student's response to a test either during and/or following the administration and/or scoring of a test; and
 - (10) Any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of a test.

- (E) In monitoring practices related to interpreting and/or using any result of a test, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Providing interpretations of and/or using any result of a test in a manner and/or for a purpose that was not intended;
 - (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of a test;
 - (3) Any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of a test;
 - (4) Any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section [3319.321](#) of the Revised Code;
 - (5) Any practice that provides an interpretation or suggests a use of any result of a test without due consideration of the purpose(s) for the test, the limitations of the test, an examinee's characteristics, any irregularities in administering and/or scoring the test, and/or other factors that may affect any result; and
 - (6) Any practice that supports or leads any person to interpret and/or use any result of a test in unethical and/or inappropriate ways.
- (F) Each participating school shall cooperate with the state board of education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule.

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 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.

Guidelines and Procedures: Maintaining Test Security and Reporting Testing Incidents

Purpose

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 format.

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.

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 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
- [ORC Rule 3301-13-02 \(C-H\)](#): Administering State Tests re 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.

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 [test 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 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 the tests that 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 to District
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	

District Test Coordinator Agreement Form

This form is used to document that the District Test Coordinator is aware of and understands the district's security policy and all possible consequences and is aware of other resources regarding test security.

OPTIONAL

Test Procedures Agreement for District Test Coordinators

The district test coordinator acknowledges that:

- All Ohio state tests are secure tests (except Ohio Diagnostic Tests, released items and practice tests);
- Procedures shall be implemented to ensure maximum test security;
- Training on Ohio Revised Code ([ORC 3301.0710](#)) State Board Policy on Test Security has been provided to all school/building test coordinators *prior* to the test administration;
- Training on Ohio Administrative Code (OAC) [3301-13-05](#) Rule on Test Security has been provided to all school/building test coordinators *prior* to the test administration;
- Training on Ohio Administrative Code (OAC) [3301-7-01](#) Standards for the Ethical Use of Tests has been provided to all school/building test coordinators *prior* to the test administration;
- Training on the district's security policy, including possible consequences of test security violations, has been provided to all school/building test coordinators *prior* to the test administration;
- Copies of the *Rules Book* are available and access to information has been provided to all school/building test coordinators *prior* to the test administration;
- Copies of the Guidelines and Procedures for Test Security have been provided to all school/building test coordinators and reviewed *prior* to test administration;
- Test security or the accuracy of the test score results will not knowingly be violated in any manner;
- Student test scores or test performance data shall not be disclosed to unauthorized persons;
- Any breach of security, loss of materials or other deviation from acceptable security and administration procedures shall be reported immediately to the district superintendent and to the Ohio Department of Education, Office of Assessment;
- The signed Test Procedures Agreement for each school/building test coordinator has been collected and retained; and
- Secure test materials shall not be released to the school before the signed Test Procedures Agreement has been collected from the school/building test coordinator.

DO NOT SEND FORM TO THE DEPARTMENT. Please keep for your records.

I have read, understand, and with my signature agree to comply with statutory and regulatory (OAC) requirements stated in the *Rules Book*, and the Guidelines and Procedures for Test Security. I also understand that I must return this signed agreement to the district superintendent before test booklets/materials are released to the school. By signing this form and returning it to the district superintendent, I verify that the above conditions have been met.

District

District Test Coordinator Signature

Date

Building Test Coordinator Agreement Form

This form is used to document that the school/building test coordinator is aware of and understands the district's security policy and all possible consequences and is aware of other resources regarding test security.

OPTIONAL

Test Procedures Agreement for School/Building Test Coordinators

The school/building test coordinator acknowledges that:

- All Ohio state tests are secure tests (except Ohio Diagnostic Tests and practice tests, released items and practice tests);
- Procedures shall be implemented to ensure maximum test security;
- Training on Ohio Revised Code ([ORC 3301.0710](#)) State Board Policy on Test Security has been provided to all test administrators *prior* to the test administration;
- Training on Ohio Administrative Code (OAC) [3301-13-05](#) Rule on Test Security has been provided to all test administrators *prior* to the test administration;
- Training on Ohio Administrative Code (OAC) [3301-7-01](#) Standards for the Ethical Use of Tests has been provided to all test administrators *prior* to the test administration;
- Training on the district's security policy, including possible consequences of test security violations, has been provided to all test administrators *prior* to the test administration;
- Copies of the *Rules Book* are available and access to information has been provided to all test administrators *prior* to the test administration;
- Copies of the Guidelines and Procedures for Test Security have been provided to all test administrators and reviewed *prior* to test administration;
- Test security or the accuracy of the test data score results will not knowingly be violated in any manner;
- Student test scores or test performance data shall not be disclosed to unauthorized persons;
- Any breach of security, loss of materials or other deviation from acceptable security and administration procedures shall be reported immediately to the district test coordinator;
- The signed Test Procedures Agreement for each test administrator has been collected and retained; and
- Secure test materials shall not be released to the school before the signed test Procedures Agreement has been collected from each test administrator.

DO NOT SEND FORM TO THE DEPARTMENT. Please keep for your records.

I have read, understand, and with my signature agree to comply with statutory and regulatory (OAC) requirements stated in the *Rules Book*, and the Guidelines and Procedures for Test Security. I also understand that I must return this signed agreement to the district test coordinator before test booklets/materials are released to the school. By signing this form and returning it to the district test coordinator, I verify that the above conditions have been met.

_____ District

_____ School

_____ School/Building Test Coordinator Signature

_____ Date

Test Administrator Agreement Form

This form is used to document that the test administrator is aware of and understands the district's security policy and all possible consequences and is aware of other resources regarding test security.

OPTIONAL

Test Procedures Agreement for Test Administrators

The test administrator acknowledges that:

- All Ohio state tests are secure tests (except Ohio Diagnostic Tests, released items and practice tests);
- Procedures shall be implemented to ensure maximum test security;
- Training on Ohio Revised Code ([ORC 3301.0710](#)) State Board Policy on Test Security has been provided *prior* to the test administration;
- Training on Ohio Administrative Code (OAC) [3301-13-05](#) Rule on Test Security has been provided *prior* to the test administration;
- Training on Ohio Administrative Code (OAC) [3301-7-01](#) Standards for the Ethical Use of Tests has been provided *prior* to the test administration;
- Training on the district's security policy, including possible consequences of test security violations, has been provided *prior* to the test administration;
- Copies of the *Rules Book* are available and access to information has been provided and reviewed *prior* to the test administration;
- Copies of the Guidelines and Procedures for Test Security have been provided and reviewed *prior* to test administration;
- Test security or the accuracy of the test data score results will not knowingly be violated in any manner;
- Student test scores or test performance data shall not be disclosed to unauthorized persons;
- Any breach of security, loss of materials or other deviation from acceptable security and administration procedures shall be reported immediately to the school/building test coordinator; and
- Secure test materials shall not be released to the school before the signed Test Procedures Agreement has been collected from the test administrator.

DO NOT SEND FORM TO THE DEPARTMENT. Please keep for your records.

I have read, understand, and with my signature agree to comply with statutory and regulatory (OAC) requirements stated in the *Rules Book*, and the Guidelines and Procedures for Test Security. I also understand that I must return this signed agreement to the school/building test coordinator before test booklets/materials are released to the school. By signing this form and returning it to the school/building test coordinator, I verify that the above conditions have been met.

District

School

Test Administrator Signature

Date

Non-Disclosure Agreement for Translators

Required

I understand that these test materials are restricted. I understand that all test questions and all other materials related to these tests including, but not limited to, passages, prompts, charts, graphs and tables are considered secure and subject to the provisions of Sections 3319.151 and 3301.0710 of Ohio Revised Code and Rules 3301-7-01, 330113-02 and 3301-13-05 of the Administrative Code.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral administration will remain strictly confidential.

My responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

Language Translator Printed Name

Language Translator Signature

Date

The district/school must maintain a copy of this form and provide it to the Department upon request.

Do NOT return with other test materials.

Scribe/Transcribing Documentation Form

This form is used to document that the student's responses have been accurately transcribed to the test booklet or answer document.

OPTIONAL

Student Name:
Grade:
Subject:
District:
School:
Date of Administration:

Test: (Circle one): Grades 3-8 End-of-Course OGT OELPA OELPS

Please check one of the following reasons for the use of a scribe:

- Student identified with disabilities and has a written IEP or 504 Plan specifying the use of a scribe
 - Under IEP/504 Plan, student receives scribing accommodation as a part of daily classroom instruction and assessment
 - Student is unable to write her/his answer into a standard test booklet or answer document
- Student identified as English Learner (EL) who is eligible to receive additional accommodations (translated form of test) that may require translation and transcription. The translator is the scribe.
- Short-term medical condition (e.g., broken arm or wrist, student vomited on test booklet or answer document or visual problem) which requires scribing or transcribing.

Provide a brief explanation of the medical condition:

The test administrator and scribe must both sign this form. Their signatures verify that no changes, edits or deletions were made to the student's responses. The student's responses were transcribed by the scribe exactly as given by the student including errors by the scribe. Scribing guidelines for Ohio State Tests have been adhered to as defined in [Ohio's Accessibility Manual](#).

Scribe

Date When Scribing Occurred

Test Administrator Signature

Date

Please keep for your records. Send this form to the District Test Coordinator.

Do not send this form to the Department.

Ohio Graduation Tests

Ohio Revised Code sections [3301.0710](#), [3301.0711](#) and [3301.0712](#) require that the Ohio Graduation Tests (OGT) in reading, mathematics, writing, science or social studies are administered to individuals who enrolled in grade nine for the first time **before July 1, 2014**, and who wish to receive an Ohio diploma. Districts, community schools, chartered nonpublic schools, education organizations with 22+ Programs and Adult Education Programs, and Education Service Centers (ESCs) administer the OGT. There will be a small number of students attending high school who will take the OGT. Most of the individuals taking the OGT have completed their high school curriculum requirements or are completing their high school requirements in an adult diploma program.

Individuals do not retake any OGT they already passed (scored at 400 or above). Individuals who may or may not have completed their high school requirements will be provided three opportunities during the school year to take any required OGT for which a proficient score has not been obtained. The tests may be administered in any order. Multiple tests may be administered on one day provided all tests are completed in one day.

If the individual completed curriculum requirements for graduation on or before **Sept. 15, 2000**, they are *NOT* required to take the science OGT to receive a diploma.

Options allow individuals additional ways to meet graduation requirements. Individuals who must pass the OGT may choose one of the graduation options available. Please review additional options on the [New Graduation Pathways for the OGT](#). Resources for the OGT may be found on the [portal](#).

OGT Online Administration

The OGT is administered through an online platform or through the test administrator Data Entry Interface system for the small number of individuals who have a paper test accommodation. The OGT administration uses the same online system as Ohio's State Tests.

The overall OGT administration is an open test window that began September 2018 and *concludes July 2022*. The test window is open continuously each year except during the month of August. The OGT 2019-2020 school year test window is Sept 3, 2019-July 31, 2020.

The district creates its schedule for the OGT. The time between administrations of the test for each individual is at least 30 school days from the date the individual previously took the test during the school year. Individuals are encouraged to wait until they receive their scores before retaking the test. If individuals do not receive a proficient score, the Department encourages test takers to seek remediation and/or adequately prepare to retest. However, there are no time constraints of when a tester can retest online. An SSID or District/School assigned Student ID along with a personal photo ID are required to take the OGT.

A paper format is available as an accommodation for those individuals who cannot use the online format. The individual's responses for paper tests will be entered in the Data Entry Interface by qualified test administrators. There are no answer documents available.

The expectation is that all districts and schools will schedule time and provide technology appropriate for their local situations. The following are situations in which districts and schools may be eligible for paper testing:

- A district or school with students who require the use of paper test forms as an accommodation documented in an IEP or 504 Plan, or due to a student's religious beliefs; or
- A district or school that lacks the required technology infrastructure to test all students online, including schools that:
 - Are new to state testing and verify a lack of technology to test all students online; or

- Experience a change in the district's or school's technology system that impacts capacity to test all students online.

Schools with technology limitations should contact the Ohio Department of Education at statetests@education.ohio.gov to initiate the process of determining eligibility for an online testing exemption.

Breach Form OGT

There is no breach form for the OGT.

Assessment Accommodations for English Learners

It's important for all Ohio students to receive an equal opportunity to earn their high school diploma and the supports needed to reach this goal. The Department commits to providing supports for national origin minority English learner students. Ohio offers English learners multiple ways to meaningfully engage with and demonstrate their content knowledge. In doing so, the state provides [specific accommodations on state tests](#), especially those that do not test English language proficiency.

In addition, information about assessment accommodations for English learners is available in the following languages: Arabic, Chinese (Simplified, PRC), English, French (France), Japanese, Nepali, Russian, Somali, Spanish (United States), Swahili, Turkish, Twi and Vietnamese. Links to this information in the various languages are located on the Department's [English Learners Revised Assessment Accommodations for English page](#).

Individuals who are no longer enrolled in school and were **not** exited from the English language program are still identified as an English learner and may have English-learner appropriate accommodations on the OGT. Please refer to the [OELPA Accessibility Manual](#) for information on appropriate accommodations for English learners.

Please note: The OGT three-year rule that defined what accommodations English learners may have on state tests is **no longer in place**. English learners in U.S. schools for *any length of time* are permitted English learner appropriate accommodations. For guidance about allowable accommodations on state tests, including accommodations for English learners, refer to [Ohio's Accessibility Manual](#) which now includes the OGT.

An individual **who was exited** from the English learner program, who may or may not be enrolled in school and has not passed the OGT, may continue to take the OGT with **no** English learner accommodations.

The reading passage **must not be read aloud** but the questions may be read aloud in English or the individual's native language; this policy refers only to the OGT. All parts of the mathematics, writing, science and social studies tests may be read aloud.

There are no recordings in any language available with the OGT. The online version of the OGT is solely in English. [Districts follow the same procedures for translators as the Ohio's State Tests](#).

There are no recordings in any language available with the OGT.

Number and Types of Questions Used on the Ohio Graduation Tests

Test Subject	Prompts on writing test (18 points each)	Multiple choice items (1 point each)	Short answer items (2 points each)	Extended response items (4 points each.)	Total number of operational items	Total number of points
Reading	NA	32	4	2	38	48
Mathematics	NA	32	5	1	38	46
Writing	2	10	1	NA	13	48
Science	NA	32	4	2	38	48
Social Studies	NA	32	4	2	38	48

Paper Format

Please refer to [Supplemental Instructions for Paper Accommodations](#) for instructions on the paper format. The individual's responses will be submitted into the [Data Entry Interface \(DEI\)](#) which is accessed through the portal.

Performance Level Scores Adopted by State Board of Education

These standards were recommended by stakeholder committees after participating in the standard setting process.

Performance Level Scores					
Subject	Limited	Basic	Proficient	Accelerated	Advanced
Reading	below 383	383	400	429	448
Mathematics	below 384	384	400	425	444
Writing	below 378	378	400	430	476
Science	below 371	371	400	425	445
Social Studies	below 382	382	400	429	446

Practice Tests and Released Tests

[Practice tests](#) for OGT are available. A scoring rubric is provided for each constructed-response question for scoring. [Released tests](#) for the 2004 through the 2009 administrations are available; the OGT was not released after the 2009 administration.

Districts are no longer required to administer the full-length OGT practice test to ninth-grade students as these

Results

Tester's individual results will be available in the [Online Reporting System](#) thirty days after the test is submitted. District's may download and print an Individual Student Report; no printed reports for the OGT will be sent to the district. Directions for accessing district data files can be found in the [Online Reporting System User Guide](#) and the Downloading Data Files guidance document, both available on the [ORS Support Documents](#) page of the portal.

Score Reports

The individual will receive a printed copy of the Tester Score Report designed to help the individual interpret test results. It is the district's responsibility to distribute these reports to the individuals in a timely manner.

Students Receiving Scholarships and OGT

Students enrolled in a chartered nonpublic school receiving a state scholarship are required by state law to take the OGT if the student enrolled in grade nine for the first time *before July 1, 2014*. The scholarships are the EdChoice Scholarship Program, the Cleveland Scholarship Program and the Jon Peterson Special Needs Scholarship Program. Students receiving the Autism Scholarship Program take the OGT only if they wish to receive a diploma.

Students with Disabilities and the OGT

Enrolled students having an IEP or a 504 Plan may take the OGT either with or without allowable accommodations. Enrolled students with significant cognitive disabilities may take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) if it is specified in writing in their IEPs. *Individuals no longer enrolled in school are allowed* the accommodations that were in place on their IEP or 504 Plan at the time the student left school. Please refer to [Ohio's Accessibility Manual](#) for information regarding students with disabilities.

TIDE

The same TIDE window will be used for the OGT, OST, OELPS, OELPA and AASCD. There will be no separate OGT TIDE window.

Ohio State Tests

Information detailing the graduation requirements, including testing, for students in the Classes of 2018 through 2023 and beyond is available on the Department website:

[Classes of 2018 and 2019](#)

[Class of 2020](#)

[Classes of 2021 and 2022](#)

[Classes of 2023 and beyond](#)

Recent legislation changed testing requirements for students entering ninth grade on or after July 1, 2019 (those students in the Classes of 2023 and beyond). Information about the elimination of the English Language Arts I end-of-course exam is expected to be released the week of Sept. 29, 2019. Additional information about other changes related to high school subject area tests will be published as soon as it is available and after consultation with the U.S. Department of Education as necessary