

ODE EMIS MANUAL

Section 2.8: Student Assessment (FA) Record



Version 14.4
September 6, 2023

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through blue text for additions and red text with strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

Version	Date	Effective	Change #	Description
14.4	9/6/23	FY24	24-122	Corrected Score options; deleted option BL.
14.3	9/6/23	FY24	24-67	Added Reading Diagnostic.
14.3	9/6/23	FY24	24-13	Added Tier 1 Dyslexia Screener.
14.3	9/6/23	FY24	24-5	Added Type of Accommodation options Y4, Y5, Y6, and Y7.
14.2	8/9/23	FY24	24-71	Updated SNR options to remove graduation points.
14.2	8/9/23	FY24	24-14	Updated to include ALT OELPA.
14.1	7/14/23	FY24	24-8	Updated guidance for SNR option L.
14.0	7/1/23	FY24	24-64	Updated KRA test dates in Table 6.
14.0	7/1/23	FY24	24-58	Updated guidance for ELA and COS.
14.0	7/1/23	FY24	24-38	Updated Required Collections table to include Initial FW.
13.2	8/26/22	FY23	23-94	Deletes references to March (D).
13.1	7/28/22	FY23	23-63	Deletes references to OGT.
13.0	7/1/22	FY23	23-69	Update test dates table.
13.0	7/1/22	FY23	23-49	Collect day for COS test date.
13.0	7/1/22	FY23	23-14	Update WorkKeys reporting guidance.
13.0	7/1/22	FY23	23-13	Update Score Not Reported options.
13.0	7/1/22	FY23	23-27	Add AP/IB assessment area codes.
12.0	7/1/21	FY22	22-4	Removed GY assessments from March (D) reporting.
11.7	5/20/21	FY21	21-164(a)	Added guidelines for reporting FY21 EOC course grades as EOC test scores.
11.7	5/20/21	FY21	21-29	Replaced “LEP” (limited English proficiency) with “EL” (English learner).
11.6	3/31/21	FY21	21-151(a)	Updated references to NWEA’s MAP test to reflect the change to Star assessment from Renaissance.
11.5	1/15/21	FY21	21-129	Removed reference to reporting a KG student as retained.
11.4	12/17/20	FY21	21-37(a)	Updated information about grades required to take high school alternate assessments.
11.3	12/8/20	FY21	21-109	Corrected description of “GX”
11.2	11/16/20	FY21	21-98	Updated Test Date range for Fall EOC Collection.
11.1	11/1/20	FY21	21-92(a)	Updated assessments reported in Graduate Collection.
11.1	11/1/20	FY21	21-56(b)	Added guidelines for reporting spring and summer FY20 EOC course grades as EOC test scores.
11.0	7/1/20	FY21	NA	Posted for FY21.
10.0	11/21/19	FY20	20-93	Removed Score Not Reported option Q.
10.0	11/21/19	FY20	20-25	Updated reporting instructions for date assessment taken for MAP tests.
10.0	11/21/19	FY20	20-14(a)	Added required test types IPD and INP.

Version	Date	Effective	Change #	Description
9.3	3/22/19	FY19	75995	General updates to valid combination tables and reporting instructions. Removed R Collection; has been determined that assessments will not be part of R. Removed E and X Collections; no longer being implemented.
9.3	3/22/19	FY19	75994	Added reporting instructions for use of CCP grade in CTE course in place of GY assessment.
9.3	3/22/19	FY19	74363	Updated descriptions for Score Options N and P for GW assessment type.
9.3	3/22/19	FY19	74322	Removed information on who has to test.
9.3	3/22/19	FY19	73937	Updated Score Not Reported Options valid for GY assessments.
9.3	3/22/19	FY19	72390	Updated to allow DPR schools to report MAP all year; now also report Test Day of the Month.
9.3	3/22/19	FY19	71281	Updated table under Test Date reporting instructions.
9.3	3/22/19	FY19	70930	Updated description of Score Not Reported Option H to clarify use.
9.3	3/22/19	FY19	70736	Updated description of Score Not Reported Option T.
9.3	3/22/19	FY19	70170	Updated reporting for GW and GY assessments.
9.3	3/22/19	FY19	68104	New Score Not Reported Option 5: Student assessed, but results not available from assessment vendor by close of collection.
9.3	3/22/19	FY19	66708	Added instructions on dates to use when reporting proxy for an actual assessment.
9.3	3/22/19	FY19	66595	Added Assessment Types Included column to table of Assessment Collections.
9.3	3/22/19	FY19	66592	Split Early Learning Assessment reporting into Fall and Spring collections.
9.3	3/22/19	FY19	66511	Clarified KRA reporting on retained kindergarten students.
9.3	3/22/19	FY19	62452	Test Day of the Month now reported for OGT.
9.3	3/22/19	FY19	56431	Clarified who should report Early Learning Assessment.
9.2	8/31/18	FY18	56278	Updated reporting instructions for Industry Credentials--score must be reported.
9.1	7/20/18	FY18	57205	The descriptions for the Score options that are valid for GY assessments were updated; reporting instructions for the Score element were updated.
9.1	7/20/18	FY18	70094	Added reporting instructions for the new generic AP Assessment Code.
9.0	7/6/18	FY19	NA	Posted for FY19.
See EMIS Manual Section 2.8: Student Assessment (FA) Record, versions 8.1 and earlier for additional Revision History.				

COMING CHANGES

The EMIS Manual is a living document, and each fiscal year’s version is updated throughout the school year. For information regarding specific known changes that may impact the elements in this section, see the appropriate EMIS Changes webpage.

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2.8 STUDENT ASSESSMENT (FA) RECORD

Required Collections

The Student Assessment (FA) Record and the relevant elements are to be reported as follows.

Assessment Name (Assessment Short Name) – Assessment Type Code	Assessment (A)	Grad (G)	Initial Exiting Follow Up (S)
Advanced Placement Assessment (Advanced Place) – AP	✓	✓	
American College Testing Assessment (ACT) – AC	✓	✓	
Childhood Outcome Summary (COS) – GM	✓		
CTE Technical Assessment (CTE Tech Assess) – GY	✓	✓	
Early Learning Assessment (ELA) – GB	✓		
End of Course Tests (End of Course/EOC) – GE	✓	✓	
Grades 3-8 Alternate Assessment (3-8 Alt Assess) – GA	✓		
High School Alternate Assessment (High School Alt) – GX	✓	✓	
Industry Credential (Industry Cred) – GW	✓	✓	✓
International Baccalaureate Assessment (International Bac) – IB	✓	✓	
Kindergarten Readiness Assessment (KRA) – GO	✓		
Ohio English Language Proficiency Assessment (OELPA) – GF	✓		
Ohio’s State Tests (Ohio’s Tests) – GN	✓		
Reading Diagnostic – RD	✓		
Scholastic Aptitude Test (SAT) – SA	✓	✓	
Star Assessment – GD	✓		
Tier 1 Dyslexia Screener – DS	✓		
WorkKeys Assessment (WorkKeys) – WK	✓	✓	

General Guidelines

Assessments are reported using a common format, the Student Assessment (FA) Record. Districts are required to report one record per student, per assessment type, per assessment area/subject, per assessment date for all tested grade levels. This means that if a given assessment has multiple areas/subjects, then multiple Student Assessment (FA) Records must be reported.

Statewide assessment results are generally required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. For more specific information and any exceptions, see the sections below about each assessment type. If a student who was enrolled during a required test administration was required to test but was not tested—or was tested but test scores were not available in time for EMIS reporting—then the district is required to submit the required test records with the applicable option in the Score Not Reported Element.

Assessment records are not reported for assessment collections for which a student was not enrolled in the particular assessment administration window.

Students Testing Above Grade Level. Any student receiving content in a subject(s) at a grade level above that reported for the State Equivalent Grade Level on the Student Attributes–Effective Date (FD)

Record should be assessed at that higher grade level. This higher grade level assessment is what should be reported for the student on the Student Assessment (FA) Record. Such situations impact the reporting of the End of Course Tests and Ohio's State Tests.

Note that reporting assessments above grade level is different from reporting student acceleration. Acceleration information is reported to the Department via the Student Acceleration (FB) Record. Whether or not a student is formally accelerated, any student taking a course and its related assessment at a grade level higher than the reported State Equivalent Grade Level should have that higher grade level assessment reported on the FA Record.

It can be more complicated when the students testing above grade level are third graders who have been retained due to the Third Grade Reading Guarantee. For guidance on testing in this situation, refer to the guidance provided on the Department's website (search for "Third Grade Reading Guarantee").

Who Has to Take Each Assessment?

The EMIS Manual is not intended to be a comprehensive resource for all issues related to state assessments. For additional information beyond the scope of EMIS reporting, please contact the appropriate Department business office listed below.

Office of Assessment. Please refer to the Office of Assessment's website for additional information on rules and legislation, test implementation dates, scoring standards, and up-to-date information on the American College Testing Assessment (ACT), Advanced Placement (AP) Exams, End of Course Tests, International Baccalaureate (IB) Assessments, the Ohio English Language Proficiency Assessment (OELPA), Ohio's State Tests (Ohio's Tests), and the Scholastic Aptitude Test (SAT).

For answers to questions regarding the scoring process or the test scoring company, contact the ODE Call Center at (877) 644-6338 and ask to be connected to the Office of Assessment.

Office of Career-Technical Education. Please refer to the Office of Career Technical Education (CTE) website for additional information on rules and legislation, test implementation dates, scoring standards, and up-to-date information on CTE Assessments. Information about the CTE Technical Assessments and Career Pathways for the Teaching Professions Portfolio Assessment is located on the Ohio Department of Education's website. Please refer to the Ohio's Graduation Requirements page of the Department's website for additional information on currently valid Industry Credentials and WorkKeys Assessments.

Office of Community Schools. Please contact the Office of Community Schools for questions and additional information regarding the Star Assessments given by Dropout Prevention and Recovery Schools (DPRs). Emailed questions can be directed to dropoutrecovery@education.ohio.gov.

Office of Early Learning and School Readiness. Please contact the Office of Early Learning and School Readiness for questions and additional information regarding the administration, legislation, test implementation dates, scoring standards, and up-to-date information regarding the Preschool Early Learning Assessment (ELA), the Preschool Childhood Outcome Summary (COS), and the Kindergarten Readiness Assessment (KRA).

Office for Exceptional Children. Please contact the Office for Exceptional Children for questions and information regarding the Alternate Assessments. Emailed questions can be directed to exceptional-children@education.ohio.gov.

[Unit of Literacy Achievement and Reading Success.](#) Please refer to the Department's website for additional information regarding the Tier I Dyslexia Screeners (DS) and the Reading Diagnostics (RD).

Who Reports Each Assessment?

End of Course Tests, the KRA, OELPA, and Ohio's Tests. If multiple EMIS reporting entities are providing instructional services, providing special education services, or required to report the same student, then the entity required to report the assessment record is determined by the district relationship or the sent reasons being reported by the involved entities. See the sections below for each assessment type for additional information.

County Board of Developmental Disabilities (DD) Students. Resident districts report results from standard (STR) tests and alternate assessments (ALT) for students who attend DDs, unless noted otherwise in the assessment sections below.

Direct-Enrolled Career-Technical Education (CTE) Students. Joint Vocational School Districts (JVSDs) should only report required non-CTE state testing results for students who enroll directly into the JVSD without enrolling in the resident district. These students are typically non-public or home-schooled students.

Home-Schooled Students. Home-schooled students who are taking a CORE curriculum course at a public school are required to take the corresponding statewide tests. The public district should report the assessment results for these students. These students will be included in the district's accountability calculations for those test areas based upon the Where Kids Count business rules and the rules for inclusion in the participation rate.

Preschool Students. Preschool students may be required to have the ELA or the COS—or both—reported. Refer to the Early Learning Assessment and Childhood Outcome Summary information below to identify which students these apply to and who should report the results.

State-Supported Organizations. This includes the Department of Youth Services (DYS), the Ohio School for the Blind (OSB), and the Ohio School for the Deaf (OSD). State organizations report results from standard (STR) tests and alternate assessments (ALT) for students who attend and are in their buildings.

Following are guidelines for reporting each assessment via the Student Assessment (FA) Record. After these guidelines are reporting rules for the specific elements on the Student Assessment (FA) Record.

Alternate Assessments

Grades 3-8 Alternate Assessments (3-8 Alt Assess; GA). All Grades 3-8 Alternate Assessments are reported using assessment type GA.

High School Alternate Assessment (High School Alt; GX). High school alternate assessments are reported using assessment type GX. All tests are required to be administered to 9th–11th grade students.

Twelfth graders are required to continue to take tests for any of the subjects not yet passed or exempted from consequences. The reporting district(s) must submit a separate Student Assessment (FA) Record per student, per test date, per test subject.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The Alternate Assessments are reported in the Spring Alternate Assessment (A) Collection.

Standard Assessments

Advanced Placement Assessments (Advanced Place; AP). There are many Advanced Placement (AP) examinations, each for a different subject area. As each examination is for a specific AP subject area, a separate record is required for each examination.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

AP Assessment results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

American College Testing Assessment (ACT; AC). The American College Testing Assessment (ACT) covers five subject areas: Reading, Mathematics, Writing, English, and Science. The Writing subject area is optional. A separate record is required for each subject area. Composite or total scores are not to be reported.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

ACT results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

CTE Technical Assessment (CTE Tech Assess; GY). CTE Technical Assessment results should be reported by the traditional district, STEM district, JVSD, community school, or state organization that employs the CTE Workforce Development instructor during the Career Tech Accountability Assessment (A) Collection in the year in which the assessment was taken. CTE Technical Assessment results may also be reported in the Graduation (G) Collection.

Childhood Outcome Summary (COS; GM). All preschool students with a disability are required to be assessed using the Childhood Outcome Summary (COS) instrument. The only exception is students enrolled in the Autism Scholarship program; these students are not required to be assessed with the COS. The COS is a record of progress on specific outcomes as required by federal law.

This assessment can occur any time during the year; however, not all results are reported to the Department. Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when the child exited preschool special education. Every preschool special education student must have at least one COS assessment record reported per school year. For any child who enters and exits preschool special education services in the same school

year with 6 months or more between entry and exit, two COS assessment records should be reported (once at entry and once at exit).

COS results for same-aged, typically developing peers enrolled in the same preschool special education program are not reported to EMIS.

The resident district is required to submit the COS assessment records for students enrolled in these programs.

COS results are reported in the Child Outcome Summary Assessment (A) Collection.

Early Learning Assessment (ELA; GB). All preschool students with a disability and preschool students who are Early Childhood Education (ECE) grant funded are required to be assessed using the Early Learning Assessment (ELA). The only exception is students enrolled in the Autism Scholarship program; these students are not required to be assessed with the ELA.

If a child is funded using Early Childhood Education (ECE) Grant funds, the entity receiving the funding from the Ohio Department of Education is required to report the Early Learning Assessment data. This rule supersedes all other ELA reporting rules.

For children who are not funded using ECE Grant funds and who receive any Preschool Special Education services, the district of residence is required to report the student's ELA data. Any district educating a preschool special education student may also report.

For children receiving special education services or Early Childhood Education Grant funds (or both), the ELA scores should be reported two times per year, once in the fall and once in the spring.

Report a separate FA Record with a valid score for each assessment area.

The entity receiving ECE Grant funding and therefore reporting the ELA may be a traditional district, a JVSD, a community school, or an Educational Service Center (ESC).

ELA results are reported in the Fall Early Learning Assessment (A) Collection and the Spring Early Learning Assessment (A) Collection.

End of Course Tests (End of Course; GE). The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

Results from fall administrations of EOC tests are reported in the Fall End of Course Assessment (A) Collection. Results from spring administrations of EOC tests are reported in the Spring End of Course Assessment (A) Collection. EOC results are also reported in the Graduation (G) Collection.

Industry Credential (Industry Cred; GW). An industry credential is a credential, certification, or license developed and awarded by an industry association or state licensing agency. Students are not required to get an industry credential, but if a student does attempt one of the industry credentials listed in Section 2.8.1 of the EMIS Manual, the district should report the credential to EMIS. If a student attempts multiple Industry Credentials, then a separate FA Record should be reported for each credential.

If a student attempts an industry credential during the school year, the district in which the student is enrolled should report the attempt during the earliest appropriate assessment collection. If a graduating student attempts an industry credential after graduation and prior to the close of the Graduation (G) Collection, the graduating district should report the industry credential during G reporting.

Traditional districts, STEM districts, JVSDs, community schools, and state organizations are able to report Industry Credentials.

Industry credential results are reported in the Career Tech Accountability Assessment (A) Collection, the Other Accountability Assessments (A) Collection, and the Graduation (G) Collection.

International Baccalaureate Assessment (International Bac; IB). The International Baccalaureate (IB) offers four high quality international education programs: IB Primary Years, IB Middle Years, IB Diploma Program, and IB Career Related Certificate program. Only IB Diploma Program Assessments are collected in EMIS. Composite or total scores are not reported.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

IB results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

Kindergarten Readiness Assessment (KRA; GO). If multiple districts are involved, the district with the latest enrollment should report the KRA results. To facilitate this reporting, if a kindergarten student has a partial assessment record reported for the KRA in one district and then moves to a different district, the first district is expected to share the results with the second district.

For students for whom a valid overall KRA score (202-298) was reported in a prior year, no district should report KRA results in the current year.

Additionally, if a kindergarten student receives most of or all of their instruction at the Educational Service Center (ESC) or the County Board of DD, then the district of residence is responsible for reporting the assessment record. KRA results should not be reported for John Peterson and Autism Scholarship students. Retained kindergarten students are not required to be administered the KRA. Therefore, school districts are not to submit a Student Assessment (FA) Record for students who are retained.

Traditional districts, STEM districts, community schools, and state organizations report KRA results.

The KRA is reported in the Kindergarten Readiness Assessment (A) Collection.

Ohio English Language Proficiency Assessment (OELPA; GF). Results from the Ohio English Language Proficiency Assessment (OELPA) administered during spring of the current school year are reported. Districts are required to submit a separate FA Record for each OELPA assessment area for each student.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The OELPA is reported in the OELPA Assessment (A) Collection.

Ohio’s State Tests (Ohio’s Tests; GN). Students in grade 3 take the Grade 3 English Language Arts Assessment. Grade 3 English Language Arts scores are collected in the Fall 3rd Grade Reading Assessment (A) Collection and the Spring State Assessment (A) Grades 3-8 Collection. The grade 3 English Language Arts Assessment is reported as two FA Records, one for the overall English Language Arts score and one for the reading score. Grade 3 English Language Arts Assessments are the only time that two FA Records are reported when reporting English Language Arts Assessment results. For all other grades, only one FA Record is reported.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

Ohio’s Tests are reported during the Spring State Assessment (A) Grades 3-8 Collection. The English Language Arts Assessment is also reported during the Fall 3rd Grade Reading Assessment (A) Collection.

[Reading Diagnostic \(RD\).](#) Based on the Third Grade Reading Guarantee, districts/schools must administer a reading diagnostic assessment to all students in grades K-3. The reading diagnostic must be administered by September 30 for grades 1-3 and by the twentieth day of instruction for kindergarten students.

[The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.](#)

[The RD is reported in the Reading Diagnostic \(A\) Collection. The particular test given to a student is reported via the appropriate Assessment Area Code.](#)

Scholastic Aptitude Test (SAT; SA). The Scholastic Aptitude Test (SAT) covers three subject areas: Reading, Mathematics, and Writing. A separate FA Record is required for each subject area. Beginning with the March 2016 SAT administration, the English Language Arts score should be reported as the Reading score. See the chart below for more detailed information. Composite or total scores are not to be reported.

Table 1. Score and Assessment Area information for reporting the SAT.

EMIS Assessment Area	SAT Score Format	
	Prior to March 2016 Administration	Current (March 2016 Administration and after)
Reading (R)	Reading score (200-800) reported	English Language Arts (200-800) reported as R; Reading sub-score not reported
Mathematics (M)	Mathematics score (200-800) reported	Mathematics score (200-800) reported
Writing (W)	Writing score (200-800) reported	Writing sub-score not reported

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The SAT is reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

Star Assessments (Star; GD). Dropout Prevention and Recovery (DPR) programs report student results from the Star Assessments, provided by Renaissance Learning. All results for the current school year should be reported.

Entities that give the Star Assessments for internal uses should not report the Star results to EMIS. Entities that give the Star Assessments for Third Grade Reading Guarantee purposes should report the results to EMIS via the Reading Diagnostic (RD) assessment type. Entities that give the Star Assessments as a dyslexia screener should report the results to EMIS via the Tier 1 Dyslexia Screener (DS) assessment type.

~~Other entities that give the Star Assessments—for internal uses or as an alternative assessment for Third Grade Reading Guarantee purposes—should not report Star results to EMIS.~~

Dropout prevention and recovery community schools report Star results during the DPR Growth Assessment (A) Collection.

Tier 1 Dyslexia Screener (DS). For the 2023-2024 school year, districts and schools must administer a universal (tier 1) screener to all students in grades K-3 (a universal screener must be administered to students enrolled in kindergarten after Jan. 1, 2024, but prior to Jan. 1, 2025) and to students in grades 4-6 if requested by a parent or teacher (with parental consent).

For the 2024-2025 school year and each year thereafter, districts and schools must administer a universal (tier 1) screener to all kindergarten students after January 1 of each school year but prior to January 1 of the following school year. Districts must administer a universal (tier 1) screener to students in grades 1-6 if requested by a parent or teacher (with parental consent).

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The DS is reported in the Tier 1 Dyslexia Screener (A) Collection. The particular test given to a student is reported via the appropriate Assessment Area Code.

WorkKeys Assessment (WorkKeys; WK). This job skills assessment is a measure of workforce readiness and employability for the purpose of high school graduation. This assessment should be reported by the district in which the student is enrolled when they are assessed or any district awarding a diploma to a student who is graduating via a pathway that requires this assessment.

The scoring and Assessment Areas for the current version of WorkKeys differ from the previous version. When reporting WorkKeys for prior fiscal years, be sure to report these elements according to the version being reported. Traditional districts, STEM districts, JVSDs, community schools, and state organizations can report this Assessment Type.

WorkKeys results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

Table 2. Assessment Types that can be reported in each Assessment Collection.

Assessment Collection	Assessment Types Included
Career Tech Accountability Assessment Collection	GW GY
Child Outcome Summary Assessment Collection	GM
DPR Growth Assessment Collection	GD
Fall 3rd Grade ELA and Reading Assessment Collection	GN (3rd only)
Fall Early Learning Assessment Collection	GB
Kindergarten Readiness Assessment Collection	GO
Other Accountability Assessments Collection	AC AP GW IB SA WK
OELPA Assessment Collection	GF
Reading Diagnostic Collection	RD
Spring Alternate Assessment Collection	GA (ALT only) GX (ALT only)
Spring Early Learning Assessment Collection	GB
Spring End of Course Assessment Collection	GE
Spring State Assessment Grades 3-8 Collection	GN
Summer and Fall End of Course Assessment Collection	GE
Tier 1 Dyslexia Screener Collection	DS

Student Assessment Record Data Elements

The following portion of this section discusses each of the data elements within the Student Assessment (FA) Record. The elements are organized alphabetically.

 **Assessment Area Code**

Record Field Number	FA205
Definition	A one to four character code that identifies the test or subject area of the assessment administered.

Valid Options

See EMIS Manual Section 2.8.1: Assessment Area Codes

Reporting Instructions. The Assessment Area value must be a valid Assessment Area Code for the reported Assessment Type Code (FA060). ~~For Assessment types HA-RZ, report the Assessment Area Code option that best matches the assessment subject area. Any of the valid Assessment Area Codes may be used with the HA-RZ Assessment Type.~~ For the Reading Diagnostic and the Tier 1 Dyslexia Screener, the Assessment Area Code will be used to indicate which assessment the student took.

Assessment areas that do not require all 4 available characters may be reported with either leading or trailing spaces.

IB97, IB98, and IB99 are to be used for IB assessments under the following circumstances:

- the IB assessment counts towards earning an IB diploma,
- the IB assessment is scored from 1-7, and
- the IB assessment is not otherwise listed in EMIS Manual Section 2.8.1: Assessment Area Codes.

If a student takes more than three IB assessments that meet the above criteria, report the three assessments with the highest scores using these three codes. When using these generic IB codes, districts should be consistent in which assessment is reported with each code from one year to the next for an individual student. For example, if a student takes their first assessment without a specific code in their junior year and it is reported using IB99, but then during their senior year a specific code for that assessment is added, the district should continue to report the junior year assessment with IB99. This will ensure that when the Department combines data across years, it does not appear that the student has taken 2 different assessments.

AP97, AP98, and AP99 are to be used for AP assessments under the following circumstances:

- the AP assessment is scored from 1-5 and
- the AP assessment is not otherwise listed in EMIS Manual Section 2.8.1: Assessment Area Codes.

If a student takes more than three AP assessments that meet the above criteria, report the three assessments with the highest scores using these three codes. When using these generic AP codes, districts should be consistent in which assessment is reported with each code from one year to the next for an individual student. For example, if a student takes their first assessment without a specific code in their junior year and it is reported using AP99, but then during their senior year a specific code for that assessment is added, the district should continue to report the junior year assessment with AP99. This will ensure that when the Department combines data across years, it does not appear that the student has taken 2 different assessments.

 **Assessment Type Code**

Record Field Number	FA060
Definition	Identifies the type of assessment that is the source of the data on the record submitted to the Department.

Valid Options

- AC American College Testing Assessment
- AP Advanced Placement Assessment
- [DS Tier 1 Dyslexia Screener](#)
- GA Grades 3-8 Alternate Assessment
- GB Early Learning Assessment
- GD Star Assessment
- GE End of Course Tests

GF	Ohio English Language Proficiency Assessment
GM	Preschool Childhood Outcome Summary
GN	Ohio's State Tests
GO	Kindergarten Readiness Assessment
GW	Industry Credential
GX	High School Alternate Assessment
GY	CTE Technical Assessment
IB	International Baccalaureate
RD	Reading Diagnostic
SA	Scholastic Aptitude Test
WK	WorkKeys Assessment

 **Grade Level of Student at Time of Test**

Record Field Number	FA220
Definition	The grade level of the student at the time the reported assessment was administered.

Valid Options

- PS, KG-12, 13, 23
- ** Not Applicable

Reporting Instructions.

Table 3. Valid student grade level or grade-level range for each Assessment Type.

Assessment	Grade Level at Time of Test, Valid Options
ACT – AC	**
Advanced Place – AP	**
Alternate Assessments	
3-8 Alt Assess – GA	03-08
High School Alt – GX	09-13
COS – GM	PS
CTE Tech Assess – GY	**
ELA – GB	PS
End of Course – GE	03-13
Industry Cred – GW	**
International Bac – IB	**
KRA – GO	KG
OELPA – GF	KG, 01-12
Ohio's Tests – GN	01-08
Reading Diagnostic – RD	KG-03
SAT – SA	**
Star – GD	**
Tier 1 – DS	KG-06
WorkKeys – WK	**

☀ Required Test Type

Record Field Number	FA215
Definition	The type of test/form of the assessment reported on the record.

Valid Options

- STR Standard (regular)
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP (GA, [GF](#), and GX Assessment Types only)
- IPD Industry Credential (GW Assessment Type) administered 7/1/2019 or later where the assessment cost was paid by the LEA reporting this assessment record in EMIS
- INP Industry Credential (GW Assessment Type) administered 7/1/2019 or later where the assessment cost was not paid by the LEA reporting this assessment record in EMIS

Reporting Instructions. If a test is given in only one format, report “STR”. If an “ALT” is reported for a Special Education student, then all areas for that assessment on that date must be reported as ALT.

Beginning in FY20, if an LEA pays the assessment cost for an Industry Credential, the LEA can request reimbursement for that cost by reporting “IPD”. If an LEA is reporting an Industry Credential for which the LEA did not pay the assessment cost, “INP” must be reported. All Industry Credentials administered prior to 7/1/2019 should continue to be reported with “STR”.

☀ Score

Record Field Number	FA240
Definition	A three character field containing the score on the reported assessment.

Valid Options

- 000-999 Range of Numeric Scores
- A-D When reported for the ELA, levels A-D precede levels 1-5 and represent typical milestones of a child’s development
- A Advanced – The student scored Advanced on the CTE Technical Assessment (GY Assessment Type); for reporting legacy summative codes for GY Assessments and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported option X)
- F First Assessment - Represents the first COS for this student, so progress is not relevant; applies only to Assessment Areas EPRG, KPRG, and TPRG
- I Student is participating in CTE Technical Assessments (GY Assessment Type), but has not completed enough modules for a valid score; for reporting legacy summative codes for GY Assessments
- N For the COS Assessment Areas EPRG, KPRG, or TPRG: No, the student has not shown any new skills or behaviors. For Industry Creds: Student scored Not Proficient. For reporting legacy summative codes for CTE Tech Assessment and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported Option X): Student scored Not Proficient.
- P For Industry Creds: Student scored Proficient. For reporting legacy summative codes for CTE Tech Assessment and Dual Credit course in lieu of

CTE Tech Assessment (Score Not Reported Option X): Student scored Proficient.

Y Yes - The student has shown new skills or behaviors related to the assessment area (GM Assessment - EPRG, KPRG, and TPRG Assessment Areas only)

<u>APP</u>	<u>Approaching</u>
<u>ATR</u>	<u>At risk</u>
BL	Below level
<u>BLW</u>	<u>Below/Below level</u>
<u>ECD</u>	<u>Exceeds</u>
<u>FLG</u>	<u>Flagged</u>
<u>HGH</u>	<u>High risk</u>
<u>LOW</u>	<u>Low risk</u>
<u>MED</u>	<u>Medium risk</u>
<u>MTS</u>	<u>Meets</u>
<u>NAR</u>	<u>Not at risk</u>
<u>NBL</u>	<u>Not below level</u>
<u>NFL</u>	<u>Not flagged</u>
***	No Score to Report

Reporting Instructions. An assessment taken that results in a score of zero must be reported with a Score Not Reported value of “*”. An assessment without a score to report (***) must be reported with a value other than “*” in the Score Not Reported element. Industry credentials should be reported with a score of either “N” or “P”.

The score can be numeric or non-numeric as required based on the Assessment Type and Assessment Area codes (see the table below).

Non-numeric scores that do not require all 3 available characters may be reported with either leading or trailing spaces. A score of A, for example, could be reported as either “ A ” or “A ”.

Numeric scores that do not require all 3 available characters may be reported with either leading zeros or leading spaces, but in both cases, the actual score must be right-justified within the element. A score of 53, for example, can be reported as either “053” or “ 53”.

ALT Assessments. Do not report the entry score provided by the testing provider. Instead, report the numeric scale score.

CTE Tech Assess. Whether GY Assessment scores are reported with a numeric or a non-numeric option depends on whether the Assessment Type Code being reported is a new code or a legacy code. New codes begin with three letters and are reported with numeric scores. Legacy codes end with two letters and are reported with the non-numeric score options of A, I, N, and P.

COS. The scores on Social-Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs assessment areas refer to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7. The scores for the related Progress assessment areas are F, N,

and Y and are based on whether the child has shown any new skills or behaviors since the previous COS assessment.

ELA. Scores for the ELA include nine level descriptors (1, 2, 3, 4, 5, A, B, C, and D) that represent the typical milestones of a child’s development. Levels 1-5 describe a continuum of the typical skills and behaviors that children develop between 36 and 72 months of age. Levels A-D represent developmental stages that precede Levels 1-5 and allow teachers to assess children who may be at earlier stages of development, including children with disabilities and children who are English and dual language learners.

Star. The Unified Scaled score provided by the assessment vendor ranges from 600 to 1,400. Since the score field is limited to three characters in length, the actual score from the vendor will not fit on the FA Record export. To enable this score to be reported, all vendor scaled scores should be lowered by 500 points on the FA Record export, giving a range of 100 to 900 in the flat file. In the Data Collector, the Department will add 500 points to each Star score so that the preview in the Data Collector and the score reported to the Department will reflect the actual 600 to 1,400 score earned by the student. For example, if a student scores 934, the score reported on the FA Record export should be 434.

Table 4. For each Assessment Type, the format and type of score reported.

Assessment Type	Alpha or Numeric	Type of Score
ACT – AC	Numeric	Scaled Score
Advanced Placement – AP	Numeric	Scaled Score
Alternate Assessments		
3-8 Alt Assess – GA	Numeric	Scaled Score
High School Alt – GX	Numeric	Scaled Score
COS – GM	Alpha or Numeric	Rating Score
CTE Tech Assess – GY	Alpha or Numeric	Scaled or Performance Standard Score
ELA – GB	Alpha or Numeric	Progression Score
End of Course – GE	Numeric	Scaled Score or Graduation Points
Industry Cred – GW	Alpha	Pass/Not Pass
International Bac – IB	Numeric	Scaled Score
KRA – GO	Numeric	Scaled Score
OELPA – GF	Numeric	Scaled Score
Ohio’s Tests – GN	Numeric	Scaled Score; for 3rd Gr Reading, Sub-Score
Reading Diagnostic – RD	Alpha or Numeric	Varies by assessment (see table below)
SAT – SA	Numeric	Scaled Score
Star – GD	Numeric*	Unified Scaled Score
Tier 1 Screener – DS	Alpha or Numeric	Varies by assessment (see table below)
WorkKeys – WK	Numeric	Scaled or Performance Standard Score

*Due to limited space for reporting a score in the flat file layout, the flat file should contain the actual Unified Scaled score minus five hundred.

Table 5. The format and type of score reported for each Reading Diagnostic (RD) and Tier 1 Screener (DS). Note that if one assessment is used for both purposes, then two records must be reported: one for Assessment Type RD and one for Assessment Type DS.

Area Code	Name of Product	Reading Diagnostic (RD)		Tier 1 Screener (DS)	
		Alpha or Numeric	Type of Score	Alpha or Numeric	Type of Score
AEDD	DIBELS Data System (DDS) with DIBELS 8th Edition	Numeric	Score	=	=
AEMC	mCLASS DIBELS 8th Edition	Numeric	Score	Alpha	At Risk/Not at Risk
ALRE	Acadience Reading K-6	Numeric	Score	Alpha	At Risk/Not at Risk
CADF	Literacy Tasks for Pseudoword Decoding Fluency	Alpha	Below Level/ Not Below Level	Alpha	Below Level/ Not Below Level
CADI	i-Ready[®] Diagnostic for Reading	Numeric	Overall Score	Numeric	Overall Score
CAIR	i-Ready[®] Assessment	Numeric	Overall Score	=	=
CAML	Literacy Tasks for Mixed Case Letter Naming Fluency	Alpha	Below Level/ Not Below Level	Alpha	Below Level/ Not Below Level
CAPR	Literacy Tasks for Passage Reading Fluency	Numeric	National Percentile	Numeric	National Percentile
DERD	Ohio Reading Diagnostic	Numeric	Score	=	=
EDEP	Exact Path	Alpha	Performance Level	=	=
HMAD	Amira Dyslexia Screener	=	=	Numeric	DRI Score
ISER	Istation's Indicators of Progress Early Reading (ISIP ER)	Numeric	National Percentile	Alpha	Low, Moderate, or High Risk
LVRE	Acadience Reading K-6 (formerly DIBELS Next)	Numeric	Score	Alpha	At Risk/Not at Risk
NWMG	MAP Growth	Numeric	RIT Score	=	=
NWMR	MAP Reading Fluency	Numeric	Score	Alpha	Flagged/ Not Flagged
OTH1	As communicated by an EMIS Newsflash. In most years this code will not be valid.	Alpha or Numeric	Score	Alpha or Numeric	Score
OTH2	As communicated by an EMIS Newsflash. In most years this code will not be valid.	Alpha or Numeric	Score	Alpha or Numeric	Score
OTH3	As communicated by an EMIS Newsflash. In most years this code will not be valid.	Alpha or Numeric	Score	Alpha or Numeric	Score
PCAI	aimswebPlus	Numeric	National Percentile	Alpha	At Risk/Not at Risk
RIIA	The Iowa Assessments™	Numeric	Score	=	=

Area Code	Name of Product	Reading Diagnostic (RD)		Tier 1 Screener (DS)	
		Alpha or Numeric	Type of Score	Alpha or Numeric	Type of Score
RIIF	IowaFlex™	Numeric	Raw score (grades KG-1) or Standard Score (grades 2-3)	=	=
RLCB	Star CBM	Numeric	Score	Numeric	National Percentile
RLEL	Star Early Literacy	Numeric	Percentile Rank	=	=
RLFB	FastBridge	Numeric	National Percentile	Numeric	National Percentile
RLRD	Star Reading	Numeric	Percentile Rank	=	=

 **Score Not Reported**

Record Field Number	FA235
Definition	Identifies the reason why the student did not take the required assessment and/or does not have a score to report.

Valid Options

- * Option Not Applicable, Student took the test.
- A Medical Reason
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Absent during test administration window
- F Other (reason not listed)
- G EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years
- H SSID for this student appears on the assessment vendor file due to an error in the data provided to the assessment vendor; student with this SSID was not required to be assessed
- I Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education or the school district
- J Student moved in or out of district before test administered
- K Not required in this district because student is part-time or home schooled or at a nonpublic school *and* is not enrolled in course for this assessment/subject area
- L Student has a disability condition for which no vendor accommodation exists
- N Student Taking Subject Above Grade Level, No Subject Test at Higher Grade
- P Due to Timing of Alternate Assessment Determination
- R Parents request results not be reported to the state
- S Non-Scorable Assessment
- W Assessment score not reported because student received graduation credit for assessment area ~~due to course completion prior to end of course assessment availability or~~ due to an assessment administration being canceled due to the COVID-19 ordered school building closure in school year 2019-2020 or due to the COVID-19 related flexibility for juniors and seniors in school year 2020-2021; number in score field represents number of graduation points earned

- X Assessment score not reported because student received graduation credit for assessment area due to completion of a dual credit course; for End of Course Tests (GE), number in score field represents [the grade the student received in the course](#) ~~number of graduation points earned~~; for CTE Technical Assessments (GY), value in score field represents student’s proficiency
- Y Student transferred in with course already completed out of state or while being homeschooled; ~~number of required graduation points reduced~~
- 2 Assessment score not reported because student received graduation credit for alternative Non-Public school EOC assessment prior to public district enrollment; Number in score field represents number of graduation points earned. [Only used for students in the FY22 or earlier graduation cohorts.](#)
- 3 Student achieved remediation free score on all parts of the ACT or SAT prior to spring of grade 11
- 4 English Learner – Less than 2 Years in US schools *and* no accommodations available
- 5 Student assessed, but results not available from assessment vendor by close of collection

Reporting Instructions. According to the Ohio Administrative Code (OAC §3301-13-04), waivers must be requested for all students required to take an assessment who did not take one or more of the tests (or alternate assessment if designated in the student’s IEP).

Not all Score Not Reported values can be used with each Assessment Type. The following table lists which Score Not Reported values can be used with each Assessment Type.

Table 6. The valid Score Not Reported options for each Assessment Type.

Assessment Type	Valid Score Not Reported Options
ACT – AC	*, A, B, C, D, E, F, H, I, J, K, L, 3, 4, 5
Advanced Placement – AP	*
Alternate Assessments	
3-8 Alt Assess – GA	*, A, B, C, D, E, F, H, I, J, K, S, 5
High School Alt – GX	*, A, B, C, D, E, F, H, I, J, K, S, W, 5
COS – GM	*, A, B, D, F, J, R
CTE Tech Assess – GY	*, B, C, D, E, F, H, J, X
ELA – GB	*, A, B, D, F, H, J, R, S
End of Course – GE	*, A, B, C, D, E, F, G, H, I, J, P, W, X, Y, 2, 5
Industry Cred – GW	*
International Bac – IB	*
KRA – GO	*, A, B, C, D, E, F, H, J, K, R, S
OELPA – GF	*, A, B, C, D, E, F, H, I, J, L, 5
Ohio’s Tests – GN	*, A, B, C, D, E, F, H, I, J, K, N, P, 5
Reading Diagnostic – RD	*, A, B, C, D, E, F, J, K, L
SAT – SA	*, A, B, C, D, E, F, H, I, J, K, L, 3, 4, 5
Star – GD	*, A, B, C, D, E, F, H, I, J, L, 5
Tier 1 Screener – DS	*, A, B, C, D, E, F
WorkKeys – WK	*, H, 5

Option F. Only report an FA Record with this Score Not Reported option if the student was required to test but did not. If unsure of whether a student should test, refer to the rules for the particular test in question. See the *Who Has to Take Each Assessment* section for contact information for each assessment. Note that if a student is not required to test but an FA Record is reported with this option, it may count against the district for accountability purposes.

Option G. This option is to be used when, statewide, an End of Course (GE) test is typically required for the reported subject code, but is not being given in the particular course section because the local curriculum does not align with the test. Typically this applies to all students in the course section, not just one or two students who are not testing for another reason. This option is also used for courses that span multiple years, i.e., an Algebra 1 course that spans two years. The first year, a Score Not Reported option of G would be reported. The second year, the assessment score would be reported.

Option J. This option may be used for students who are enrolled at the beginning of the test administration window, but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window when there is not enough time to test the student in all required areas. Please refer to the assessment information on the Department’s website for further information.

Option L. Use this code if a student’s IEP requires an accommodation that is not available for the assessment being reported and the student therefore did not take the assessment. For the OELPA and Alt-OELPA, this option is used to report the exempted domain(s) of either test. Districts may exempt students from no more than three of the four domain tests on the OELPA and Alt-OELPA (listening, reading, writing, and speaking) if the student’s disability is such that the student cannot participate in the stated domain test per the IEP or 504 plan with existing accommodations.

Option P. This option is only valid for a student whose IEP team determines—on or after the last day of the AASCD testing window and prior to the standard testing window—that the student should take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). This option would then be reported for the standard assessment (either End of Course tests or Ohio’s Tests).

Option R. Report this option when a parent makes a request under ORC §3301.0714(B)(1)(n). This law is also applied to the preschool assessments managed by the Office of Early Learning and School Readiness.

Option W. Eligible students fall into one of ~~three~~ two groups. ~~The first group is students who received graduation credit for an assessment area due to the completion of a course before an end-of-course test was available for the relevant subject.~~

The ~~second~~ first group of students were scheduled to take or retake an end of course test in the spring or summer of 2020, but did not test due to cancellation of test administration due to the COVID-19 ordered school building closure. Students scheduled to take the course and exam for the first time in the spring or summer of 2020 must use the final course grade from the FY20 school year as the end of course test score. Students scheduled to retake a test may use their course grade from a previous school year as the end of course test score. For more information, see the Ohio Student Religious Liberties Act of 2019 (House

Bill 164, Section 12, 133rd General Assembly) or search the Department’s website for “Graduation Flexibility Course Grade Substitution 2019-2020.”

The ~~third~~-second group of students were in grade 11 or grade 12 in the 2020-2021 school year and either took or retook an end of course test *or* were unable to take or retake an end of course test for any reason. For more information, see House Bill 67 of the 134th General Assembly or search the Department’s website for “Graduation Flexibility Course Grade Substitution 2020-2021.”

Option X. [To determine the number to report for End of Course test scores, see the crosswalk on the Department’s webpage.](#) For students who are using the completion of a CCP course in lieu of a CTE Technical Assessment (i.e., a WebXam), see the guidance on the Office of Career Technical Education’s website under Career-Technical Education College Credit Plus Assessment for information reporting the appropriate proficiency level to report for the Score.

Option 3. This code is used for grade 11 students who are exempt from taking the ACT or SAT during the official state paid administration due to having achieved the remediation free score on all parts of the ACT or SAT on a prior administration.

Option 5. This code should only be used in cases where an assessment vendor who scores an assessment communicates to the district that the results for a specific student will not be available to report in EMIS by the end of the relevant EMIS collection, including any associated appeal window.

 **Test Date**

Record Field Number	FA210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

Reporting Instructions. A test taken on March 15, 2018, is reported in the following format: 201803. If a required test was not taken, report the date the test would have been administered.


The year (YYYY) value reported in this element is the year that corresponds to the month reported for current school year administrations. For example, an assessment given in FY18 would typically be reported with 2017 for June through December and 2018 for January through May. For some assessments, the day the test was administered is also reported. See the reporting instructions for Test Day of the Month for a list of such assessments.

Table 7. Two digit month value(s) valid for each assessment for each valid administration window. Report the month the assessment was actually administered. Note that the date ranges used to populate the Missing Lists may be more restrictive than the dates shown. For exact administration dates for each assessment for each year, see the Department’s website. Final column indicates whether results from previous fiscal years can be reported for each Assessment Type.

Assessment	Fall	Spring	Year-round	Can results from previous Fys be reported?
ACT – ACT	—	—	01-12	Y
Advanced Placement – AP	—	—	01-12	Y

Assessment	Fall	Spring	Year-round	Can results from previous Fys be reported?
Alternate Assessments				
3-8 Alt Assess – GA	—	02-04	—	N
High School Alt – GX	—	02-04	—	Y
COS – GM	—	—	01-12	04-06 only
CTE Tech Assess – GY	—	—	09-06	Y
ELA – GB	08-11	02-05	—	N
End of Course – GE	11-01	03-05	—	Y
Industry Cred – GW	—	—	01-12	Y
International Bac – IB	—	—	01-12	Y
KRA – GO	07-10	—	—	N
OELPA – GF	—	01-03	—	N*
Ohio’s Tests – GN	10-11 (3 rd ELA only)	03-05	—	N
Reading Diagnostic – RD	—	—	01-12	N
SAT – SA	—	—	01-12	Y
Star – GD	—	—	08-06	N
Tier 1 Screener – DS	—	—	01-12	N
WorkKeys – WK	—	—	01-12	Y

* For the FY24 reporting year, districts will be able to report results from the field test given in the FY23 school year.

 **Test Day of the Month**

Record Field Number	FA212
Definition	The day of the month the test was administered.

Valid Options

- DD Day of the Month (01-31)
- 00 Not required/not applicable

Reporting Instructions. Report the day of the month such that, when combined with FA210 Test Date, a complete calendar date is reported.

This element is only required to have a value other than 00 when reporting an assessment type where the Department may need to receive more than one set of results for assessments that occurred in the same month or when the specific date the assessment was given is needed for implementing a business rule. Currently, the only assessment types where this is allowed are AC (ACT), [DS \(Tier 1 Screener\)](#), GD (Star), GM (COS), [RD \(Reading Diagnostic\)](#), and SA (SAT). If this element is reported with a value that creates a valid date when combined with the test month and year, then the reported day of the month will be used for these assessment types. If this element does not create a valid date (e.g., reporting 30 when the test month is February), then the test date will default to the first of the month.

This element must be reported with a valid day of the month for the GD (Star) and GM (COS). If a valid option is not reported or if the element is left blank, the record will fatal.

For all other assessment types, this element will be ignored and the full test date will be set to the first of the month reported in FA210 Test Date.

 **Test Grade Level**

Record Field Number	FA200
Definition	The grade level of the assessment administered.

Valid Options

** , PS, KG, 01-12

Reporting Instructions. The following table summarizes the possible Test Grade Level values for each Assessment Type.

Table 8.

Assessment	Valid Test Grade Level values
ACT – ACT	**
Advanced Placement – AP	**
Alternate Assessments	
3-8 Alt Assess – GA	03-08
High School Alt – GX	10
COS – GM	PS
CTE Tech Assess – GY	**
ELA – GB	PS
End of Course – GE	**
Industry Cred – GW	**
International Bac – IB	**
KRA – GO	KG
OELPA – GF	**
Ohio’s Tests – GN	03-08
Reading Diagnostic – RD	**
SAT – SA	**
Star – GD	**
Tier 1 Screener – DS	**
WorkKeys – WK	**

If a student is accelerated in a subject that exists at the student’s grade level on the Ohio’s State Tests, as reported on the Student Attributes – Effective Date (FD) Record, but there is no such Ohio’s State Tests subject test available at the accelerated grade level, report the test grade level of the non-existent test, e.g., student is a 4th grader accelerated to 5th grade in writing: report 05 in the Test Grade Level Element and report option “N” in the Score Not Reported Element.

 **Type of Accommodation**

Record Field Number	FA225
Definition	Identifies if accommodations were provided to the student when taking the assessment.

Valid Options

** Not Applicable, student did not take the assessment being reported or accommodations not reported on assessment taken

- NO Student did not receive accommodations on the standard assessment (STR) or took an alternate assessment (ALT)
- Y1 Student took the standard (STR) format of the assessment with 504 plan accommodations
- Y2 Student took the standard (STR) format of the assessment with IEP accommodations
- Y3 Student took the standard (STR) format of the assessment with EL accommodations other than the use of a dictionary and/or extended time
- [Y4 Student took the standard \(STR\) format of the assessment with both 504 plan accommodations and EL accommodations other than the use of a dictionary and/or extended time](#)
- [Y5 Student took the standard \(STR\) format of the assessment with both 504 plan accommodations and IEP accommodations](#)
- [Y6 Student took the standard \(STR\) format of the assessment with both IEP accommodations and EL accommodations other than the use of a dictionary and/or extended time](#)
- [Y7 Student took the standard \(STR\) format of the assessment with 504 plan accommodations, IEP accommodations, and EL accommodations other than the use of a dictionary and/or extended time](#)

Reporting Instructions. The following table summarizes the possible Type of Accommodation values for each Assessment Type.

Table 9. Type of Accommodation options valid for each Assessment Type.

Assessment	Valid Type of Accommodation
ACT – ACT	**
Advanced Placement – AP	**
Alternate Assessments	
3-8 Alt Assess – GA	NO
High School Alt – GX	NO
COS – GM	**
CTE Tech Assess – GY	**
ELA – GB	**, NO, Y3
End of Course – GE	Any
Industry Cred – GW	**
International Bac – IB	**
KRA – GO	**, NO, Y3
OELPA – GF	**, NO, Y1, Y2, Y5
Ohio’s Tests – GN	Any
Reading Diagnostic – RD	**
SAT – SA	**
Star – GD	Any
Tier 1 Screener – DS	Any
WorkKeys – WK	**

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Assessment (FA) Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID	FA050
Assessment Type Code	FA060
Test Grade Level	FA200
Assessment Area Code	FA205
Test Date	FA210
Test Day of the Month	FA212

2.8 STUDENT ASSESSMENT (FA) RECORD FILE LAYOUT

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
FA010	9-10	Sort Type	PIC X(2)
		Always "FA"	
	11	Filler	PIC X
FA020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FA030	16	Data Sets	PIC X
		A – Assessment G – Graduation	
FA040	17-22	District IRN	PIC X(6)
FA050	23-31	EMIS Student ID Number	PIC X(9)
FA060	32-33	Assessment Type Code	PIC X(2)
FA200	34-35	Test Grade Level	PIC X(2)
FA205	36-39	Assessment Area Code	PIC X(4)
FA210	40-45	Test Date (CCYMM)	PIC X(6)
FA212	46-47	Test Day of the Month	PIC X(2)
FA215	48-50	Required Test Type	PIC X(3)
FA220	51-52	Grade Level of Student at time of test	PIC X(2)
FA225	53-54	Type of Accommodation	PIC X(2)
FA235	55	Score Not Reported	PIC X
FA240	56-58	Score	PIC X(3)