# IDEA Assessment Participation and Performance (Indicator 3) Technical Documentation

## Version 1.0

## December 2025

Ohio Department of Education & Workforce

# Revision History

The revision history section provides a means for readers to easily navigate to the places where updates occurred from prior years. RED underlined text indicates significant changes and updates for additions and ~~RED text with strikethroughs~~ indicates deletions. Minor changes—such as typos, formatting and grammar corrections—are not marked.

| Date | Profile Effective Date | Description |
|---|---|---|
| **03/23/2026** | 2025-2026 | Added Student Outcome Examples |
| **01/2026** | 2025-2026 | Release of Technical Document |

Ohio Revised Code and Ohio Administrative Code require districts to report data to EMIS and to verify and approve all EMIS data. Districts should review and verify data before the close of the different data collections. This verification should include all relevant reports, including those in the General Issues Reports.

**The Department uses the data for this indicator to evaluate valid and reliable data reporting**. The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before it is final. ***The local education agency (LEA) is responsible for data verification and validation. The SDC has now been expanded for districts and schools to review Special Education Indicator Data in addition to all relevant EMIS reports.*** The EMIS Validation and Report Explanations webpage lists current Level 1 and 2 report explanations as well as a list of General Issues Reports that should be used to validate data. Another resource to validate data for students who cross LEAs is the Ohio District Data Exchange (ODDEX).

# Secure Data Center Reports Breadcrumb Trails

The breadcrumb trails outlined in this section guide users through the SDC interface to locate specific reports related to Indicator measures. These navigation paths are essential for verifying student group performance and preparing accountability reviews. **At this time the report is unavailable but will be released in the future.**

- **Indicator 3**
  - Report Portal > Secure Data Center > Special Education Indicators > **Assessment Participation and Performance (Coming Soon)**

# TABLE OF CONTENTS

**IDEA ASSESSMENT PARTICIPATION AND PERFORMANCE (INDICATOR 3) TECHNICAL DOCUMENTATION..... 0**

*Revision History*.....*1*

*Secure Data Center Reports Breadcrumb Trails* ..... ***Error! Bookmark not defined.***

Indicator 3..... **Error! Bookmark not defined.**

*Introduction*.....*3*

Reports Utilizing Indicator 3 Data .....3

*Business Rules*.....*3*

Determining Students included in Denominator .....3

*Indicator 3a: Participation Rate*.....*4*

*Indicator 3b: Proficiency Rate on Standard Assessment* .....*6*

*Indicator 3c: Proficiency Rate on Alternate Assessments*.....*7*

*Indicator 3d: Proficiency Gap*.....*8*

*Student Outcome Examples (Indicator 3)* .....*9*

*Indicator 3 Met/Not Met Status* .....*11*

*Appendix A Inclusion Criteria*.....*14*

Indicator 3: Assessment of Participation and Performance .....14

# Introduction

Section 1416(a)(3) of the Individuals with Disabilities Education Act (IDEA) Section 1416 (a) (3) requires states to report on the participation and performance of students with disabilities in statewide assessments. In Ohio, this requirement is addressed through **Indicator 3**, a key component of the state's special education accountability system.

Indicator 3 measures the Participation and performance of children with IEPs on statewide assessments:

- Participation rate for children with IEPs.
- Proficiency rate for children with IEPs against grade level academic achievement standards.
- Proficiency rate for children with IEPs against alternate academic achievement standards.
- Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards.

This technical document provides a comprehensive overview of Indicator 3, including who is included in the calculation, how the indicator is calculated, the reports in which the data appears, and the data sources used by the Department, such as the Education Management Information System (EMIS). The goal is to clarify the processes for collecting, analyzing, and reporting data to ensure compliance with federal guidelines and support informed decision-making by stakeholders.

The IDEA Part B State Performance Plan (SPP) and Annual Performance Report (APR) defines the data sources and measurement criteria for all indicators. The Department calculates Indicator 3 using data submitted through EMIS.

### Reports Utilizing Indicator 3 Data

Indicator 3 data is featured in several key reports that support monitoring and accountability of special education services:

- **Special Education Profile**– Provides detailed district and community-school level data.
- **Annual Performance Report (APR)**– Submitted to the U.S. Department of Education.
- **Public Indicator Report**–Publicly posted to promote transparency.
- **Special Education Rating**– Evaluates the performance of Ohio's districts and schools.

Each of these reports plays a vital role in assessing and improving educational outcomes for students with disabilities in Ohio.

# Business Rules

### Determining Students included in Denominator

Indicator 3 includes students with disabilities based on where the student took the assessment.

This indicator uses data from the EdFacts files , the student population included in the calculation comprises:

- **All students with an active Individualized Education Program (IEP)**, ages **6 through 21**, were enrolled in the state's public school system during the **statewide assessment window**.
- Students who participated in:
    - The **general statewide assessment**, with or without accommodations.
    - The **alternate assessment aligned with alternate academic achievement standards (AA-AAAS)**, intended for students with the most significant cognitive disabilities.

Students are included regardless of the educational environment in which they receive services (e.g., regular classroom, separate school, homebound), provided they meet the enrollment and assessment participation criteria.

**Exclusion Criteria for Indicator 3 Calculations**

The following students are excluded from the Indicator 3 calculations:

- **Students without an active IEP** during the statewide assessment window (except 3d calculations for all students Proficiency Rate).
- Students who were **not enrolled in a tested grade level**.
- Students whose **assessment results were invalidated** due to administrative errors, testing irregularities, or other documented reasons.
- Students who **aged out, graduated with a regular diploma, or exited the school system** prior to the assessment window.

The following students are excluded from the **Indicator 3b, 3c, and 3d** calculations **only**:

- Students who were **absent during the entire testing window** and did not participate in either the general or alternate assessment.
- Students who **refused to participate** or whose parents opted them out of testing, where such opt-outs are permitted by state policy and are not counted as participants.

These exclusions ensure that the Indicator 3 data accurately reflect the participation and performance of students with IEPs who were expected to take part in statewide assessments under standard accountability conditions.

## Indicator 3a: Participation Rate

**Definition:** The percentage of students with IEPs who participated in statewide assessments in reading/language arts and mathematics.

**Calculation:** Divide the number of students with IEPs who participated in the assessment by the total number of students with IEPs enrolled during the testing window.

**Additional Details:**

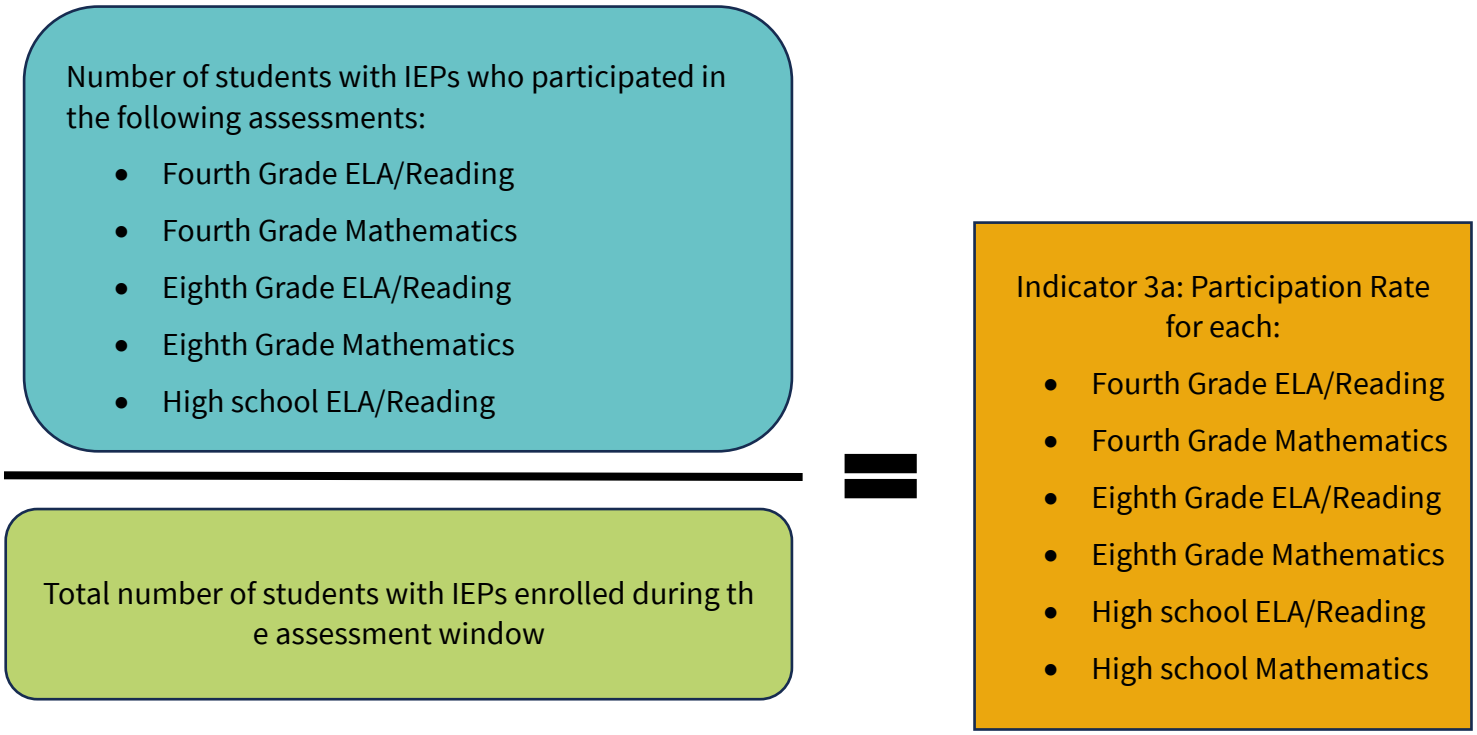
- **Code Section**: IDEA Section 1416 (a) (3)
- **Grade Levels**: Fourth, Eighth, and High School
- **Subject**: Reading/Language Arts and Mathematics

- **Assessments**: 4th English Language Arts and Mathematics, 8th English Language Arts and Mathematics, Algebra I, Geometry, Mathematics I, Mathematics II, English Language Arts II, 4th Grade AA Reading and Mathematics, 8th Grade AA Reading and Mathematics, High School AA Reading and Mathematics
- **Alternate Assessments Included**: Yes
- **Substitute Assessments Included**: No
- **Full Academic Year**: No
- **End of Course Retakes in the same school year:** Each subject's end-of-course (EOC) test counts only one time each school year and the highest score from all attempts is used for accountability purposes
- **N-Size / Cell Size**: None

The Indicator 3a calculation uses the numerator and denominator, as described above, to derive a participation percentage for each grade per subject:

- Fourth Grade English Language Arts
- Fourth Grade Mathematics
- Eighth Grade English Language Arts
- Eighth Grade Mathematics
- High School English Language Arts
- High School Mathematics

*Figure 2. Visual of Indicator 3a Calculation*



# Indicator 3b: Proficiency Rate on Standard Assessment

**Definition:** Measures the percentage of students with IEPs who achieved proficiency or higher on standard statewide assessments in reading/language arts and mathematics

**Calculation:** Divide the number of students with IEPs scoring proficient or above on standard assessment by the total number of students with IEPs who participated in the assessment.

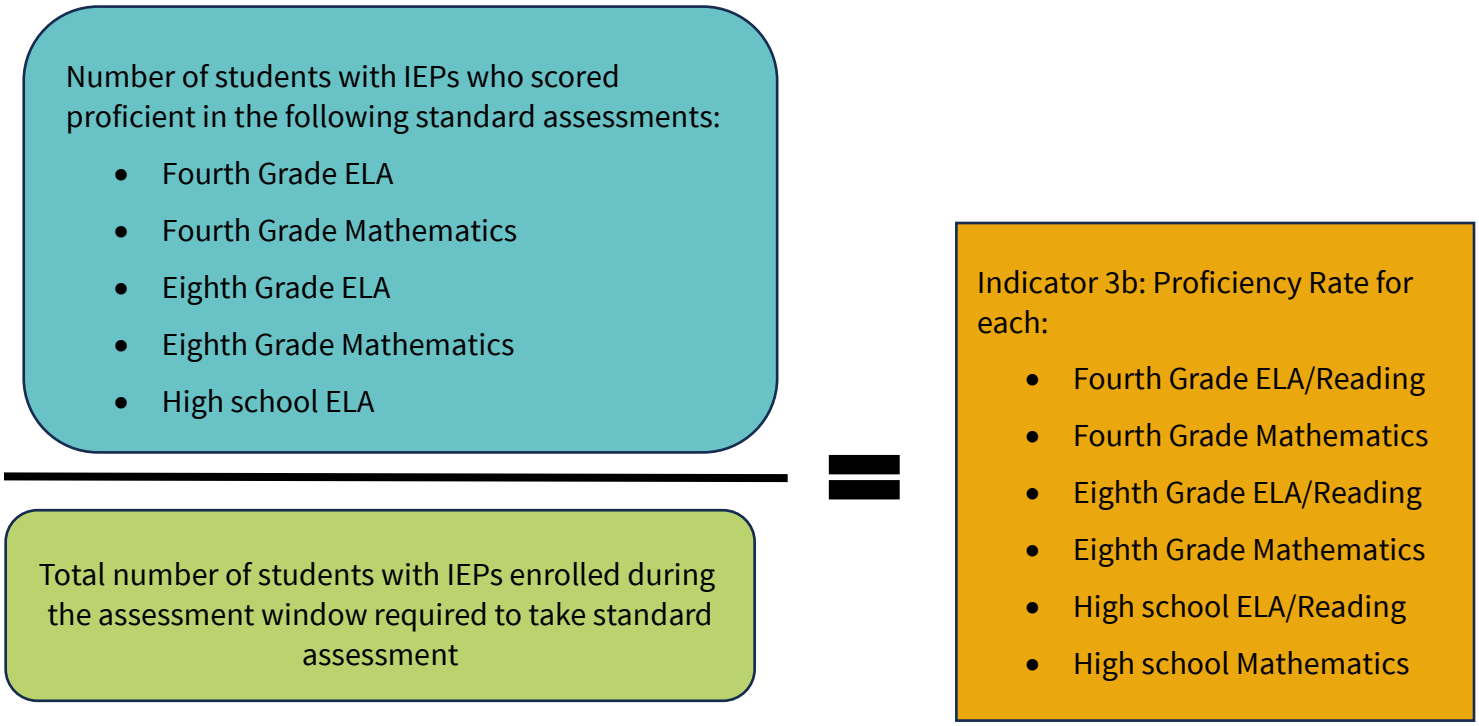
**Additional Details:**

- **Code Section**: IDEA Section 1416 (a) (3)
- **Grade Levels**: Fourth, Eighth, and High School
- **Subject**: Reading/Language Arts and Mathematics
- **Assessments**: 4th English Language Arts and Mathematics, 8th English Language Arts and Mathematics, Algebra I, Geometry, Mathematics I, Mathematics II, English Language Arts II
- **Alternate Assessments Included**: No
- **Substitute Assessments Included**: No
- **Full Academic Year**: No
- **End of Course Retakes in the same school year:** Each subject's end-of-course (EOC) test counts only one time each school year and the highest score from all attempts is used for accountability purposes
- **N-Size / Cell Size**: None

The Indicator 3b calculation uses the numerator and denominator, as described above, to derive a proficiency percentage for each grade per subject. Each indicator 3b represents the percentage of students who scored at or above the Proficient level out of the students who took each test:

- Fourth Grade English Language Arts
- Fourth Grade Mathematics
- Eighth Grade English Language Arts
- Eighth Grade Mathematics
- High School English Language Arts
- High School Mathematics

*Figure 3. Visual of Indicator 3b Calculation*




## Indicator 3c: Proficiency Rate on Alternate Assessments

**Definition:** Measures the percentage of students with IEPs who achieved proficiency or higher on alternate statewide assessments in reading/language arts and mathematics

**Calculation:** Divide the number of students with IEPs scoring proficient or above on alternate assessment by the total number of students with IEPs who participated in the assessment.

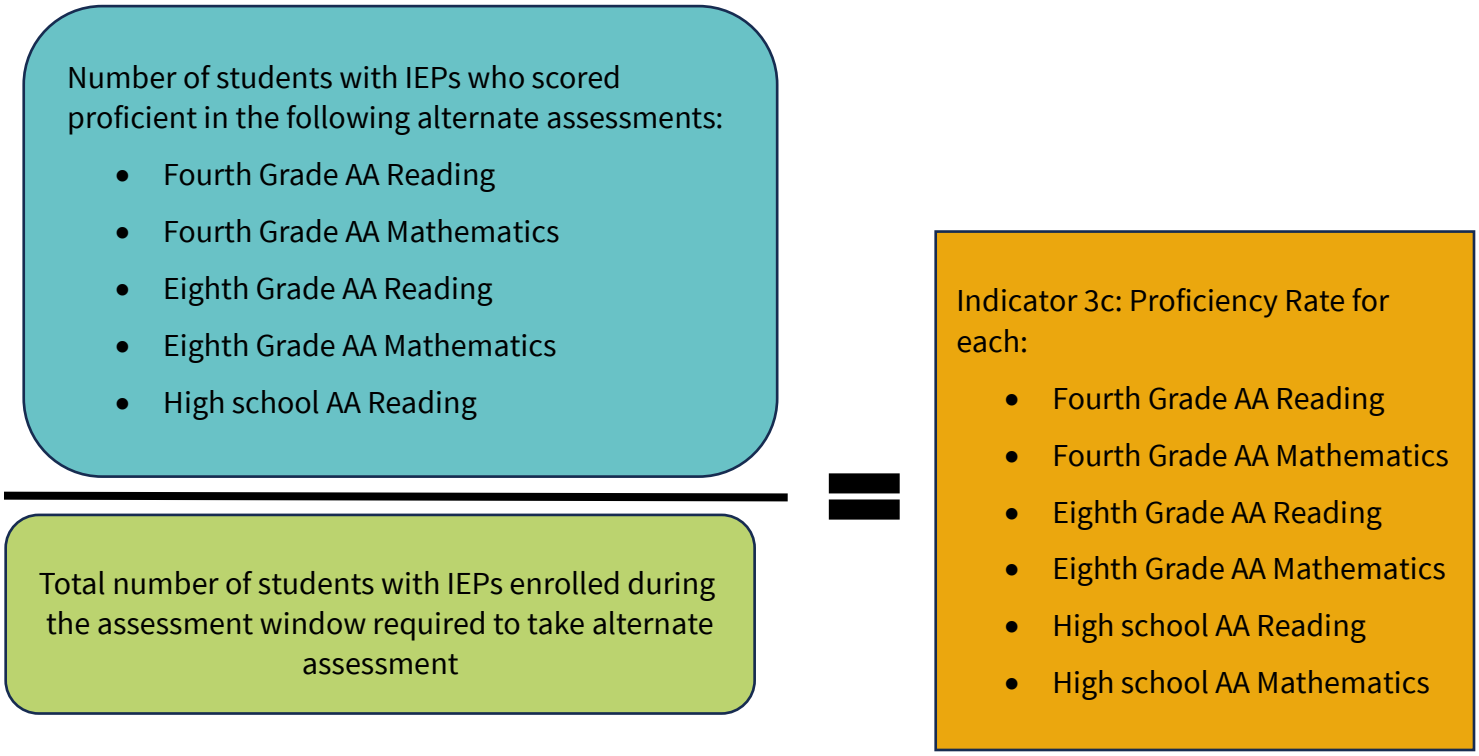
**Additional Details:**

- **Code Section**: IDEA Section 1416 (a) (3)
- **Grade Levels**: Fourth, Eighth, and High School
- **Subject**: Reading/Language Arts and Mathematics
- **Assessments**: 4th Grade AA Reading and Mathematics, 8th Grade AA Reading and Mathematics, High School AA Reading and Mathematics
- **Alternate Assessments Included**: Yes
- **Substitute Assessments Included**: No
- **Full Academic Year**: No
- **N-Size / Cell Size**: None

The Indicator 3c calculation uses the numerator and denominator, as described above, to derive a proficiency percentage for each grade per subject for those taking an alternate assessment. Each indicator 3c represents the percentage of students who scored at or above the Proficient level out of the students who took each test:

- Fourth Grade Alternate Assessment Reading
- Fourth Grade Alternate Assessment Mathematics
- Eighth Grade Alternate Assessment Reading
- Eighth Grade Alternate Assessment Mathematics
- High School Alternate Assessment Reading
- High School Alternate Assessment Mathematics

*Figure 3. Visual of Indicator 3c Calculation*




## Indicator 3d: Proficiency Gap

**Definition:** Measures the difference in proficiency rates between students with IEPs and all students.

**Calculation:** Subtract the Proficiency Rate of Students with IEPs percentage from the Proficiency Rate of All students percentage

**Additional Details:**

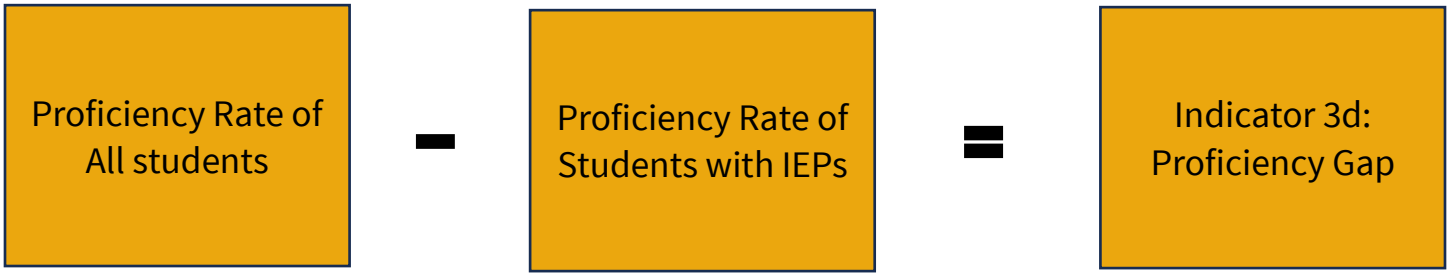
- **Code Section**: IDEA Section 1416 (a) (3)
- **Grade Levels**: Fourth, Eighth, and High School
- **Subject**: Reading/Language Arts and Mathematics
- **Assessments**: 4th English Language Arts and Mathematics, 8th English Language Arts and Mathematics, Algebra I, Geometry, Mathematics I, Mathematics II, English Language Arts II, 4th Grade AA Reading and Mathematics, 8th Grade AA Reading and Mathematics, High School AA Reading and Mathematics
- **Alternate Assessments Included**: Yes

- **Substitute Assessments Included**: No
- **Full Academic Year**: No
- **End of Course Retakes in the same school year:** Each subject's end-of-course (EOC) test counts only one time each school year and the highest score from all attempts is used for accountability purposes
- **N-Size / Cell Size**: None

The Indicator 3d calculation uses the numerator and denominator, as described above, to derive a participation percentage for each grade per subject:

- Fourth Grade English Language Arts/Reading
- Fourth Grade Mathematics
- Eighth Grade English Language Arts/Reading
- Eighth Grade Mathematics
- High School English Language Arts/Reading
- High School Mathematics

*Figure 4. Visual of Indicator 3d Calculation*




## Student Outcome Examples (Indicator 3)

The following examples illustrate how individual students may be included or excluded in Indicator 3 calculations based on grade level, assessment type, accommodations, reporting elements, and SNR-designated reasons. These examples may assist districts in understanding how student-level reporting affects both **participation** and **performance** calculations.

- Student A is a **4th-grade student** who was **enrolled during the state test window** and had an **active IEP**. The district reported **valid scores for both the grade 4 English language arts and mathematics assessments**. Student A is **fully included in both the participation and performance components of Indicator 3**.
- Student B is an **8th-grade student** who was **enrolled during the state test window** and had an **active IEP**. The student participated in the **mathematics assessment**, which was reported with a **valid score**. The **ELA assessment was invalidated** due to a testing irregularity and reported with an **SNR Reason of I**. For Indicator 3, Student B is **included in participation for both subjects**, but only **mathematics contributes to performance**, as the invalidated ELA test is excluded from the performance calculation.
- Student C is a **4th-grade student** with an **active IEP** who meets criteria for the **Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)**. The district reported **valid AASCD scores for both reading and mathematics**. Student C is therefore **included**

**in Indicator 3 participation and performance**, with results counted under the alternate assessment pathway.

- Student D is a **10th-grade student** with an **active IEP** who was **unable to complete the mathematics assessment due to a medical emergency**. The district reported the mathematics test with **SNR Reason A** and submitted a **medical waiver**, which was **approved**. The student completed the **ELA assessment with valid scores**. For Indicator 3, the approved medical waiver means the student is **excluded from mathematics participation and performance**, but **included for ELA participation and performance**.
- Student E is an **8th-grade student** who participated in state assessments but **did not have an active IEP**. Although the district reported **valid scores** for both ELA and mathematics, Student E is **not included in Indicator 3 calculations**, as the indicator applies only to students with disabilities.
- Student F is a **10th-grade student** with an **active IEP** whose assessment was reported with an **SNR Reason of A**, indicating a medical situation requiring a **medical waiver**. However, the district **did not submit a medical waiver for approval**. Because the SNR Reason A remains **unapproved**, the student is **included in both participation and performance calculations for Indicator 3**, and the result is counted as **non-participation/untested** per state rules.
- Student G is a **4th-grade student** with an **active IEP** who **transferred into the district after the final makeup testing session**. The prior district had **already administered all required state assessments before withdrawal**, and therefore reported all subjects. The receiving district appropriately reported **no assessments**. For Indicator 3, **the prior district is responsible for participation and performance reporting**, while the new district **does not include the student** in its Indicator 3 calculations.

*Table 1: Indicator 3 Student Outcome Examples*

| Student | Grade | Assessment Type | Participation Included? | Performance Included? | Indicator 3 measures Included | Reason / Notes |
|---|---|---|---|---|---|---|
| **Student A** | 4th | Standard Assessment | Yes: Reading & Math | Yes: Reading & Math | 3a, 3b, & 3d | Valid scores reported; no SNR or invalidation applies. |
| **Student B** | 8th | Standard Assessment | Yes: Reading & Math | Yes: Math only | 3a, 3b, & 3d | Reading test invalidated; counts for participation but excluded from performance for that subject. |
| **Student C** | 4th | Alternate Assessment (AASCD) | Yes: Reading & Math | Yes: Reading & Math | 3a, 3c, & 3d | Student meets AASCD criteria; valid alternate scores included in all calculations. |
| **Student D** | HS | Standard Assessment | Yes: Reading | Yes: Reading only | 3a, 3b, & 3d | Approved SNR reason for Math excludes participation and performance. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Student E** | 8th | Standard Assessment | No | No | 3d | Students that do not have an active IEP are not included in any calculations except for All Students Proficiency Rate |
| **Student F** | HS | Standard Assessment | Yes: Reading & Math | No | 3a | Student SNR reason removes from performance, but participation is still included. |
| **Student G** | 4th | Alternate Assessment (AASCD) | No | No | None | Students not enrolled during the district's testing window; excluded from all calculations. |

## Indicator 3 Met/Not Met Status

States have a responsibility under federal law to establish a system of general supervision to monitor the implementation of IDEA of 2004 by educational agencies. The **Phase 1 release** of the **Special Education Profile** includes data for Indicator 3. Indicator 3 is part of the indicators **reviewed** in the Compliance and Performance Indicator Reviews.

The Department determines whether an agency '**Met'** or did not meet ('**Not Met**') the target for Indicator 3 based on actual performance compared to the target. The targets must be:

- Rigorous, yet attainable,
- Developed with broad stakeholder input, and
- Show improvement over the state's baseline by the final year.

For more information, visit Ohio's Annual Performance Report webpage.

*Table 2: Indicator 3 Target Fourth Reading/ELA*

| Profile Year | Data Year* | 3a Target | 3b Target | 3c Target | 3d Target |
|---|---|---|---|---|---|
| 2024–2025 | 2023-2024 | ≥ 95.00% | ≥ 27.86% | ≥ 54.75% | ≥ 31.24% |
| 2025–2026 | 2024–2025 | ≥ 95.00% | ≥ 31.86% | ≥ 55.72% | ≥ 30.24% |
| 2026–2027 | 2025–2026 | ≥ 95.00% | ≥ 36.86% | ≥ 56.72% | ≥ 29.24% |

*Note: "Data Year" refers to the school year from which data is used to calculate performance for the corresponding Profile year.*

*Table 3: Indicator 3 Target Fourth Mathematics*

| Profile Year | Data Year* | 3a Target | 3b Target | 3c Target | 3d Target |
|---|---|---|---|---|---|
| 2024–2025 | 2023-2024 | ≥ 95.00% | ≥ 32.83% | ≥ 33.60% | ≥ 30.01% |
| 2025–2026 | 2024–2025 | ≥ 95.00% | ≥ 36.83% | ≥ 34.60% | ≥ 29.01% |
| 2026–2027 | 2025–2026 | ≥ 95.00% | ≥ 41.83% | ≥ 35.60% | ≥ 28.01% |

*Note: "Data Year" refers to the school year from which data is used to calculate performance for the corresponding Profile year.*

*Table 4: Indicator 3 Target Eighth Reading/ELA*

| Profile Year | Data Year* | 3a Target | 3b Target | 3c Target | 3d Target |
|---|---|---|---|---|---|
| 2024–2025 | 2023-2024 | ≥ 95.00% | ≥ 16.97% | ≥ 45.44% | ≥ 38.87% |
| 2025–2026 | 2024–2025 | ≥ 95.00% | ≥ 20.97% | ≥ 46.44% | ≥ 37.87% |
| 2026–2027 | 2025–2026 | ≥ 95.00% | ≥ 25.97% | ≥ 47.44% | ≥ 36.87% |

*Note: "Data Year" refers to the school year from which data is used to calculate performance for the corresponding Profile year.*

*Table 5: Indicator 3 Target Eighth Mathematics*

| Profile Year | Data Year* | 3a Target | 3b Target | 3c Target | 3d Target |
|---|---|---|---|---|---|
| 2024–2025 | 2023-2024 | ≥ 95.00% | ≥ 19.94% | ≥ 38.67% | ≥ 36.28% |
| 2025–2026 | 2024–2025 | ≥ 95.00% | ≥ 23.94% | ≥ 39.67% | ≥ 35.28% |
| 2026–2027 | 2025–2026 | ≥ 95.00% | ≥ 28.94% | ≥ 40.67% | ≥ 34.28% |

*Note: "Data Year" refers to the school year from which data is used to calculate performance for the corresponding Profile year.*

*Table 6: Indicator 3 Target High School Reading/ELA*

| Profile Year | Data Year* | 3a Target | 3b Target | 3c Target | 3d Target |
|---|---|---|---|---|---|
| 2024–2025 | 2023-2024 | ≥ 95.00% | ≥ 23.84% | ≥ 48.61% | ≥ 41.65% |
| 2025–2026 | 2024–2025 | ≥ 95.00% | ≥ 27.84% | ≥ 49.61% | ≥ 40.65% |
| 2026–2027 | 2025–2026 | ≥ 95.00% | ≥ 32.84% | ≥ 50.61% | ≥ 39.65% |

*Note: "Data Year" refers to the school year from which data is used to calculate performance for the corresponding Profile year.*

*Table 7: Indicator 3 Target High School Mathematics*

| Profile Year | Data Year* | 3a Target | 3b Target | 3c Target | 3d Target |
|---|---|---|---|---|---|
| 2024–2025 | 2023-2024 | ≥ 95.00% | ≥ 12.77% | ≥ 50.39% | ≥ 28.91% |
| 2025–2026 | 2024–2025 | ≥ 95.00% | ≥ 16.77% | ≥ 51.39% | ≥ 27.91% |
| 2026–2027 | 2025–2026 | ≥ 95.00% | ≥ 21.77% | ≥ 52.39% | ≥ 26.91% |

*Note: "Data Year" refers to the school year from which data is used to calculate performance for the corresponding Profile year.*

# Appendix A Inclusion Criteria

Students are included in the **educating** district's data for the following Measures/Indicators:

## Indicator 3: Assessment of Participation and Performance

A student is counted in the calculation **if** they are reported in the Education Management Information System (EMIS) with the following criteria:

*Denominator Criteria (All Students with IEPs enrolled during testing windows)*

- **Effective Start Date Element (FS060)** and **Effective End Date Element (FS090)** = date in which the student is **enrolled during the assessment window** for respective assessments, AND
- **Date Type Element (GE100) = IIEP, RIEP, TIEP, or NIEP**, AND
- Indicating Current IEP with Either:
    - **Outcome Beginning Date (GE140)** falls between **July 1 and October 31** of the data year, OR
    - **Outcome End Date (GE150)** falls between **November 1 and June 30** of the data year, AND
- Enrolled Grade Level Either:
    - *Grade 4:* **State Equivalent Grade Level (FD090) = 04**, OR
    - *Grade 8***: State Equivalent Grade Level (FD090) = 08**, OR
    - *Grade HS***: State Equivalent Grade Level (FD090) = 09, 10, 11, 12, 13, or 23**, OR
- Required to Assess in Either:
    - *English Language Arts/Reading:*
        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GN** and **Assessment Area Code (FA205)** = **ELA and Score (FA240)** = **valid score**, OR
        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GA** and **Assessment Area Code (FA205)** = **R**, OR
        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **ELA2**, OR
        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GX** and **Assessment Area Code (FA205)** = **R**
    - *Mathematics:*
        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GN** and **Assessment Area Code (FA205)** = **M and Score (FA240)** = **valid score**, OR
        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GA** and **Assessment Area Code (FA205)** = **M**, OR

        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **ALG1, GEOM, MTH1, or MTH2**, OR
        - **Assessment Test Date (FA210)** = falls between **July 1 and June 30** of the school year and **Assessment Type Code (FA060)** = **GX** and **Assessment Area Code (FA205)** = **M**
- Either:
    - *3a: Participation Rate:*
        - **Required Test Type (FA215) = ALT,** AND
        - **Required Test Type (FA215) = STR**
    - *3b: Proficiency Rate:*
        - **Required Test Type (FA215) = STR**
    - *3c: Proficiency Rate:*
        - **Required Test Type (FA215) = ALT**
    - *3d: Proficiency Gap:*
        - **Required Test Type (FA215) = ALT**, OR
        - **Required Test Type (FA215) = STR**

*Numerator Criteria*

### *3a: Participation Rate Grade 4, 8, or HS Subject: Reading/Language Arts or Mathematics*

A student is included in the numerator if:

- **Score (FA240)** = **valid score**

### *3b: Proficiency Grade 4 English Language Arts Standard*

- **Assessment Type Code (FA060) = GN** and **Score (FA240) = XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Score (FA240)** = **XXX**

### *3b: Proficiency Grade 4 Mathematics Standard*

- **Assessment Type Code (FA060) = GN** and **Score (FA240) = XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Score (FA240)** = **XXX**

### *3b: Proficiency Grade 8 English Language Arts Standard*

- **Assessment Type Code (FA060) = GN** and **Score (FA240) = XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Score (FA240)** = **XXX**

### *3b: Proficiency Grade 8 Math Standard*

- **Assessment Type Code (FA060) = GN** and **Score (FA240) = XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **ALG1,** and **Score (FA240)** = **XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **GEOM** and **Score (FA240)** = **XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **MTH1** and **Score (FA240)** = **XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **MTH2** and **Score (FA240)** = **XXX**

### *3b: Proficiency Grade HS English Language Arts Standard*

- **Assessment Type Code (FA060)** = **GE** and **Score (FA240)** = **XXX**

### *3b: Proficiency Grade HS Math Standard*

- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **ALG1,** and **Score (FA240)** = **XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **GEOM** and **Score (FA240)** = **XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **MTH1** and **Score (FA240)** = **XXX**, OR
- **Assessment Type Code (FA060)** = **GE** and **Assessment Area Code (FA205)** = **MTH2** and **Score (FA240)** = **XXX**

### *3c: Proficiency Grade 4 English Language Arts Alternate*

- **Score (FA240) = XXX**

### *3c: Proficiency Grade 4 Mathematics Alternate*

- **Score (FA240) = XXX**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### *3c: Proficiency Grade 8 English Language Arts Alternate*

- **Score (FA240) = XXX**

### *3c: Proficiency Grade 8 Math Alternate*

- **Score (FA240) = XXX**

### *3c: Proficiency Grade HS English Language Arts Alternate*

- **Score (FA240) = XXX**

### *3c: Proficiency Grade HS Math Alternate*

- **Score (FA240) = XXX**