

# Ohio Statewide Testing Program Rules Book

Ohio Department of Education  
Office of Assessment

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## Table of Contents

Rules Book Purpose.....	3
State and Federal Accountability and Legislation .....	3
New For 2006-2007 .....	5
General Assessment Questions .....	6
Administration of all Statewide Tests.....	9
Scoring and Reporting of Statewide Tests .....	12
Establishing Provisions for Waivers .....	14
Test Security Provisions .....	15
Statewide Tests as Public Records .....	16
Required Policies/Procedures .....	17
Participation of Students with Disabilities .....	18
Accommodations .....	19
Alternate Assessments of Students with Disabilities (AASWD) .....	20
Assessment of Limited English Proficient (LEP) Students .....	24
Achievement Tests .....	26
Ohio Graduation Tests (OGT) .....	31
Diagnostic Assessments .....	34
Ohio Ninth-Grade Proficiency Tests .....	36
Appendices	
Appendix A: Overview of Item Types for the Assessments Administered During the 2006-2007 School Year .....	39
Appendix B: Appeal for an Oral Administration of the Ohio Ninth-Grade Proficiency Test .....	41
Appendix C: Testing Schedule.....	44
Appendix D: Achievement Standards Scores Established by the State Board of Education .....	46
Appendix E: Time Table for Statewide Testing Graduation Requirements .....	47
Appendix F: OAC Rule 3301-7-01 Standards for the Ethical Use of Tests .....	48
Appendix G: Criteria for Earning a Diploma with Honors: Class of 2002 and Beyond .....	51
Appendix H: Guidelines for Identifying, Assessing, Serving, and Reporting Limited English Proficiency (LEP) Students: School Year 2006-2007 .....	52

Appendix I:	Accommodations for Limited English Proficient Students’ Participation in State Assessments: School Year 2006 – 2007 .....	55
Appendix J:	Statewide Assessments Accommodations for Students with Disabilities ... ..	59
Appendix K:	Guidelines for Scribing .....	64
Appendix L:	Statutory/Regulatory History of Statewide Testing .....	65
Appendix M:	Students with Disabilities in Adult High School Programs .....	66
Appendix N:	Students with Disabilities in Chartered Non-public Schools .....	67
Appendix O:	Alternative Conditions for Eligibility for Diploma Where Person Passes all but One Graduation Test .....	68
Appendix P:	Assessment Legal Citations: Revised Code and Ohio Administrative Code .....	69
Appendix Q:	Implementation Schedule of Ohio Statewide Assessments .....	73

## RULES BOOK PURPOSE

Substitute House Bill 231, passed in July 1987, provided for the establishment of a statewide high school proficiency testing program for Ohio high school students. Since that time, additional legislation has been enacted to modify and expand the testing program. Some aspects of the program are similar at all grade levels while others are unique. The purposes of this rules book are twofold:

- to provide a reference for school officials responsible for statewide testing in a district or building, and
- to provide a general overview of Ohio’s statewide testing program and to share specific information pertaining to the testing at each grade level.

This book is divided into sections of information presented in a question and answer format. Questions are numbered sequentially, and numbers are not repeated. At the end of this rules book are the appendices and an index to direct you to the appropriate question number or appendix for your topic of interest.

### STATE AND FEDERAL LEGISLATION AND ACCOUNTABILITY SYSTEM

#### 1. What assessments are required by state and federal laws?

The federal *No Child Left Behind (NCLB)* Act requires all states receiving Title I money to administer annual assessments in reading and mathematics in grades 3 - 8 and once in grades 10 - 12. These assessments must be aligned with the state’s challenging academic content standards.

Beginning in the 2007-2008 school year, states must additionally administer science assessments (also aligned with academic content standards) at least once in grades 3 - 5, grades 6 - 9, and grades 10 - 12.

States must also ensure that districts annually administer tests of English proficiency that measure the acquisition of listening, speaking, reading, and writing skills in English to all limited English proficient (LEP) students.

*NCLB* also requires states to participate in biennial National Assessment of Educational Progress (NAEP) assessments in reading and mathematics for fourth and eighth graders. Any school in a district that receives Title I money must participate if selected. In addition, Ohio House Bill 66 requires participation of Ohio schools in any NAEP administration for which they are selected.

#### 2. What assessments will be included in Ohio’s accountability plan?

The chart below shows the components (including assessments) that are used in Ohio’s accountability plan.

2006-07 Accountability Components	Measures Applied	District and School Standard
<b>Performance Indicators</b>	Achievement Tests: Grade 3 reading & mathematics Grade 4 reading, mathematics, & writing Grade 5 reading, mathematics, science & social studies Grade 6 reading & mathematics Grade 7 reading, mathematics, & writing Grade 8 reading, mathematics, science & social studies Grade 10 (OGT) reading, mathematics, writing, science & social studies	Thirty total indicators for each district; the number varies for each school depending on the grade spans.  Standard to meet each designation (districts) <i>Excellent</i> – 29 or 30 <i>Effective</i> – 23 to 28 <i>Continuous Improvement</i> – 15 to 22 <i>Academic Watch</i> – 10 to 14

	Grade 11 (OGT) reading, mathematics, writing, science & social studies Attendance Rate Graduation Rate	<i>Academic Emergency</i> – 0 to 9
<b>Performance Index</b>	Achievement Tests: Grade 3 reading & mathematics Grade 4 reading, mathematics, & writing Grade 5 reading, mathematics, science & social studies Grade 6 reading & mathematics Grade 7 reading, mathematics, & writing Grade 8 reading, mathematics, science & social studies Grade 10 (OGT) reading, mathematics, writing, science & social studies	Twenty-three assessments create the performance index score for each district.  The number of assessments varies for each school depending on the grade spans.
<b>Adequate Yearly Progress (AYP)</b>	Achievement Tests: Grade 3 reading & mathematics Grade 4 reading & mathematics Grade 5 reading & mathematics Grade 6 reading & mathematics Grade 7 reading & mathematics Grade 8 reading & mathematics Grade 10 (OGT) reading & mathematics Attendance Rate Graduation Rate	Six overall district Adequate Yearly Progress (AYP) components. <ul style="list-style-type: none"> <li>▪ Reading Achievement</li> <li>▪ Reading Participation Rate</li> <li>▪ Mathematics Achievement</li> <li>▪ Mathematics Participation Rate</li> <li>▪ Attendance Rate</li> <li>▪ Graduation Rate</li> </ul> Total number of AYP indicators varies for each school and district based on the number of student subgroups that meet minimum size requirements.

The state standard is at least 75% proficient rate for all assessments. For the OGT, the standard is at least 85% cumulative proficient rate by the end of grade 11.

**3. What is the 95% test participation requirement in NCLB?**

Schools are required by *NCLB* to test a minimum of 95% of the student population at each tested grade. For example, at least 95% of all third-graders must participate in the Grade 3 Reading Achievement Test either through the regular assessment or the alternate assessment. However, ALL students are required by state law to be tested.

**4. Must 95% of all subgroup populations be tested under NCLB?**

Yes, schools must test at least 95% of all subgroup. However, ALL students are required by state law to be tested.

**5. What if a district does not test 95% of the students?**

A school cannot make AYP if it does not test at least 95% of its students, including any of the subgroup populations. Under state law, a district’s funds may be cut for not testing all students, as well.

**6. Which students are included for district/school accountability purposes?**

*NCLB* requires all students in attendance for one year to be included for school and district accountability purposes. The EMIS Manual now states this rule as follows:

A student continuously enrolled in a single building from the end of October Count Week through the spring test administration of the current school year is reported with the IRN of that building. However, a student continuously enrolled in the district from the end of October Count Week through the spring test administration, but enrolled in multiple buildings within the district during that time frame, is reported with the IRN of the district.

“Continuously enrolled” means that the student did not withdraw from the district after October Count Week and re-enroll in the same district prior to May 10 for grades 3 – 8 and March 19 for all other grades. [Source: EMIS Manual 2007]

**7. Does the term “120 days” apply for accountability purposes?**

For accountability purposes, the term “120 days” is no longer used. Please refer to question #6 above.

**8. What is the vertical linking process now a part of Ohio’s achievement tests?** In the next few years, Ohio will be implementing a value-added or growth component to the accountability system. In order for the value-added or growth component to be calculated, vertical linking of the achievement tests may occur.

Vertical linking is a mathematical process by which test score results are joined across grades so that growth across grades can be measured. Ohio is using the same process that is used by testing companies for tests such as ITBS, SAT-9, and Terra Nova, to calculate grade equivalent scores and growth. Some achievement test forms have the same questions and passages appearing on adjacent grade levels. For example, some sixth-grade questions and passages appear on some of the fifth-grade tests and on some of the seventh-grade tests. Students’ responses to these questions are not included in their scores for grades five and seven but are included in the sixth-grade student scores. (There are no fourth-grade questions that appear on third-grade tests.)

This same process happens at each adjacent grade level on some of the test forms. Responses to these questions will not be part of the student scores at the adjacent grades, but the data from student responses at the adjacent grades will be used for the calculation of the growth between grades.

**NEW FOR 2006-2007**

**9. What new assessments will be added for the 2006-2007 school year?**

New assessments for this school year include the addition of science and social studies achievement tests at grades 5 and 8 and the writing achievement test at grade 7.

**10. What changes are there for the Ohio Ninth-Grade Proficiency Test?**

The Ohio Ninth-Grade Proficiency Test will now be given only to those students who entered ninth grade prior to July 1, 2003 and this test will continue to be administered through summer of 2008. See question #104 for an explanation of the impact of HB276 on students who are under the Ohio Ninth-Grade Proficiency Test graduation requirements.

**11. How does HB 66 impact assessment for 2006-2007?**

HB 66 greatly impacts the administration of the Ohio Achievement Tests (OAT) given in grades 3 – 8. The changes called for in HB 66 include:

- The spring administration of the grades 3 – 8 achievement tests will be moved to the week containing May 1 (which is April 30 – May 4, 2007).
- The achievement tests are required to be administered on consecutive days, and the tests must be ready to be picked up on Friday (May 4, 2007) of the first week of testing. The Friday pick-up is vital to test results being back to districts by June 15, the deadline specified in the bill.

See Appendix C for specific dates for 2006-07.

### **12. What requirements are there for the Statewide Student Identifier (SSID)?**

Beginning in the fall of 2006, use of the SSID is REQUIRED for all Ohio's statewide assessments. SSID is an optional field for non-public and diocese schools with the exception of students enrolled in the EdChoice program. If the SSID is missing from any **public** school Pre-ID file, the district or ITC will be notified to make corrections. Pre-ID labels will not be provided for students missing the SSID. For schools that do not use Pre-ID labels, or when labels are not available for students being tested, the Test Administrator must grid the SSID on the demographic page of the answer document. Due to the confidentiality of the SSID, districts should have policies and procedures in place for schools to obtain the SSID, if needed, to complete the demographic page. Comprehensive information about the SSID may be found online by accessing the ODE Web site at: <http://www.ode.state.oh.us> (keyword search "SSID").

### **13. What testing requirements are there for chartered nonpublic schools that enroll students under the Ohio EdChoice Program?**

Chartered nonpublic schools are required to administer state achievement tests in grades 3 – 8 to all students enrolled under the EdChoice Scholarship program. See question #20 for general information regarding chartered nonpublic participation in the OAT.

### **14. How has pick-up of scoreable materials been changed for 2006-2007?**

At the recommendation of the Testing Steering Committee, ODE will be using a centralized pick-up of all scoreable test materials for both the OAT and the OGT. The decision about the pick-up location is left up to the district and it may be the central office or a school building. Specific instructions are provided to districts by the scoring contractors. Districts may have different pick-up points for both the OAT and the OGT.

## **GENERAL ASSESSMENT QUESTIONS**

### **15. What constitutes Ohio's statewide testing program?**

The following state tests, listed by grade, will be part of Ohio's required statewide testing for 2006-2007:

- Grade 3 – reading and mathematics achievement tests
- Grade 4 – reading, mathematics, and writing achievement tests
- Grade 5 – reading, mathematics, science and social studies achievement tests
- Grade 6 – reading and mathematics achievement tests
- Grade 7 – reading, mathematics, and writing achievement tests
- Grade 8 – reading, mathematics, science and social studies achievement tests
- Grade 10 – OGT in reading, mathematics, writing, science, and social studies
- Grade 11 – OGT for those students still needing to pass specific tests
- Grade 12 – OGT for those students still needing to pass specific tests
- Alternate Assessments for Students with Significant Disabilities for each of the grade levels and contents areas

See Appendix C for achievement testing dates.

In addition, in Kindergarten, all students must be assessed using the Kindergarten Readiness Assessment-Literacy (KRA-L).

Diagnostic assessments will be administered in the following grades:

- Grades K-2 – reading, writing, and mathematics diagnostic assessments (not all kindergarten students may need to complete the diagnostic assessments, see question #114 for complete requirements).
- Grade 3 – writing diagnostic assessment

All limited English proficient children (LEP) in grades K-12 must be administered an annual assessment of English language proficiency, the Ohio Test of English Language Acquisition (OTELA).

**16. Who is required to participate in Ohio’s statewide testing program?**

Public school districts and community schools are required by law to administer all the statewide tests to all students enrolled in each designated grade. Students having an Individualized Education Plan (IEP) or a 504 Plan must take the regular statewide tests with or without allowable accommodations. Students with the most severe cognitive disabilities may participate in an alternate assessment if specified in their IEPs.

Community schools are part of Ohio’s public school system; therefore, students in community schools in a grade in which statewide tests are mandated are required to take all statewide tests at that grade level.

Students enrolled in a chartered nonpublic school under the EdChoice program are required to participate in all statewide assessments. See question #20 for information about the testing participation requirements for other students in chartered nonpublic schools.

Schools must account for and report any student who was required to take statewide tests but who did not. See question #43 for more information about how student scores are reflected in the Education Management Information System (EMIS) and question #44 regarding waiver requests under Ohio Administrative Code Rule 3301-13-04.

**17. Must a home-education (home-schooled) student take the statewide tests?**

A home-education 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-education student is not part of a school’s full-time enrollment, he/she is not required to take statewide tests. Although not required to do so, the district and the home education provider may agree to allow a home-education student take the tests under the same rules and procedures as an enrolled student.

**18. If a home-education student is enrolled in a public school as a less-than-full-time student in a grade in which statewide testing is required, is that home-education student required to take the statewide tests?**

If a home-education student is enrolled in a public school in a course (e.g., language arts, mathematics, social studies, or science) in which there is a statewide test at that grade, the student is required to take that test. If the home-education student is enrolled only in a course in which there is no statewide test (e.g., art), the student would **not** be required to take any statewide tests but may do so if the district permits.

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

**19. Must a student receiving home instruction take the statewide tests?**

Home instruction refers to a student who is enrolled in a public school district but who is temporarily receiving instructional services at home. Any student receiving home instruction is required to take the tests regardless of the fact that the instruction is in the home. Administration of tests to home instruction students must follow the same rules and procedures as take place in the district, although the setting would not have to be in the school. The test may be administered in a student’s home, provided it is administered by a certificated staff person and all security procedures are followed.

**20. Are students in chartered nonpublic schools required to take statewide tests?**

Every student enrolled in a chartered nonpublic high school must take and pass the required graduation tests in order to receive a diploma. During the 2006-2007 school year, chartered nonpublic schools with students in grades 10 through 12 are required to administer the Ohio Graduation Test (OGT).

While chartered nonpublic schools are required to administer the OGT and the OAT to students enrolled in the EdChoice program, they may choose to participate in the other grade level statewide tests, provided they follow the same rules as public schools. Chartered nonpublic schools must submit an Intent to Participate form to the Ohio Department of Education (ODE) prior to August 1 (date set in Ohio Revised Code) of the school year in which the tests will be administered. The Intent to Participate forms are sent to all chartered nonpublic schools in May.

Chartered nonpublic schools are REQUIRED to administer state achievement tests to students enrolled under the EdChoice Scholarship program.

**21. How are statewide tests developed?**

All test questions and related materials are written or selected according to specifications approved by committees of Ohio parents, community members, classroom teachers and other school personnel. Questions are then field tested in Ohio schools. Ohio educators, serving as subject matter specialists on a content committee for each test area at each grade level tested, examine all questions prior to field testing. In addition, a fairness and sensitivity 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 with another.

The grade-level content committees and the fairness and sensitivity committees recommend those questions that should be retained in the question bank for use on test forms and those that should be discarded. Only reviewed, field-tested, and approved questions are used for scoring on any of the statewide tests or the practice tests.

**22. What statewide test information must be contained in a student’s record?**

The following chart shows what statewide test information must be documented in either the student record or the transcript for each test that is part of the statewide assessment system in accordance with OAC Rule 3301-13-01(G).

Requirement	Student Record	Transcript
Student Data Verification Code (SSID)	X	
Tests Required or Not Required	X	
Tests Taken or Not Taken (each administration period)	X	
Test Score Received	X	
Attainment of Designated Level of Performance	X	
Graduation Tests Not Yet Passed	X	
Grade 3 Reading Test – Higher Grade 3 Reading Score	X	
Tests Required for Graduation – Date Each Test Passed		X

**23. What responsibilities does a school/district have in transferring a student’s record (including statewide test information) to another school/district?**

When a student who has taken any Ohio statewide tests in one school leaves that school to enroll in another school in the same or different school district, the school last attended shall provide, immediately upon request by a school official at the new school, all applicable student test records. These records may NOT be withheld for any reason.

**24. What are the differences among 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 those 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 until materials are returned to the scoring contractor.

*Field tests* are administered to a representative sample of Ohio students to gather information about the appropriateness of 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, ODE typically includes 5 or 6 additional trial questions within each operational test. Performance on field test questions is not included in determining a student’s achievement level. Field test questions are secure, just as the operational tests are secure, and are not included in the release of questions to the public.

A *practice test* is produced and distributed by the Department to schools, students, and parents prior to the first administration of an operational test form at a given grade level. The practice test provides an opportunity for students, teachers, and parents to understand the types of questions that might be included on an operational test. Questions on the practice tests have successfully completed the process described in question #21. Currently, the Department prints copies of the practice test at each grade level and sends to building principals enough copies of practice tests so that each student has a copy. Practice tests for each grade level assessment are also available on the ODE Web site at: [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “practice tests”). Practice tests are not secure and may be photocopied for local use. Large-print and Braille versions of the practice tests are also available upon request. Districts can order these versions using the enrollment forms sent out by the scoring contractor. See question #97 for information on the practice tests for the OAT and questions # 108-109 for information on the practice tests for the OGT.

A *released test* (or partially released test) is any operational test or test questions that the Department releases as a public record following the school year in which it was administered. All tests will be released each year on July 1.

For the OAT, full or partial release is determined by the number of times the assessment has been given. The first time an assessment is given, the full test will be released. For all subsequent administrations, up to 40% of the test questions will be released. To see which tests were released this past July, go to ODE’s website at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “achievement released tests”).

For the OGT, the spring base test (operational test form excluding field test questions) will be released. The fall and summer tests are not released. OGT released tests can be found at the ODE website at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “OGT released tests”).

Each released test includes an answer key for the scoring of multiple-choice items and scoring rubrics for the scoring of open-ended items. After the July release, the released tests or test questions are no longer secure.

**ADMINISTRATION OF ALL STATEWIDE TESTS**

**25. What are the dates for the administration of statewide achievement tests and the OGT for the 2006-2007 school year?**

See Appendix C for the 2006-2007 testing schedule.

**26. What is the administration sequence for statewide tests?**

- Ohio Ninth-Grade Proficiency Test – For schools administering the Ohio Ninth-Grade Proficiency Test to proficiency-only students, there is no longer a required sequence for administration. While schools may administer multiple tests on a single day, students needing to take more than one test may still take only ONE test per day.
- Ohio Graduation Test – For the OGT, the required sequence for administration will be reading, mathematics, writing, science, and social studies. These tests will be administered one test per day during the regular test administration period. That is, reading will be administered on Monday, mathematics on Tuesday, writing on Wednesday, science on Thursday, and social studies on Friday. Please see questions #30 - 31 for guidance in the event that a school experiences an emergency interruption of the school schedule during this week of regular testing. During make up testing, schools may administer the tests in any sequence or administer multiple tests on a single day so long as students take only one test per day.
- Grades 3 – 8 Achievement Tests – HB 66 requires the grades 3 – 8 achievements tests to be administered on consecutive days. Grades 3 and 6 will have two consecutive days of testing; grades 4 and 7 will have three consecutive days of testing; and grades 5 and 8 will have four consecutive days of testing. The sequence of subjects is as follows: reading, mathematics, writing, science, and social studies.

**27. What should a school do if the school calendar is in conflict with the established statewide testing dates?**

The schedule of test administration periods including make-up testing is set by the Ohio Administrative Code (OAC) adopted by the State Board of Education. Pursuant to OAC Rule 3301-13-02 (R), under certain circumstances, districts may be permitted to alter the schedule of test administration. If the district or school will not be in session for a part of the test administration period, the district must notify the Department in writing as soon as such a conflict is known to request a modified testing schedule. The Department will address the district's request.

**28. Who can administer the statewide tests?**

Schools are responsible for administering statewide tests. The statewide tests at each grade level are required to be administered by examiners who are licensed/certificated employees of the school district. For any group of more than thirty students, monitors will assist examiners so that the ratio of examiners/monitors to students is no greater than thirty students to one examiner/monitor in any room. Monitors, however, do not necessarily have to be licensed/certificated school personnel; responsible adult volunteers or temporary employees may be utilized if necessary. Even if fewer than thirty students will be tested in a room, a licensed/certificated school employee must serve as the examiner.

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

**29. How much time should be allowed to complete each test?**

Students have up to 2.5 hours to complete each test. Schools may decide to schedule a set amount of time (perhaps an hour or an hour and fifteen minutes) to administer the test to all students. At that time, students who are finished may be dismissed. However, any student who has not finished the test in this allotted time must be given additional time to complete the test, up to a total of 2.5 hours on that same day. See question #34 for suggestions on dismissing students who have completed the test.

**30. What procedures should be followed if a school is closed due to snow or some other emergency during regular test administration?**

OAC Rule 3301-13-02 (R) requires the school to submit written evidence of the interruption of the school schedule to the Department; the state superintendent may then approve a modified testing schedule. District test coordinators are instructed to FAX a letter of documentation to the Office of Assessment as soon as reasonably possible, and continue testing when school resumes. The Office of Assessment's fax number is 614-995-5568. Testing should follow the established sequence for grades 3-8, and should follow the established schedule for OGT. For example, if high school students are out of school on the first Tuesday of the testing window and miss the mathematics test, they will take the writing test as scheduled when they return on Wednesday, and will take the mathematics test on the first day of the makeup period. The school or district may also have to reschedule the pickup of answer documents.

**31. What should a test examiner do if a testing session is interrupted after students have begun working on the test?**

Procedures to follow in the event of an interruption depend on the nature of the interruption. For example, in the case of a fire alarm or bomb threat, the safety of students and test examiners is of utmost importance. Under no circumstances should students be permitted to leave the room with test booklets or answer documents. If possible, the test examiner should collect all test materials and keep them secure for the duration of the interruption. The test examiner should also note how much of the 2.5 hours has elapsed. The testing session should be resumed as soon as possible. Students should be allowed whatever time remains of the 2.5 hour testing session.

**32. What should a test examiner do if a student becomes ill or is otherwise unable to complete a test?**

The examiner should collect the student's test materials and note how much of the 2.5 hours has elapsed. The student should then complete the test during the make-up test administration period, if possible, using the remaining time not to exceed a total testing time of 2.5 hours. Students should be allowed to continue in the test booklet from where they left off but should not be allowed to go back to questions that had been completed prior to the interruption.

**33. What students may have additional test administration time?**

Three types of students may have more time per test area up to a maximum of one school day for each test:

- Students having an IEP may have additional test administration time if it is specified in writing as an accommodation in the IEP.
- Students having a 504 Plan may have additional test administration time if it is specified in writing as an accommodation in the 504 Plan.
- Students who are identified as limited English proficient (LEP) may have additional test administration time and may use English language and/or translation dictionaries.

Except for additional time and the use of dictionaries as accommodations for limited English proficient (LEP) students, all accommodations must be specified in an IEP or 504 Plan.

**34. What options are available for students who finish the tests early?**

It is likely that some students will complete the tests sooner than others. The options regarding how to deal with students who finish early fall into two broad categories: keeping students in the examination room until an established time or permitting students to leave the examination room on a periodic or continuing basis. Some options within each category are listed in this section. In deciding which option is preferable, consideration should be given to a number of factors, including maintaining test security, the size of the group tested, school policy or procedures regarding student movement in the building, the capability of monitoring student movement, and concern for the needs of individual students. While elementary and secondary schools may deal with this issue in different ways, all schools must maintain security procedures during the entire testing time.

If students are permitted to leave the testing room, there are at least two alternatives: periodic dismissal (e.g., after forty-five minutes or after one hour) and continuous dismissal (i.e., each student leaves after completing the test). However, it is important that the examiner ensure that test security is maintained (including the collection of all completed test materials) and minimize the distractions for students who have not completed the test. For either alternative, procedures (including test security measures) should be made clear to everyone prior to test administration, including where students are allowed to go (e.g., to the library or the cafeteria) when dismissed from the testing room.

Prior to testing, arrangements need to be made with the building coordinator for the immediate collection and secure storage of materials (completed and uncompleted answer booklets or tests) from every testing room after testing is completed. Provisions also need to be made for giving additional testing time (up to a maximum of 2.5 hours) to those few students who may not have completed the test during the allotted time or to students with extended time allowed as an accommodation.

### **35. What reference materials, resources or devices are students allowed to use during the test administration?**

During the administration of a test, students are not permitted to use reference materials, resources, or devices of any kind, other than pencils. There are seven exceptions to this rule for the 2006-2007 school year:

- use of an ODE-provided scientific calculator for the Ohio Graduation Tests in mathematics and science; and use of an ODE provided reference sheet for the Ohio Graduation Test in mathematics.
- use of an acceptable ruler on the Grade 3 Mathematics Achievement Test;
- use of an acceptable protractor on the Grade 5 Mathematics Achievement Test;
- use of an acceptable scientific calculator on the Grade 6 and 7 Mathematics Achievement Tests;
- use of an acceptable scientific calculator and use of an ODE provided reference sheet on the Grade 8 Mathematics Achievement Test;
- use of reference materials, resources, or devices by students whose IEP or 504 Plan specifies in writing such allowable accommodations; and
- use of a dictionary (translation and/or English language) by limited English proficient (LEP) students.

Policies regarding appropriate rulers for the grade three mathematics test can be found at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “ruler”).

Policies regarding appropriate calculators for grades six, seven, and eight mathematics tests can be found at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “calculator”).

Policies regarding appropriate protractors for grade five mathematics test can be found at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “protractor”).

Since students do all of their work in the test booklet and/or write or mark responses on a separate answer document, they do not need extra paper. Additional pages of student responses added to the answer document are NOT scored. Each examiner should have a supply of extra pencils available.

## **SCORING AND REPORTING OF STATEWIDE TESTS**

### **36. Who determines the range of score points for the different performance levels?**

The State Board of Education establishes various performance levels (e.g., proficient) for statewide tests. The Board reviews recommendations of Standard-Setting Committees (comprised of Ohio teachers at the appropriate grade levels and other stakeholder groups) and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians). See Appendix D for tables of the established performance levels and range of scores at all statewide tests and grade levels.

### **37. How are the tests scored?**

Through a competitive bidding process, the Department selects a national firm to serve as the scoring contractor.

After each test administration, answer documents or scannable test booklets are returned to the designated scoring contractor. Tests are scored and student results are reported with no direct cost to the schools or the students. Districts are responsible for keeping records of individual student performance from year to year.

For students using large-print or Braille versions of the tests or students whose IEP or 504 Plan calls for the use of a word processor, student answers must be transcribed into the scannable answer document. Transcription of a student's responses takes place locally. The school or district should designate a person to transcribe the student's responses into the appropriate scannable document. If this transcription does not occur, the student's responses will not be scored or included in the results reported to the district and eventually to EMIS. Pages attached to a student's answer document will not be scored.

### **38. When will districts receive their scores back from the scoring contractor?**

See Appendix C for the 2006-2007 testing schedule which includes when results of statewide tests are reported to the district.

### **39. What information is provided in the score reports?**

Score reports provided to each school indicate how students performed on all tests taken. Additional subscale information regarding academic content standards is also provided. This information describes each student's performance level in relation to the typical performance by students who score just at the proficient achievement level. Achievement levels are NOT established for each subscale. The indicators should be used only to show areas of relative strengths and weaknesses as compared to the typical minimally proficient student.

Interpretive guides are sent to districts with student score reports and help to clarify test results at each grade level. The guides for Ohio tests may also be found at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search "family report interpretive guide").

### **40. How are statewide test results used?**

The test scores that students obtain on statewide tests are used for a variety of purposes. Effective with the class of 2007, the results of the OGT will be used as a graduation requirement. For the Grade 3 Reading Achievement Test, districts will make a deliberate promotion/retention decision about those students who score in the limited score range. (See question #100 for more information about the third-grade reading guarantee.)

In the year following the school year in which tests are administered, districts must provide intervention services to all students who fail to demonstrate at least a score at the proficient level on any statewide test given in the spring of the prior year. For the Grade 3 Reading Achievement Test, districts are required to provide intervention during the summer following third grade.

Finally, the Department uses the results of statewide tests to evaluate school effectiveness and to report state accountability to the federal government. Local Report Cards produced annually by the Department use statewide test performance, as well as graduation and attendance rates, to determine whether a district or school is rated as excellent, effective, continuous improvement, academic watch, or academic emergency. The Local Report Cards are online at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search "local report cards").

### **41. What is the procedure to rescore or verify a student's score?**

Within a short time after the receipt of its students' scores, a school may request a score verification or a rescoring of a student's responses if the school believes an error has been made. A score verification would be requested if the student did not receive a score on a test that was taken and/or received a score on a test that was

not taken. A rescore request would be made if the school believes the student's score is not reflective of the student's abilities.

The superintendent or head administrator may submit the appropriate form requesting the verification or the rescore according to procedures established by the Office of Assessment. Information on requesting OGT and NGT verifications and rescore requests are contained online at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search "testing verification request"). Please note that for the OAT in grades 3-8, test verification and rescore requests will be made through the test vendor's secure website in 2006-07.

In accordance with OAC Rule 3301-13-06, school districts shall pay for any rescore request which does not result in a change in the student's original score. Cost of the rescore can be found on the rescore/verification form. Although districts will be required to submit a purchase order for the total number of rescoring requests, they will only be charged for those rescoring requests which do not result in a change in the student's score. If a student has placed responses in an incorrect section of the answer document, the district will be charged as if it is a rescore. The Department will contact the scoring contractor to complete the score verification and will notify the superintendent of the results. (Rescore requests are not available for the October Grade 3 Reading Achievement Test.).

#### **42. What happens if a student puts answers in the wrong section of the answer document?**

Score reports will reflect that the student took a test he/she did not take and did not take a test that he/she did take.

For the OGT and the Ohio Ninth-Grade Proficiency Tests, schools may request verification of the results and the answer document will be rescored, but districts must pay for the re-scoring.

For all other tests, districts may request a score verification, but if the student responded in the wrong section of the answer document, these tests will not be re-scored.

#### **43. How are student scores reflected in the Education Management Information System (EMIS)?**

Scores reported by the scoring contractor are entered into EMIS by districts (or their designees) most often by an electronic data file supplied by the scoring service provider to districts. For more information regarding EMIS, please refer to the following:

- Education Management Information System Guidelines available in the districts
- Internet site: <http://www.ode.state.oh.us> (key word search "EMIS")
- Phone: 614-466-7000

### **ESTABLISHING PROVISIONS FOR WAIVERS**

#### **44. What is a waiver and what is its purpose?**

Section 3317.03 of the Ohio Revised Code provides that a school district may not include in its average daily membership (ADM) for funding purposes any student who did not take all statewide tests as required during the previous school year, unless the student was granted a waiver for good cause by the state Superintendent of Public Instruction.

The waiver, if granted, provides the necessary accounting for funding purposes for the enrolled student who was not tested. In the case of the Grade 3 Reading Achievement Test, the waiver is requested for the student who has missed taking the test in **both** the October and March administration. Waiver requests must be submitted by June 30 each year through EMIS in accordance with EMIS reporting requirements. Districts should not submit hard copy student lists to the Department.

**45. How is a waiver different from an IEP exemption from the consequences of not passing the graduation test?**

After the tests are administered, the district superintendent may request a waiver for any student who did not take all required statewide tests or participate in the alternate assessments that year to allow funding for that student.

A school district may exempt a student with disabilities from meeting the proficient standard (e.g., “passing the test” – this is what is meant by being excused from the consequences) on one or more of the required OGT administered during any school year. Exempt students must take OGT under the exempt status at the given grade level or instead participate in the alternate assessments approved by the Department of Education. This “exemption from meeting the standard” is only allowed for students with disabilities.

“Student with disabilities” as used in this answer refers either to a student receiving special education services under Chapter 3323. of the Revised Code in accordance with an individualized education program (IEP) developed pursuant to section 3323.08 of the Revised Code or to a student who has been identified as having a disability based on an evaluation conducted in accordance with section 504 of the Rehabilitation Act of 1973.

**TEST SECURITY PROVISIONS**

**46. What security provisions are associated with statewide testing?**

Except for the practice test materials, the diagnostic assessments, and released tests, all statewide tests (including any and all material developed for use with any operational test) are secure while in the district. 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 test questions known to be on the statewide tests to students who will be taking the tests in any fashion whatsoever. The following are some actions that would be security breaches. This is not a complete list but serves only as examples. It is illegal to create “study guides” for students based upon questions known to be on state tests. In general, individuals monitoring a test do not need a copy of the test booklet; they are given specific administration instructions (accommodation situations may be an exception to this). Individuals monitoring a given test subject may not “look ahead” at other test subjects printed in a test booklet. No secure material from any operational test may be released to students, to the media or to the general public. It is unethical and illegal to alter student responses or to assist a student to cheat in any other way. Unauthorized persons may not be present during the statewide test administration.

**47. Who may see the operational tests during the administration period of the statewide tests?**

Tests will be serial numbered and wrapped in sealed packages. Only those people identified by the district as authorized should ever see the tests before, during, or after the administration of statewide tests. Those individuals may include test coordinators, test examiners, and monitors, as well as students taking the tests. Test coordinators, monitors, and examiners may not discuss test questions with anyone before, during, or after the testing period. Unauthorized persons may not see the tests, nor may they take the tests. Coordinators are required to account for and return all secure used and unused materials. All statewide tests remain secure until the July releases of the previous year’s tests.

**48. What are the elements of the required written procedures regarding statewide test security?**

To protect the security of the tests, each school district, community school and non-public 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 communicating annually test security provisions to all district employees and students.

**49. May school districts keep copies or make photocopies of tests during the administration of statewide tests in the school district?**

No. All test booklets are subject to the same strict test security procedures as in the past – i.e., all tests are kept sealed until the day of testing, serially numbered and tracked, and then returned to the scoring contractor.

**50. What is the penalty for revealing test questions to students who will be taking the tests?**

R.C. 3319.15 prohibits any person from revealing to students any test questions known to appear on a test students will take. Violation is grounds for suspension of a teaching license and/or termination of a teaching contract and employment.

**51. What are the consequences of test security violations?**

Any alleged test security violation is investigated by the local district, community school or chartered non-public school and reported to the Department within 10 days of determining that a test security violation has occurred. If the investigation determines that a violation occurred, any of several consequences may follow: one or more students’ answer documents may not be scored; student scores may be invalidated; the district board of education, after appropriate procedures are followed, may suspend or terminate an employee found guilty of cheating or helping a student to cheat; the State Board of Education, following appropriate procedures, may suspend a certificate/license; and a law enforcement agency, following an appropriate investigation, may prosecute under the state criminal code.

**52. What are the standards regarding the ethical use of tests?**

The State Board of Education has adopted rules of ethical practice for the use of tests and other assessments. District and school personnel may reference Rule 3301-7-01 of the OAC for standards concerning unethical or inappropriate practices that involve preparing students for tests, administering and scoring assessments, and interpreting and/or using results. In addition to statewide testing, these standards apply to all school-wide and district-wide assessments. The standards themselves are included in Appendix F and in administration manuals at each grade level.

**53. What activities are appropriate for helping students?**

While it is not appropriate to teach students how to answer specific questions that students will take on statewide tests, it is appropriate to be sure that students are prepared for the different types of content measured by the tests. Several tools are provided by the state, including the practice tests, practice test administration manuals, annotations of released test items, fact sheets/information guides, and resource manuals, which provide more detailed information about each test, the academic content standards, and in the case of the resource manuals, scored and annotated student work on constructed response items. Schools needing copies of the academic content standards should call the ODE Document Resource Center at 614-728-3471.

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 assist students to gain the necessary knowledge and skills to score at the proficient level on the state tests.

**STATEWIDE TESTS AS PUBLIC RECORDS**

**54. What tests are available for review as public records?**

On July 1 each year, ODE will release at least 40% of the OAT and the full OGT administered in March from the previous year. The 2005-2006 tests are available for download, and tests from prior years may be ordered at cost. Information on released tests for each grade level assessment may be found at the ODE Web site at <http://www.ode.state.oh.us> (keyword search “released tests”).

**55. Are all questions on the tests released as public records?**

No. Amended Substitute House Bill 770 enacted in 1998 exempts from release all test questions that are being field tested. Field test items are not used in computing scores for individual students so they are not included in the questions being released. Only the questions that “count” toward a student’s score are part of the test that is released.

Amended Substitute House Bill 66 allows for a partial release of items beginning with the release of tests in July of 2006. Pursuant to R.C. 3301.0711:

- For grades 3-8 achievement tests, the first administration of each test shall be public record. For subsequent administrations of grade 3-8 achievement tests, at least 40% of the questions on the test that are used to compute a student’s score shall be public record.
- For the OGT, the spring administration tests shall be public record, but each OGT administered in the fall or summer shall NOT be a public record.

**56. How can the released tests on the Internet be used?**

Anyone can download and print the released tests, but they should be used only in educationally sound ways. Sharing released tests with students, teachers or parents is permissible. One caution: at all grades, tests contain copyrighted materials. These materials are protected by copyright laws; they may be used for non-profit educational use only.

**REQUIRED POLICIES/PROCEDURES**

**57. What statewide test policies and/or procedures must be adopted by each school district, community school and participating chartered nonpublic school?**

Each school district, community school and chartered nonpublic school must adopt policies and procedures that deal with

- participation of students with disabilities,
  - Each district board of education, community school and chartered nonpublic school must have adopted a policy and established procedures regarding the participation of students with disabilities. See OAC Rule 3301-13-03(B) for public schools and OAC Rule 3301-13-10 for chartered nonpublic schools. Suggestions regarding this requirement are provided in the section of this booklet entitled STUDENTS WITH DISABILITIES questions #58 – 64.
- test security,
  - Each school district, community school and chartered nonpublic school must have established written procedures to protect the security of the statewide tests. See OAC Rule 3301-13- 05 and questions #46 – 53 under TEST SECURITY PROVISIONS.
- access to individual students’ statewide test results,
  - Each district board of education, community school and chartered nonpublic school must have adopted a policy and established procedures concerning releasing or permitting access to individual students’ statewide test results. These policies and procedures must be made in accordance with R.C. 3319.321, which is entitled “Confidentiality of student information; law enforcement and military recruitment use.”
  - Each school is responsible for sharing the record of a student’s statewide testing results with another school when that student enrolls in a new school. The school last attended shall provide immediately upon request by a school official from the new school any and all records of the student’s current statewide test status. See question #22 for a chart of what information must be maintained on the student records and what needs to be on the student transcript.
- grade promotion and retention issues,

- Each public school district, community school and chartered nonpublic school must have a grade promotion and retention policy that does not promote students having more than 10% truancy and failing two or more required course subject areas, e.g., English and history.
- intervention services, and
  - Each school district, community school and chartered nonpublic school must have a written policy for intervention services which includes procedures for using diagnostic assessments, a plan for the design of the 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.
  - In addition to the policies that are required to be adopted as part of administering statewide tests (e.g., test security policies), districts and schools should be aware of some common procedural issues that are addressed at the local level, not at the state level. This list includes, but is not limited to:
    - allowing students who have not passed the required graduation tests to participate in the graduation ceremony with their classmates.
    - responding to parents who refuse to permit their child to take a statewide test.

## **PARTICIPATION OF STUDENTS WITH DISABILITIES**

### **58. Are all students required to take state assessments?**

Yes. The reauthorized federal Individuals with Disabilities Education Improvement Act (IDEIA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities. This legislation, along with the federal *NCLB* and Ohio law (Senate Bill 1, House Bill 3) mandate that all students with disabilities be included in general state and district-wide assessment programs and that they take either the regular assessments (with or without accommodations) or alternate assessments. These laws provide clear expectations that states will align assessment of student achievement with academic content standards.

### **59. Are all students with disabilities required to pass all five tests of the OGT in order to graduate?**

School districts, through the IEP team for each student, may exempt a student from the consequences of not passing the applicable Ohio test for graduation (Ohio Ninth-Grade Proficiency Test or OGT). This means that the student's IEP team determines that the student is completing a curriculum that is significantly different from the curriculum completed by other students required to take the tests, or the student requires accommodations that are beyond the allowable accommodations as outlined in questions #65-68 of this document. This determination, made by the IEP team, is made prior to the student taking the test from which they are exempt from the consequences of not passing and is stated in writing on the student's current IEP.

### **60. May students with disabilities be given a “blanket” exemption from the consequences of passing the graduation test?**

Federal law requires that ALL students be included in statewide assessments. While students with disabilities are required to take statewide assessments, they may be exempted from the consequences of not passing the graduation tests. However, these students may not be given a blanket exemption, that is, an exemption that assumes a disability in one area would automatically “cover” all other test areas. Exemptions from the consequences of not passing the graduation tests are to be made by individual test area based on the student's ability. If a student does not qualify for exemptions in all areas, the student must pass the test(s) in the non-exempted area(s).

### **61. How can students with disabilities participate in statewide testing?**

In Ohio, there are three ways to assess student achievement of academic content standards:

- participation in the regular assessments without accommodations (*most students*),

- participation in the regular assessments with allowable accommodations (*many students with disabilities*), and
- participation in the alternate assessments (*small number of students with the most severe cognitive disabilities*).

Participation decisions must be made by the IEP team on an annual basis and documented in writing in the student’s IEP before the student takes the tests.

**62. Are students having a 504 Plan affected?**

Section 504 of the Rehabilitation Act of 1973 states that “no otherwise qualified handicapped individual...shall solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.” Students with a 504 Plan may have accommodations in administration of the statewide tests. The accommodations must be documented in the student’s 504 Plan and must meet all four of the criteria listed in Rule 3301-13-03 of the OAC. (See question #65.) Such students may not be exempted from the consequences of not passing tests required for graduation unless they are completing a curriculum that is *significantly different* from the curriculum completed by other students required to take the tests. *Such exemptions are rarely appropriate under a 504 Plan.*

**63. What impact is there if a student no longer has an IEP or a 504 Plan?**

A student no longer having an IEP or a 504 Plan must participate in any statewide assessment the same as other students not having an IEP or 504 Plan. This would mean that the student may no longer be exempted from the consequences of not passing the graduation tests. The student may no longer receive accommodations.

**64. How are students with disabilities who are enrolled in chartered nonpublic schools or adult education programs affected?**

Rule 3301-13-09 of the OAC lists the provisions for testing requirements for graduation for an adult with disabilities (see Appendix M). Rule 3301-13-10 of the OAC lists the provisions for testing requirements for graduation for chartered nonpublic students (see Appendix N).

**ACCOMMODATIONS**

“Accommodations are changes made in how a student has access to the curriculum or demonstrates learning. Accommodations provide equal access to learning, do not substantially change the instructional level or content, are based on individual strengths and needs, and may vary in intensity or degree... In testing situations, accommodations are changes in format, response, environment, timing, or scheduling that do not alter in a significant way what the test measures or the comparability of the scores.” (Batshaw, 2002, p. 603)

**65. What are the criteria for accommodations made for students with disabilities who participate in statewide testing?**

Accommodations in test format and/or test administration procedures can be made to facilitate the needs of an individual student if such accommodations are specified in writing in the IEP or 504 Plan and are consistent with criteria established in OAC Rule 3301-13-03. Any accommodation that gives a student with disabilities an unreasonable advantage is not allowable, because it does not allow for valid assumptions to be made from the results.

The OAC defines four criteria for *allowable* accommodations:

- **The accommodation must be typically afforded the student in the classroom for classroom- and district-wide tests.** In addition, the accommodation must be documented in writing in the IEP or 504 Plan.

- **The accommodation cannot change the content or structure of the test.** For example, the test examiner may not convert open-ended questions to multiple choice questions.
- **The accommodation cannot change what the test is intended to measure.** For example, the test examiner is not permitted to read the passages from a reading test, because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies (e.g., calculator on a mathematics test, word processor on a writing test) does not change what a test is intended to measure. Such accommodations may be appropriate to help students participate in a statewide test.
- **The accommodation cannot change or enhance the student’s response.** For example, a scribe may record only the actual response provided by a student. Some students who have more pronounced coordination and fine motor disabilities are unable to produce written work in the classroom without the assistance of a scribe or certain augmentative communication devices. If such an accommodation is provided in the classroom, then the IEP team may determine that the accommodations should be provided to the student at the time of testing. School staff should use caution when providing these types of accommodations, because the potential exists to exceed the criteria for allowable accommodations, i.e., the scribe could enhance a student’s response and thereby create an inaccuracy in test results.

The two most common allowable methods for scribing to accommodate the participation of a student with a disability in the area of writing are word processing and dictation. Specific guidelines for these two methods of scribing can be found in Appendix K.

**66. What types of accommodations are allowed?**

Accommodations given to students during testing must follow the four criteria listed in question #65. A matrix of some common accommodations may also be found in Appendix J.

**67. Who is allowed to provide accommodations for students during the test administration?**

If the person providing the accommodation is also the examiner for the statewide test, then that person must be a licensed/certificated employee of the district. If someone other than the test examiner is providing the accommodation, then that person is not required to be a licensed/certificated employee of the district but must be under the supervision of the test administrator who meets the criteria. Teaching assistants, other staff members or volunteers may be used.

**68. Are Braille and large-print versions of the test available?**

Yes, all statewide tests and practice tests are available in Braille or large-print versions. Districts must request these versions which will be sent to the district test coordinators. For students using these versions of the statewide tests, their responses must be transcribed into a scannable answer document in order to be scored. Transcription must occur locally.

**ALTERNATE ASSESSMENTS of STUDENTS WITH DISABILITIES (AASWD)**

**69. Do all IEP goals need to be linked to the Ohio Academic Content Standards?**

Every student in Ohio will receive instruction aligned to the Ohio Academic Content Standards. In addition, each student has a variety of learning needs that may or may not be related to the standards, and that is appropriate.

**70. Who determines which students will participate in the alternate assessment?**

Decisions concerning a student’s participation in statewide and district-wide assessment are made at least annually by each student’s IEP team. The State of Ohio provides IEP teams with guidelines for participation in the AASWD.

**71. Who participates in Ohio’s AASWD?**

Ohio’s Alternate Assessment was developed for students with significant cognitive disabilities. Participation in the alternate assessment should not be based solely on disability condition, achievement level, school attendance, or social/cultural factors. For further information, refer to page 10 of the Alternate Assessment Administration Manual which can be found at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “alternate assessment”). A one page set of participation guidelines and flowchart may also be found on this web page.

**72. Does the 1% “cap” limit the number of students who may take an alternate assessment?**

Federal regulations under the *NCLB* place a cap only on the total number of alternate assessment scores that may be counted as proficient towards AYP accountability calculations for school districts. This cap has been established at an amount not to exceed one percent of the total tested population. Ohio policy also applies this cap to state accountability calculations for school districts. Under certain conditions, districts may request a waiver of the application of the one percent cap on an annual basis. This request process is administered through the ODE Office of Accountability [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “accountability”).

The one percent cap does NOT limit the number of students that may be assessed with the alternate assessment, only the number of scores that can count as proficient in school and district accountability calculations.

**73. What about the “two percent alternate assessment” flexibility that the United States Department of Education (USDOE) has written about?**

As of this writing, November 2006, the Ohio Department of Education (ODE) has not received final guidance regarding the two percent AASWD (often referred to as the 2% modified assessment). When USDOE issues more complete guidance, ODE will carefully examine this issue and make appropriate implementation decisions. Districts will be notified when more information is made available. For the 2006-07 school year, there is no “two percent modified assessment” in place.

**74. Should students who are not expected to do well on the regular assessments participate in alternate assessments?**

For a child to participate in the alternate assessment a child must be severely cognitively disabled. Therefore, the decision about a student’s participation in the alternate assessment process cannot be based on whether the child will perform well on the general assessments.

**75. Can students participate in the regular assessment in one content area (e.g., mathematics) and participate in the AASWD in another content area (e.g., reading)?**

No. If a student can participate in any part of the regular assessments, then he or she should take all of the regular assessments with accommodations as needed. As many students as possible should participate in the regular assessments.

**76. When is an AASWD conducted?**

The AASWD is conducted over a period of several months, beginning in the fall or winter of the school year. The final Collection of Evidence (COE) are submitted to the scoring contractor in March. Key dates for the AASWD for 2006-2007 are:

8/25/06	Updated materials and related resources for the Alternate Assessment administration of the OGT will be available on the ODE Web site.
9/11/06	2006-2007 Alternate Assessment Train-the-Trainer Session.
9/12/06	SERRCs receive the Administration Manuals and Appendices.
10/13/06 – 10/27/06	Districts receive, complete and return enrollment forms to Questar (for OGT)

11/6/06-12/08/06	Districts submit enrollment information to Pearson Educational Measurement (for OAT 3-8)
1/18/07 – 1/19/07	Districts receive COE binders and return kits from both test vendors as appropriate
11/1/06 – 3/2/07	Teachers collect evidence and submit completed COE binders to school test coordinators (STCs).
3/5/07	STCs submit completed COE binders to district test coordinators
3/9/07	Districts return completed COE binders to Questar (for OGT) and Pearson Educational Measurement (for OAT 3-8)

**77. If a new student arrives in my classroom in February, do I have to do an AASWD for him or her?**  
Regardless of when a student arrives, he or she must participate in statewide assessments.

**78. How do students with disabilities in un-graded programs participate in alternate assessments?**

If a student is currently assigned to a grade for the purposes of the Educational Management Information System (EMIS), the student should participate in assessments according to this grade classification. Students who currently are not assigned to a grade should be assigned to a grade level on the basis of their chronological age and participate in assessments with their same-age peers. Students at the beginning of these grades are approximately these ages:

- Grade 3      Ages 8 - 1 to 9 - 0
- Grade 4      Ages 9 - 1 to 10 - 0
- Grade 5      Ages 10 - 1 month to 11 - 0
- Grade 6      Ages 11 - 1 month to 12 - 0
- Grade 7      Ages 12 - 1 month to 13 - 0
- Grade 8      Ages 13 - 1 month to 14 - 0
- Grade 9      Ages 14 - 1 month to 15 - 0
- Grade 10     Ages 15 - 1 month to 16 - 0

**79. Who assembles the Collection of Evidence (COE)?**

The Collection of Evidence (COE) is collected and assembled by the educators who work with the students. The responsibility for the AASWD process should be shared by IEP team members. Joint planning and a common timeline for instruction and assessment will help special and general educators, related service providers and parents collaborate and complete the AASWD process.

**80. When a student is receiving special education services outside of his/her district of residence, which district is responsible for that student's AASWD?**

This student's alternate assessment should be a collaborative effort between the district of service and the district of residence. The district of residence is ultimately responsible to ensure that all testing requirements are met for this student. The activities to complete the alternate assessment shall be shared as follows:

The district of residence is responsible for administrative functions. These include: assigning the student an assessment ID number, ordering assessment materials, identifying the district and building IRN# within the district of residence, and submitting the completed COE to the test contractors for scoring.

The district of service or the other educational agency (eg., MRDD, residential facility, or ESC) would plan, collect and assemble evidence for the alternate assessment. Alternate assessment scores will be reported to the district of residence and should be forwarded to the district of service or the other educational agency.

**81. Who scores the AASWD?**

The AASWDs follow the same procedures for scoring as Ohio’s regular assessments. The AASWDs are scored by trained scorers in a central location.

**82. What criteria will be used to score the COE?**

The COE will be scored across four categories, known as domains: Performance, Instructional Context, Independence, and Settings and Interactions.

**83. Who receives the results of the alternate assessment?**

The achievement levels of AASWD participants will be combined for accountability purposes with those of regular assessment participants. Raw scores are reported to districts of residence within 60 days of test submission and final reports are sent six weeks later. Districts report individual results to parents of participants in the regular and AASWDs. The achievement levels of all students are used for school, district, and state accountability and are a part of the Local Report Card. Districts who do not receive AASWD scores for individual students should submit verification requests for those students as quickly as possible.

**84. When a student is receiving special education services outside of his or her district of residence, how are the AASWD scores reported?**

AASWD scores are reported to the district of residence. The district of residence will report individual scores to parents, and should forward the scores to the district of service.

**85. How do teachers get training and technical assistance to administer the AASWD**

Special Education Regional Resource Centers (SERRCs) in Ohio provide training and technical assistance for school districts in the planning and administration of the AASWD.

**86. What subjects are included in each grade for the AASWDs?**

2006-2007 Ohio AASWD with Specific Subject Requirements for Each Entry

	Entry 1	Entry 2	Entry 3	Entry 4
Grade 3	Reading	Reading	Mathematics	Mathematics
Grade 4	Reading	Writing	Mathematics	Mathematics
Grade 5	Reading	Mathematics	Science	Social Studies
Grade 6	Reading	Reading	Mathematics	Mathematics
Grade 7	Reading	Writing	Mathematics	Mathematics
Grade 8	Reading	Mathematics	Science	Social Studies
Grade 10 (OGT)	Reading or Writing	Mathematics	Science	Social Studies

**87. What are the performance standards for the alternate assessment?**

The State Board of Education has adopted performance standards for Ohio’s alternate assessments. These standards were recommended by stakeholder committees after going through standard-setting activities. The following chart provides the adopted raw score cuts for each appropriate performance level in the test areas for the standards-based alternate assessments.

Test	Advanced Score Range	Accelerated Score Range	Proficient Score Range	Basic Score Range	Limited Score Range
Grade 3 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 3 Math	20-24	16-19	11-15	8-10	0-7
Grade 4 ELA (Reading and Writing)	20-24	16-19	11-15	8-10	0-7

Grade 4 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 5 Reading Achievement*	20-24	16-19	11-15	8-10	0-7
Grade 5 Math Achievement*	20-24	16-19	11-15	8-10	0-7
Grade 6 Reading Achievement	20-24	16-19	11-15	8-10	0-7
Grade 6 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 7 Reading Achievement*	20-24	16-19	11-15	8-10	0-7
Grade 7 Math Achievement	20-24	16-19	11-15	8-10	0-7
Grade 8 Reading Achievement*	20-24	16-19	11-15	8-10	0-7
Grade 8 Math Achievement*	20-24	16-19	11-15	8-10	0-7
OGT ELA (Reading and Writing)	21-24	17-20	12-16	8-11	0-7
OGT Math	22-24	17-21	12-16	9-11	0-8
OGT Science	22-24	17-21	13-16	10-12	0-9
OGT Social Studies	21-24	17-20	12-16	9-11	0-8

\*Fifth-grade Science, fifth-grade Social Studies, eighth-grade Science, and eighth-grade Social Studies Alternate Assessment cut scores will be adopted by the State Board of Education in the Spring of 2007.

**88. Where do I find more information about the alternate assessment?**

Ohio’s Alternate Assessment for Students with Disabilities 2006-2007 Administration Manual is available for download from the ODE Web site at [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword search “alternate assessment”). Follow the links to “Alternate Assessment for Students with Disabilities Administration Manual and Support Materials.”

**ASSESSMENT OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

All students are required to take the statewide achievement tests, including limited English proficient (LEP) students – those students whose primary language is not English. LEP students are required to be taught the same academic content in the core subject areas [language arts (reading and/or writing) math, science and social studies] as their classmates, at the same time they are learning English. This is to ensure that LEP students do not fall behind in the other content areas as they are learning English.

**89. How is a student identified as limited English proficient (LEP)?**

HB 3 has adopted the federal definition of limited English proficient for the purpose of Ohio law. According to that definition, a limited English proficient student generally is an individual who:

- is between the ages of 3 and 21;
- is enrolled in an elementary or secondary school;
- has a language other than English as the native/home language, whether born in the U.S. or another country, and;
- has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.

**90. What Ohio achievement tests are required of LEP students?**

All Ohio students, including limited English proficient (LEP) students, must participate in statewide assessments. This includes all state diagnostic, achievement, and graduation tests.

*NCLB* and Ohio state law allow for LEP students who recently arrived at US schools to be exempted one time from the state’s English Language Arts (reading and/or writing) assessments. “Recently arrived” has been

defined as being enrolled in US schools less than one year. The EMIS manual has been updated to accommodate this definition.

The definition for the exemption for the LEP student in the U.S. for less than one year is now as follows:

A recently arrived limited English proficient student who has been enrolled in US schools for **no** more than 180 school days and **not** previously exempted from taking the spring administration of either of the state’s English Language Arts assessments (reading and/or writing).

Students who will have over 180 school days in US schools as of the first day of a spring test administration window (grades 3 – 8 May administration) are required to be assessed in the reading and writing assessments during that spring test administration.

If an LEP student enrolls during the spring administration on or after May 10 for the Ohio Achievement Tests, that spring administration will not count toward the exemption for testing LEP students unless the student was enrolled in a prior year prior to the May 10 date. (Source: EMIS Manual 2007)

Ohio also requires students in grades K-12 to be assessed using the OTELA for their annual English language proficiency assessment. OTELA is designed to meet the requirement of *NCLB* to annually measure LEP students’ proficiency in English for academic purposes as well as English for social purposes. Each spring, all LEP students in grades K-12 will be required to participate in the annual English proficiency assessment using the OTELA test unless the student receives a 5 on the composite score for the OTELA taken the previous spring.

The four domains that must be assessed are reading, writing, speaking and listening. In spring 2007, all Ohio LEP students in grades K-12 will be required to participate in the annual English proficiency assessment using the OTELA. The dates of administration for the 2006-2007 school year are as follows:

- Grade Bands K-2: January 15 to March 16, 2007
- Grade Bands 3-5, 6-8, and 9-12: February 12 to March 16, 2007

**91. What exceptions are there for LEP students in the state testing requirements?**

With the exception of “recently arrived” students discussed in question #90, there are no exceptions to the requirement that all LEP students must participate in state assessments.

**92. What accommodations are LEP students allowed to have on Ohio’s statewide assessments?**

ALL LEP students may be given the following accommodations on the tests:

1. the use of a dictionary and
2. extended time to complete the tests.

Students who have been enrolled in U.S. schools for less than three years and are at the “beginning” or “intermediate” level in both reading and writing are eligible to receive one of the following additional accommodations:

1. An English read aloud accommodation of allowable parts of the test
2. An oral translation accommodation of allowable parts of the test
3. A Spanish bilingual printed form of the test (in grades 3-8)

See Appendix I for a table of additional accommodations by grade, subject and test administration for LEP students.

**93. What languages will be available on CD for the 2006-2007 school year?**

- Grades 3-8 Achievement Test **Spring 2007** Administration-All Subjects
  - Translated Forms (CDs) available for the following languages for 2006-07 (based on 2005-06 accommodations data):
    - Spanish
    - Japanese
    - Somali
    - Korean
    - Mandarin
- Ohio Graduation Tests
  - Translated Forms (CD) available for the **Fall 2006** Administration (Spanish, Mandarin and Somali)
  - Translated Forms (CD) available for the **Spring 2007** Administration (five to be determined)

**94. How long may students be considered limited English proficient?**

Students must be classified as LEP for as long as they meet the definition of limited English proficient (see question #89). Districts and community schools must annually assess a LEP student's progress in learning English to determine whether the student meets Ohio's criteria to be reclassified as no longer LEP. Ohio's criteria for no longer LEP are as follows:

- achievement of a composite level of "5" on OTELA; and,
- two years of successful participation in classrooms where the language of instruction is English. This two year period, which begins after criteria number one has been met, is considered a trial-mainstream period; and,
- attainment of proficient or above on Ohio's language arts assessments taken during the student's trial-mainstream period.

**95. What are the requirements for LEP students regarding the Ohio Ninth-Grade Proficiency Test or the OGT?**

LEP students must pass the graduation tests required for their class, as well as meet all curricular requirements, in order to receive a high school diploma. This requirement applies to students who are members of the graduating class of 2006 or prior (for whom the Ohio Ninth-Grade Proficiency Test requirements apply) as well as students who are members of the graduating class of 2007 or thereafter (for whom the OGT requirements apply).

**ACHIEVEMENT TESTS**

Ohio's achievement tests are designed to meet both state and federal law to measure student achievement of Ohio's academic content standards. Reading and mathematics tests are now required to be administered annually in grades 3 – 8; science and social studies tests in grades 5 and 8; and writing tests in grades 4 and 7. Except for grade 3 reading, all of these achievement tests will be given once annually in the spring; the Grade 3 Reading Achievement Test will be given in fall and spring. The higher score from fall and spring administration results will count in the accountability system reported in the Local Report Cards.

The fall administration window will begin the first Monday in October, and the spring administration window will begin on the Monday of the week containing May 1.

**96. What do the achievement tests in grades 3 – 8 look like?**

At each grade, the reading, mathematics, science, and social studies achievement tests will have a combination of multiple choice, short constructed response, and extended constructed response questions. The writing tests

will contain a combination of writing prompts, constructed response, and multiple choice questions. Appendix A of this document shows the blueprint of each of the tests that will be administered in 2006-2007.

**97. What practice test material will be provided for the achievement tests in grades 3 – 8?**

For the 2006-2007 school year, districts will receive hard copy half-length practice tests for the grade 7 writing test and the grades 5 and 8 science and social studies tests. Practice tests for all other achievement tests will be available on the ODE Web site at: <http://www.ode.state.oh.us> (keyword search “practice tests”).

**98. What are the cut scores for the different achievement performance levels for the achievement tests?**

The State Board of Education has set cut scores for the performance levels of the achievement tests that have already been developed. Due to differences in item difficulty from one form of the test to another, **the raw score needed to achieve the scaled score will vary slightly with each form of the test.** The scale score needed to meet each of the achievement levels remains the same. The tables below indicate the cut score for the first operational administration of each of the achievement tests.

**GRADE 3 Achievement Tests**

Grade 3 Reading Achievement Cut Scores

Grade 3 Reading	First Operational Raw Score (Out of 48)	Scale Score Range
Limited	Below 25	Below 385
Basic	25	385 – 399
Proficient	33	400 – 414
Accelerated	38	415 – 431
Advanced	43	432 and above

Grade 3 Mathematics Achievement Cut Scores

Grade 3 Mathematics	First Operational Raw Score (Out of 52)	Scale Score Range
Limited	Below 23	Below 378
Basic	23	378 – 399
Proficient	31	400 – 428
Accelerated	41	429 – 446
Advanced	46	447 and above

**GRADE 4 Achievement Tests**

Grade 4 Reading Achievement Cut Scores

Grade 4 Reading	First Operational Raw Score (Out of 49)	Scale Score Range
Limited	Below 18	Below 384
Basic	18	384 – 399
Proficient	24	400 – 434
Accelerated	35	435 – 466
Advanced	43	467 and above

Grade 4 Mathematics Achievement Cut Scores

Grade 4 Mathematics	First Operational Raw Score (Out of 52)	Scale Score Range
Limited	Below 17	Below 377
Basic	17	377 – 399
Proficient	25	400 – 431
Accelerated	37	432 – 451
Advanced	43	452 and above

### Grade 4 Writing Achievement Cut Scores

Grade 4 Writing	First Operational Raw Score (Out of 39)	Scale Score Range
Limited	Below 17	Below 383
Basic	17	383 – 399
Proficient	21	400 – 435
Accelerated	30	436 – 471
Advanced	36	472 and above

### GRADE 5 Achievement Tests

#### Grade 5 Reading Achievement Cut Scores

Grade 5 Reading	First Operational Raw Score (Out of 49)	Scale Score Range
Limited	Below 20	Below 384
Basic	20	384 – 399
Proficient	25	400 – 440
Accelerated	39	441 – 458
Advanced	43	459 and above

#### Grade 5 Mathematics Achievement Cut Scores

Grade 5 Mathematics	First Operational Raw Score (Out of 52)	Scale Score Range
Limited	Below 18	Below 382
Basic	18	382 – 399
Proficient	24	400 – 423
Accelerated	33	424 – 438
Advanced	38	439 and above

#### Grade 5 Science Achievement Cut Scores

Grade 5 Science	First Operational Raw Score (Out of 48)	Scale Score Ranges (set after first operational administration)
Limited	Below 15	
Basic	15	
Proficient	27	400-
Accelerated	32	
Advanced	40	

#### Grade 5 Social Studies Achievement Cut Scores

Grade 5 Social Studies	First Operational Raw Score (Out of 48)	Scale Score Ranges (set after first operational administration)
Limited	Below 13	
Basic	13	
Proficient	25	400-
Accelerated	30	
Advanced	37	

## GRADE 6 Achievement Tests

### Grade 6 Reading Achievement Cut Scores

Grade 6 Reading	First Operational Raw Score (Out of 49)	Scale Score Range
Limited	Below 11	Below 380
Basic	11	380 – 399
Proficient	17	400 – 435
Accelerated	30	436 – 455
Advanced	37	456 and above

### Grade 6 Mathematics Achievement Cut Scores

Grade 6 Mathematics	First Operational Raw Score (Out of 50)	Scale Score Range
Limited	Below 14	Below 378
Basic	14	378 – 399
Proficient	20	400 – 428
Accelerated	29	429 – 447
Advanced	36	448 and above

## GRADE 7 Achievement Tests

### Grade 7 Reading Achievement Cut Scores

Grade 7 Reading	First Operational Raw Score (Out of 47)	Scale Score Range
Limited	Below 13	Below 379
Basic	13	379 – 399
Proficient	20	400 – 431
Accelerated	33	432 – 451
Advanced	39	452 and above

### Grade 7 Mathematics Achievement Cut Scores

Grade 7 Mathematics	First Operational Raw Score (Out of 50)	Scale Score Range
Limited	Below 10	Below 378
Basic	10	378 – 399
Proficient	17	400 – 435
Accelerated	30	436 – 457
Advanced	38	458 and above

### Grade 7 Writing Achievement Cut Scores

Grade 7 Writing	First Operational Raw Score (Out of 41)	Scale Score Range (set after first operational administration)
Limited	Below 9	
Basic	9	
Proficient	20	400-
Accelerated	28	
Advanced	36	

## GRADE 8 Achievement Tests

### Grade 8 Reading Achievement Cut Scores

Grade 8 Reading	First Operational Raw Score (Out of 48)	Scale Score Range
Limited	Below 15	Below 378
Basic	15	378 – 399
Proficient	22	400 – 427
Accelerated	33	428 – 450
Advanced	40	451 and above

### Grade 8 Mathematics Achievement Cut Scores

Grade 8 Mathematics	First Operational Raw Score (Out of 46)	Scale Score Range
Limited	Below 10	Below 379
Basic	10	379 – 399
Proficient	16	400 – 431
Accelerated	27	432 – 458
Advanced	36	459 and above

### Grade 8 Science Achievement Cut Scores

Grade 8 Science	First Operational Raw Score (Out of 48)	Scale Score Ranges (set after first operational administration)
Limited	Below 11	
Basic	11	
Proficient	20	400-
Accelerated	30	
Advanced	36	

### Grade 8 Social Studies Achievement Cut Scores

Grade 8 Social Studies	First Operational Raw Score (Out of 48)	Scale Score Ranges (set after first operational administration)
Limited	Below 14	
Basic	14	
Proficient	25	400-
Accelerated	32	
Advanced	36	

## 99. How will the results of the achievement tests be reported?

Results will be reported using a scaled score for overall achievement as well as raw score points received for each of the following standards:

### Reading

- Word Recognition/Acquisition of Vocabulary
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
- Reading Applications: Informational, Technical, and Persuasive Text
- Reading Applications: Literary Text

### Mathematics

- Number, Number Sense, and Operations
- Measurement
- Geometry and Spatial Sense
- Patterns, Functions, and Algebra

- Data Analysis and Probability

#### Writing

- Writing Conventions
- Writing Applications/Writing Process

#### Science

- Scientific Processes: Technology, Inquiry, and Ways of Knowing
- Earth and Space Sciences
- Life Sciences
- Physical Sciences

#### Social Studies

- History
- People in Societies
- Geography
- Economics, Government, and Citizenship Rights and Responsibilities
- Social Studies Skills and Methods

Samples of Ohio’s enhanced score reports are available at: <http://ohiokids.air.org>.

### **100. What is the reading guarantee associated with the Grade 3 Reading Achievement Test?**

Districts must make a deliberate promotion/retention decision for students who, after multiple administrations, have a score in the “limited” performance range on the Grade 3 Reading Achievement Test.

Districts have three options:

- Promote the student to fourth grade if the principal and reading teacher both agree that other evaluations of the student’s work indicate that the student is academically prepared to be promoted to fourth grade
- Promote the student to the fourth grade with “intensive intervention” services in fourth grade
- Retain the student in third grade

### **101. Which administration (fall or spring) of the Grade 3 Reading Achievement Test will be used for accountability purposes?**

The higher score from the fall or spring administration will be reported through EMIS and will count for accountability purposes.

### **102. Are districts required to offer summer intervention as a result of the Grade 3 Reading Achievement Test?**

Yes. Districts must offer intensive remediation services during the summer following third grade to students who did not achieve a score in the proficient or higher range on the Grade 3 Reading Achievement Test as per R.C. 3313.608(B)(2).

## **OHIO GRADUATION TESTS (OGT)**

### **103. What students take the OGT?**

Beginning with the class of 2007, students will be required to pass all five subject areas of the OGT, as well as meet all local and state curriculum requirements, in order to receive a high school diploma. Students begin taking the OGT in March of tenth grade.

For the fall 2006 administration, the only students who may take the OGT are those students in grades 11 and 12. Grade 10 repeaters may NOT take the fall OGT unless they could achieve grade 11 status before the end of the school year. If this is not possible (e.g., the district does not promote students during the year), the student should not take the fall test.

Any student required to pass the Ohio Ninth-Grade Proficiency Test to meet graduation requirements, including adult high school and proficiency-only students, may also take the OGT in the fall. For the spring 2007

administration, students in grades 10, 11 and 12; adult high school students; and proficiency-only students may take the OGT.

**104. What happens to students who began high school with a class that was required to pass the Ohio Ninth-Grade Proficiency Tests but who fell behind and did not graduate on time?**

According to R.C. 3313.614

- If the student began ninth grade prior to July 1, 2003 and passes the Ohio Ninth-Grade Proficiency Tests prior to September 15, 2008, the ninth-grade passes count toward graduation.
- If the student began ninth grade prior to July 1, 2003 but does not pass the Ohio Ninth-Grade Proficiency Tests in a particular subject before September 15, 2008, the student must pass the OGT instead of the Ohio Ninth-Grade Proficiency Tests in that subject.
- If the student began ninth grade after July 1, 2003 (class of 2007 and beyond), then the student is NOT eligible to receive a diploma based on passage of Ohio Ninth-Grade Proficiency Tests but instead must pass the OGT.
- If a student required to pass the Ohio Ninth-Grade Proficiency Test takes and passes the OGT in any subject prior to passing the Ohio Ninth-Grade Proficiency Test, the OGT pass will count toward the graduation requirement.
- Once a person fulfills the curriculum requirement for a diploma, the person is never required, as a condition of receiving a diploma, to meet any different curriculum requirements that take effect pending the person’s passage of proficiency or achievement tests.

**105. What are the cut scores for the different performance levels?**

Due to differences in item difficulty from one form of the test to another, the raw score needed to achieve the scaled score will vary slightly with each form of the test. The scale score needed to meet each of the achievement levels remains the same.

**OGT Reading Cut Scores**

OGT Reading	First Operational Raw Score (Out of 48)	Scale Score Range
Limited	Below 12	Below 383
Basic	12	383 -399
Proficient	18	400 – 428
Accelerated	32	429 – 447
Advanced	40	448 and above

**OGT Mathematics Cut Scores**

OGT Mathematics	First Operational Raw Score (Out of 46)	Scale Score Range
Limited	Below 12.5	Below 384
Basic	12.5	384 – 399
Proficient	18	400 – 424
Accelerated	27.5	425 – 443
Advanced	34.5	444 and above

**OGT Writing Cut Scores**

OGT Writing	First Operational Raw Score (Out of 48)	Scaled Score
Limited	Below 18	Below 378
Basic	18	378 – 399
Proficient	25.5	400 – 429
Accelerated	34	430 – 475
Advanced	41	476 and above

### OGT Science Cut Scores

OGT Science	First Operational Raw Score (Out of 48)	Scaled Score
Limited	Below 14.5	Below 371
Basic	14.5	371 – 399
Proficient	23.5	400 – 424
Accelerated	32	425 – 444
Advanced	37.5	445 and above

### OGT Social Studies Cut Scores

OGT Social Studies	First Operational Raw Score (Out of 48)	Scaled Score
Limited	Below 15	Below 382
Basic	15	382 – 399
Proficient	21.5	400 – 428
Accelerated	33	429 – 445
Advanced	39	446 and above

#### **106. What will be the performance level needed on the OGT to meet the graduation requirement?**

Students must score at or above the proficient level on all of the OGT in order to receive a diploma. The proficient scores are shown in the tables in question #105.

#### **107. How many opportunities will students have to pass the OGT prior to their intended high school graduation?**

Students will have at least five opportunities while school is in session to pass the OGT prior to the graduation of their high school class. The first opportunity for students to take the OGT will be in March of tenth-grade. Students then will have an opportunity to take the test again in the fall and spring of 11<sup>th</sup> grade and the fall and spring of 12<sup>th</sup> grade. There will be no May administration of the OGT as there has been with the Ohio Ninth-Grade Proficiency Test.

Summer administrations between 10<sup>th</sup> and 11<sup>th</sup> grades and between 11<sup>th</sup> and 12<sup>th</sup> grades are optional, but participation will afford students two additional opportunities to pass the test. Prior to the summer administration, students are required to participate in at least ten hours of intervention for each subject area tested.

#### **108. What practice test material will be provided for the OGT?**

Half-length OGT practice test materials for use with 10<sup>th</sup> graders will be provided to the district in September. See question #109 for the required use of the full-length OGT practice test.

#### **109. What are the requirements for administering the full-length OGT practice test?**

Districts declared under “academic watch” or “academic emergency” and districts that have a 3-year average graduation rate below 75% MUST administer the full-length OGT practice test to all ninth-grade students prior to September 30.

#### **110. Is intervention required for students based on the OGT scores?**

Districts are required to provide intervention to those students who score below proficient on the OGT as per R.C. 3301.0711. This requirement includes those students with disabilities and LEP students.

#### **111. Is there an alternative available to students who do not pass all parts of the OGT for receiving a high school diploma?**

R.C. 3313.615 provides for an alternative way for students to be eligible to meet the graduation test requirement for members of the class of 2007 and beyond. The student must pass at least four of the five OGT subjects and meet other criteria. See Appendix O for the criteria for receiving a diploma using this alternative.

**112. What are the testing requirements for foreign exchange students?**

If foreign exchange students are seeking a diploma from an Ohio school, then they must take and pass the OGT in reading, mathematics, science and writing. A foreign exchange student may be exempted from having to pass the social studies test if the person meets certain qualifications: the person is not a U.S. citizen; the person is not a permanent U.S. resident; and the person indicates no intention to reside in the United States after the completion of high school.

**DIAGNOSTIC ASSESSMENTS**

**113. What are the purposes of the state-developed diagnostic assessments?**

There are two overarching goals of Ohio’s diagnostic assessments:

- increase student learning of the academic content standards, and
- focus instruction on the academic content standards.

Although diagnostic assessments are only one of many methods for achieving these goals, it is an important approach that is integral to a comprehensive, statewide system for improving learning and instruction.

**114. At what grades are districts and buildings required to administer diagnostics?**

School districts and community schools are required to administer diagnostic assessments as described in the table below:

<b>Who?</b>	<b>Diagnostic Required</b>	<b>When?</b>	<b>Flexibility for District</b>
Students transferring into a building or district	Yes, in K-3 if it is known that the student was NOT assessed. K-2 in reading, writing and mathematics, grade 3 in writing.	Within 30 days after date of transfer	If the district met AYP the previous year, it does NOT have to use the state diagnostics but must use a diagnostic of its choice.
Kindergarten students	Yes, transfer students only in reading, writing and mathematics if it is known that the student was not assessed.	Within 30 days after the date of transfer	If the district met AYP the previous year, it does NOT have to use the state diagnostics but must use a diagnostic of its choice.
First and second grade students	Yes, in reading, writing and mathematics.	Annually	If the district met AYP the previous year, it does NOT have to use the state diagnostics but must use a diagnostic of its choice.
Third grade students	If the building is in “school improvement” (failed to meet AYP for two or more consecutive years), the building must administer the writing diagnostic to students in grade 3.	Annually	If the district met AYP the previous year, it does NOT have to use the state diagnostics but must use a diagnostic of its choice.

**115. What are the components of the state-developed diagnostic assessments?**

The state-developed diagnostic assessments are comprised of four component pieces:

- Short Screening Measure (grades K-2 in reading and mathematics only)
  - 1) 6-8 items
  - 2) Determine if students are on track to meet end-of-year expectations
- Screening Measure
  - 1) Analysis of key fundamental concepts
  - 2) Linked to future growth and development
  - 3) Subset of the indicators selected for the Diagnostic Measure
- Observation Measure
  - 1) Embedded in daily instruction
  - 2) Ensure all grade-level indicators from the academic content standards are addressed
  - 3) Available only from the ODE Web site at <http://www.ode.state.oh.us> (keyword search “diagnostic assessments”).
- Diagnostic Measure
  - 1) In-depth analysis of fundamental concepts and skills
  - 2) Formal in nature
  - 3) Divided into multiple parts for flexibility of administration

**116. How does the Kindergarten Readiness Assessment – Literacy (KRA-L) differ from the diagnostic tests?**

The KRA-L is not a component of the diagnostic assessments. However, the KRA-L must be administered to all kindergarten students not earlier than four weeks prior to the first day of school and no later than the first day of October. Scores for the KRA-L will be reported to the state through EMIS. Districts should keep the Individual Score Sheets for completed assessments in the students’ cumulative folders.

**117. How can state-developed diagnostic assessments be administered?**

Districts have flexibility in how they choose to administer these assessments. They may use parts of them in conjunction with classroom activities or use them in their entirety as a summative assessment at a given point in time. Districts should take into consideration how the state’s diagnostic assessments best complement their existing district assessments.

**118. What time of year will students need to be assessed?**

The requirement to administer the diagnostic assessments is at least once annually. The way districts choose to use these assessments will determine when they are administered, except as otherwise specifically required by R.C. 3301.0715 (as stated in question #114). A district may administer any diagnostic assessments in the fall and spring of a school year to measure academic growth attributable to the instruction received by the students during that school year.

**119. May a district or building administer the Screening Measure or the Short Screening Measure to meet diagnostic assessment requirements?**

Yes. The Short Screening Measure, the Screening Measure or the Diagnostic Measure may be used to meet the diagnostic assessment requirements in R.C. 3301.0715.

**120. Must diagnostic assessments be administered to all transfer students?**

All districts/buildings must administer, within 30 calendar days after the date of transfer, the diagnostic assessments to any transfer student who has not yet been assessed. If the district is unsure whether the student has been assessed with a diagnostic assessment, the new district/building may administer a diagnostic

assessment. If the district did not meet AYP the previous year, the district/buildings must use the state-developed assessment.

**121. What is the Short Screening Measure?**

The Short Screening Measure was developed in response to Ohio teacher feedback. Each one consists of six to eight items and can be administered in 10-15 minutes. The items were selected and reviewed by committees of Ohio educators for reading and mathematics for students in kindergarten, first, and second grades.

The Short Screening Measures cannot provide the type of information about students' strengths and needs that is available from the Diagnostic or Screening Measures. The Short Screening Measures will tell you whether a student has the skills and abilities necessary to meet end-of-year expectations. These Short Screening Measures will only differentiate between students who are "on track" and students who are "not on track."

**122. Where can teachers obtain additional support for the diagnostic assessments?**

ODE now has a teacher support Web site for all of the diagnostic assessments. This Web site can be accessed at <http://www.diagnostictestsupport.org>.

**OHIO NINTH-GRADE PROFICIENCY TESTS**

**123. Who will take the Ohio Ninth-Grade Proficiency Test during the 2006-2007 school year?**

Any student who began ninth-grade prior to July 1, 2003 may take the Ohio Ninth-Grade Proficiency Test during the 2006-2007 school year.

**124. What changes are there to the Ohio Ninth-Grade Proficiency Test administration schedule?**

Districts are no longer required to administer the Ohio Ninth-Grade Proficiency Tests in the previously prescribed order. Districts may administer the tests to proficiency-only students in any order they choose. However, students may NOT take more than one test per day. Districts must maintain security during the test administration.

**125. May the Ohio Ninth-Grade Proficiency Tests be administered outside of the regular school day?**

A school district may administer the Ohio Ninth-Grade Proficiency Test outside of the regular school day to those students needing to retake one or more sections provided certain conditions are met. These conditions are listed in Rule 3301-13-02 (O) of the OAC.

**126. Is there a summer testing session available?**

Any districts conducting special summer intervention programs may administer the Ohio Ninth-Grade Proficiency Test tests to proficiency-only students. Each year the summer testing window begins on the Monday of the week containing the tenth of July and continues for 21 days.

**127. How may students who did not graduate with their class because they did not pass all parts of the Ohio Ninth-Grade Proficiency Tests retake the tests?**

Any student who entered ninth grade prior to July 1, 2003 may continue to take both the Ohio Ninth-Grade Proficiency Test and the OGT and may graduate with a combination of OGT and Ohio Ninth-Grade Proficiency Test passes. Students wishing to take either test must make arrangements with the district in advance.

**128. What are the requirements for an oral administration of the Ohio Ninth-Grade Proficiency Tests?**

An oral administration of the Ohio Ninth-Grade Proficiency Test tests in reading, mathematics, citizenship, and science is available only to students who began ninth-grade prior to July 1, 2003 and have completed at least ten (10) additional hours of intervention activities related to each of the test areas that is being requested for the oral administration. There is no oral administration in the area of writing. According to Rule 3301-13-08 of the Ohio Administration Code, a student may qualify for an oral administration of the ninth-grade reading, mathematics,

citizenship, or science tests if the student's school sends the Department an application for an oral administration (see Appendix B) documenting that the student has the following:

- completed all curriculum requirements for graduation;
- taken but not yet passed one or more parts of the test;
- **either** been identified as limited English proficient (LEP) **or** maintained at least a 2.5 grade-point average on a 4-point scale (or the equivalent) in all high school courses corresponding to the test area not yet passed; and
- completed at least ten (10) additional hours of intervention activities related to each of the test areas being requested.

LEP students may also qualify for a state-provided translator in the test areas of mathematics, citizenship and science (see Appendix B). Translation of the reading test is not allowed. Documentation of LEP status must be provided by the school. This could be the results of the annual assessment of English proficiency (OTELA) required to be given to all limited English proficient students or other evidence showing the student's limited English proficiency.

**129. How does the oral administration differ from the regular administration of the Ohio Ninth-Grade Proficiency Tests?**

The oral administration is an ADDITIONAL opportunity for those qualifying proficiency-only students and is not administered by school personnel. This is NOT part of any of the regular administrations of the Ohio Ninth-Grade Proficiency Test given in October, March or May. Schools should not provide oral administrations or the use of translators during these regular administrations.

**130. What is the process for appealing for an oral administration?**

Schools must complete and submit the oral appeals form (see Appendix B) along with the required documentation. Paperwork must be complete before the appeals form will be processed.

**131. When should schools submit requests for an oral administration?**

Requests for oral administrations for proficiency-only students may be submitted at any time during the school year. However, students may appeal for an oral administration only once per school year.

**132. What are the testing procedures for the oral administration?**

Trained retired teachers and translators, if necessary, are hired by ODE and come to the school to administer the tests. All necessary materials for the administration including test books and answer documents will be brought to the school by the administrator. Schools should provide for a quiet room that can accommodate up to three people. Once the testing is completed, the student's answer document will be returned to ODE for scoring. Schools will be informed in writing of the student's results.

## APPENDICES

- Appendix A: Overview of Item Types for the Assessments Administered During the 2006-2007 School Year
- Appendix B: Appeal for an Oral Administration of the Ohio Ninth-Grade Proficiency Test
- Appendix C: Testing Schedule
- Appendix D: Performance Levels Scores Established by the State Board of Education
- Appendix E: Time Table for Statewide Testing Graduation Requirements
- Appendix F: Ohio Administrative Code Rule 3301-7-01 Standards for the Ethical Use of Tests
- Appendix G: Criteria for Earning a Diploma with Honors: Class of 2002 and Beyond
- Appendix H: Guidelines for Identifying, Assessing, Serving, and Reporting Limited English Proficient (LEP) Students: School Year 2006-2007
- Appendix I: Accommodations for LEP Students Participation in State Assessments: School Year 2006 – 2007
- Appendix J: Statewide Assessment Accommodations for Students with Disabilities
- Appendix K: Guidelines for Scribing
- Appendix L: Statutory/Regulatory History of Statewide Testing
- Appendix M: Students with Disabilities in Adult High School Programs
- Appendix N: Students with Disabilities in Chartered Non-public Schools
- Appendix O: Alternative Conditions for Eligibility for Diploma Where Person Passes All But One Graduation Test
- Appendix P: Assessment Legal Citations: Revised Code and Ohio Administrative Code
- Appendix Q: Implementation Schedule of Ohio Statewide Assessments

## APPENDIX A

### OVERVIEW OF ITEM TYPES FOR THE ASSESSMENTS ADMINISTERED DURING THE 2006-2007 SCHOOL YEAR

#### Grade 3 Achievement Tests: Overview of Number and Type of Items

	Prompts on writing test (4 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
Grade 3 Reading	NA	29	4 or 6	2 or 3	NA	36 or 37	49
Grade 3 Mathematics	NA	32	6	2	NA	40	52

#### Grade 4 Achievement Tests: Overview of Number and Type of Items

	Prompts on writing test (12 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
Grade 4 Reading	NA	29	4 or 6	2 or 3	6	36 or 37	49
Grade 4 Mathematics	NA	32	6	2		40	52
Grade 4 Writing	2	15	NA	NA		17	39

#### Grade 5 Achievement Tests: Overview of Number and Type of Items

	Prompts on writing test (16 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
Grade 5 Reading	NA	29	4 or 6	2 or 3	6	36 or 37	49
Grade 5 Mathematics	NA	32	6	2	6	40	52
Grade 5 Science	NA	32	4	2	6	38	48
Grade 5 Social Studies	NA	32	4	2	6	38	48

#### Grade 6 Achievement Tests: Overview of Number and Type of Items

	Prompts on writing test (16 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
Grade 6 Reading	NA	29	6	2		37	49
Grade 6 Mathematics	NA	32	5	2		39	50

#### Grade 7 Achievement Tests: Overview of Number and Type of Items

	Prompts on writing test (12 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
Grade 7 Reading	NA	29	5	2		36	47

Grade 7 Mathematics	NA	32	5	2	6	39	50
Grade 7 Writing	2	15				17	41

**Grade 8 Achievement Tests: Overview of Number and Type of Items**

	Prompts on writing test (16 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
Grade 8 Reading	NA	32	4	2	6	38	48
Grade 8 Mathematics	NA	32	5	1	6	38	46
Grade 8 Science	NA	32	4	2	6	38	48
Grade 8 Social Studies	NA	32	4	2	6	38	48

**Ohio Ninth-Grade Proficiency Tests: Overview of Number and Type of Items**

	Prompts on writing test (4 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
Ninth-Grade writing	2	NA	NA	NA	0	NA	8
Ninth-Grade reading	NA	40	NA	NA	0	40	40
Ninth-Grade math	NA	40	NA	NA	0	40	40
Ninth-Grade citizenship	NA	50	NA	NA	0	50	50
Ninth-Grade science	NA	40	NA	NA	0	40	40

**Ohio Graduation Tests: Overview of Number and Type of Items**

	Prompts on writing test (18 points ea.)	Multiple choice items (1 point ea.)	Short answer items (2 points ea.)	Extended response items (4 points ea.)	Number of field test items	Total number of operational items	Total number of points
OGT Reading	NA	31	4 or 6	2 or 3	6	38 or 39*	51
OGT Mathematics	NA	32	5	1	6	38	46
OGT Writing	2	10	1	NA	0	13	48
OGT Social Studies	NA	32	4	2	6	38	48
OGT Science	NA	32	4	2	6	38	48

\*Note: The number of constructed response items in reading will either be 7 (4 SA and 3 ER) or 8 (6 SA and 2 ER) items. Multiple choice items will remain consistent across forms with 31 items.

## APPENDIX B

### APPEAL FOR AN ORAL ADMINISTRATION OF THE OHIO NINTH-GRADE PROFICIENCY TEST

#### Checklist

- \_\_\_\_\_ 1. Completed appeals form
- \_\_\_\_\_ 2. Student transcripts
- \_\_\_\_\_ 3. Date and results of all previously taken Ohio Ninth-Grade Proficiency Tests
- \_\_\_\_\_ 4. English translation of any transcripts from other countries
- \_\_\_\_\_ 5. Documentation of LEP status from annual English language proficiency assessment (OTELA)
- \_\_\_\_\_ 6. Verification of 10 hours of intervention
- \_\_\_\_\_ 7. Signature of parent/guardian or student if over 18 years of age
- \_\_\_\_\_ 8. Name/address of principal to whom test results will be sent
- \_\_\_\_\_ 9. Mail to:

Ohio Department of Education  
Office of Assessment; Attention Oral Administration  
25 S. Front St., M.S. 507  
Columbus, OH 43215-4183  
OR  
Fax to: 614-995-5568; Attention Oral Administration

**APPEAL FOR AN ORAL ADMINISTRATION  
OF THE OHIO NINTH-GRADE PROFICIENCY TESTS**

Please provide COMPLETE and ACCURATE information. Any form not containing complete documentation will be returned to the district.

*NOTE: Releasing this information to the State REQUIRES the signature of the parent or guardian (or the student, if the student is age 18 or older).*

Name of Student (Print or Type)

\_\_\_\_\_

Student's Home Address (Print or Type)

\_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

School District \_\_\_\_\_ County \_\_\_\_\_

Student's Date of Birth \_\_\_\_\_

Year student completed curriculum requirements \_\_\_\_\_

High School \_\_\_\_\_

Address \_\_\_\_\_

High School Principal \_\_\_\_\_

Contact Person at the High School \_\_\_\_\_

Contact Person's E-mail address \_\_\_\_\_

High School Phone Number (\_\_\_\_\_) \_\_\_\_\_

Test Area(s) Appealed (Check All That Apply)

Reading \_\_\_\_\_ Mathematics \_\_\_\_\_ Citizenship \_\_\_\_\_ Science \_\_\_\_\_

Student's Native Language \_\_\_\_\_

Translator is requested for Mathematics \_\_\_\_\_ Citizenship \_\_\_\_\_ Science \_\_\_\_\_

(No translator is allowed for Reading)

Student's country of origin if not U.S. \_\_\_\_\_

Indicate the date(s) and number of hours of intervention services provided for each test area being appealed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List below by test area the name of each high school course for which credits have been earned by this student in each test area being appealed, and attach copy of the student's transcript as documentation of credits earned and grades received.

**Reading Related Courses**

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**Mathematics Courses**

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**Social Studies Courses**

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**Science Courses**

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***NOTE: ALL SIGNATURES ARE REQUIRED***

Name of District Superintendent (Print/Type)

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Superintendent's Signature

\_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian or Student If Over 18 Years of Age (Signature)

\_\_\_\_\_ Date \_\_\_\_\_

*NOTE: By signing, the Parent/Guardian/Student agrees to release to the State Superintendent of Public Instruction the information accompanying this appeal and any other related documentation required to verify the student's eligibility for an oral administration of the Ohio Ninth-Grade Proficiency Tests in accordance with Rule 3301-13-08 of the Ohio Administrative Code.*

## APPENDIX C

### TESTING SCHEDULE

#### Grade 3

October 2 – 6, 2006: Reading Achievement Test (results due Nov. 13, 2006).

April 30 – May 11, 2007: Reading and Mathematics Achievement Tests (results due June 15, 2007\*).

#### Grade 4

April 30 – May 11, 2007: Reading, Mathematics and Writing Achievement Tests (results due June 15, 2007\*).

#### Grade 5

April 30 – May 11, 2007: Reading, Mathematics, Science and Social Studies Achievement Tests (results due June 15, 2007\*).

#### Grade 6

April 30 – May 11, 2007: Reading and Mathematics Achievement Tests (results due June 15, 2007\*).

#### Grade 7

April 30 – May 11, 2007: Reading, Mathematics and Writing Achievement Tests (results due June 15, 2007\*).

#### Grade 8

April 30 – May 11, 2007: Reading, Mathematics, Science and Social Studies Achievement Tests (results due June 15, 2007\*).

#### Grade 10

March 12 – 25, 2007: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due May 24, 2007).

July 9 – 29, 2007: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due Sept. 28, 2007).

#### Grade 11

October 23 – November 5, 2006: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due Jan. 4, 2007).

March 12 – 25, 2007: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due May 24, 2007).

July 9 – 29, 2007: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due Sept. 28, 2007).

#### Grade 12

October 23 – November 5, 2006: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due Jan. 4, 2007).

March 23 – 25, 2007: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due May 15, 2007).

July 9 – 29, 2007: Ohio Graduation Tests in reading, mathematics, writing, science and social studies (results due Sept. 28, 2007).

#### Proficiency-Only

October 16 – 29, 2006: Ohio Ninth-Grade Proficiency Test in writing, reading, mathematics, citizenship and science (rosters due Nov. 27, 2006; final reports due Jan. 2, 2007).

March 5 – 18, 2007: Ohio Ninth-Grade Proficiency Test in writing, reading, mathematics, citizenship and science (rosters due Apr. 12, 2007; final reports due May. 17, 2007).

May 1 – 10, 2007: Ohio Ninth-Grade Proficiency Test in writing, reading, mathematics, citizenship and science (rosters due 14 days after receipt of answer documents; final reports due May 29, 2007).

**\* Results will be returned for spring achievement tests for those districts who return test materials to contractor on schedule.**

## APPENDIX D

### PERFORMANCE LEVEL SCORES ESTABLISHED BY THE STATE BOARD OF EDUCATION

#### GRADE 3 ACHIEVEMENT LEVEL SCALED SCORE

	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Reading	below 385	385	400	415	432
Math	below 378	378	400	429	447

#### GRADE 4 ACHIEVEMENT LEVEL SCALED SCORE

	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Reading	below 384	384	400	435	467
Math	below 377	377	400	432	452
Writing	below 383	383	400	436	472

#### GRADE 5 ACHIEVEMENT LEVEL SCALED SCORE

	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Reading	below 384	384	400	441	459
Math	below 382	382	400	424	439

#### GRADE 6 ACHIEVEMENT LEVEL SCALED SCORE

	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Reading	below 380	380	400	436	456
Math	below 378	378	400	429	448

#### GRADE 7 ACHIEVEMENT LEVEL SCALED SCORE

	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Reading	Below 379	379	400	432	452
Math	below 378	378	400	436	458

#### GRADE 8 ACHIEVEMENT LEVEL SCALED SCORE

	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Reading	below 378	378	400	428	451
Math	below 379	379	400	432	459

#### GRADE 9 ACHIEVEMENT LEVEL SCALED SCORE

	<b>Original*</b>
Writing <sup>+</sup>	5 of 8
Reading	200
Mathematics	200
Citizenship	200
Science	200

\* Current proficient standard; no additional increases are scheduled

<sup>+</sup> Writing scores are reported as raw points and not as scaled scores.

#### OGT ACHIEVEMENT LEVEL SCALED SCORE

	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Reading	Below 383	383	400	429	448
Mathematics	Below 384	384	400	425	444
Writing	Below 378	378	400	430	476
Science	Below 372	372	400	425	445
Soc. Studies	Below 382	382	400	429	446

## **APPENDIX E**

### **TIME TABLE FOR STATEWIDE TESTING GRADUATION REQUIREMENTS**

Class of 1994 – Students graduating after September 15, 1993 make up the first public school class required to pass Ohio Ninth-grade Proficiency Tests in writing, reading, mathematics, and citizenship and meet curriculum requirements in order to receive a diploma.

Class of 1999 – Students graduating after September 15, 1998 make up the first chartered nonpublic school class required to pass Ohio Ninth-Grade Proficiency Tests in same four areas and meet curriculum requirements in order to receive a diploma.

Class of 2001 – Students graduating after September 15, 2000 make up the first public school and chartered nonpublic school classes required to pass the Ohio Ninth-Grade Proficiency Test in science in addition to other Ohio Ninth-Grade Proficiency Tests and meet curriculum requirements in order to receive a diploma.

Class of 2006 – Students who began ninth grade before July 1, 2003 make up the last public school and chartered nonpublic school classes required to pass the Ohio Ninth-Grade Proficiency Tests in the five areas before September 15, 2008 and meet curriculum requirements in order to receive a diploma. This group of students may use a pass on the OGT in a subject area in lieu of a pass on the same subject area on the Ohio Ninth-Grade Proficiency Test.

Class of 2007 – Students who began ninth grade after July 1, 2003 make up the first public school and chartered nonpublic school classes required to pass the OGT in reading, mathematics, writing, science, and social studies and meet curriculum requirements in order to receive a diploma.

## APPENDIX F

### OHIO ADMINISTRATIVE CODE RULE 3301-7-01 STANDARDS FOR THE ETHICAL USE OF TESTS

(A) Standards included in this rule are intended to provide guidance for determining whether or not a practice related to assessment is consistent with the principle of performing one's responsibilities with honesty, integrity, due care, and fairness to all and to ensure the integrity of the assessment process and the reliability and validity of inferences made from the assessment results. Except as otherwise specified, the following definitions are used in this rule:

- (1) "Assessment" shall include but not be limited to standardized achievement testing, state proficiency testing, district-wide competency-based education assessments, and any other grade level or age-level assessments conducted schoolwide or districtwide;
- (2) "School district" shall mean all city, exempted village, local, cooperative education, and joint vocational school districts in the state;
- (3) "Appropriate staff" shall include any certificated or non-certificated employee or volunteer who has direct access to the assessment instrument(s) or participates in activities related to preparing students for the assessment, administering or scoring the assessment, and interpreting or using the assessment results.

(B) Each school district is responsible for ensuring that all appropriate staff have knowledge of the standard of ethical practice related to assessment and testing and for monitoring the educational practices of said individuals in terms of these standards. Each district's responsibility shall include, but not be limited to, the following:

- (1) Communicate to all appropriate staff at least once annually the standards for determining what is unethical or inappropriate practice contained in paragraphs (C) through (E) of this rule, as well as any additional standards adopted by the district;
- (2) Clearly define and communicate at least once annually to all appropriate staff how standards and/or procedures will be monitored, what sanctions will be imposed, and in what circumstances such sanctions will apply;
- (3) Clearly define and communicate to all appropriate staff the purpose(s) for each schoolwide and districtwide assessment;
- (4) Clearly define and communicate to all appropriate staff at least once annually all security procedures established by the district for each type of assessment identified in paragraph (A) (1) of this rule, including procedures required by the state pursuant to the provisions of rule 3301-13-05 of the Administrative Code;
- (5) Provide any other information and staff development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring the assessment, and interpreting or using the results from assessment;
- (6) Establish procedures for viewing materials and practices used in the school or district to prepare students for assessments and communicate these procedures at least once annually to all appropriate staff;
- (7) Periodically review materials and practices related to preparing students for assessments, administering and scoring assessments, and interpreting and using assessment results;
- (8) Provide channels of communication that allow teachers and other educators, students, parents, and other members of the community to voice their concerns about practices they consider inappropriate; and
- (9) Establish procedures for investigating any complaint, allegation, and/or concern about inappropriate practices, insuring protection of both the rights of individuals and the integrity of the assessment process.

(C) In monitoring practices related to preparing students for an assessment, each school district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:

- (1) Any preparation activity that undermines the reliability and/or validity of inferences drawn from the assessment results;
- (2) Any practice that results solely in raising scores or performance levels on a specific assessment instrument, without simultaneously increasing the student's achievement level as measured by other tasks and/or instruments designed to assess the same domain;

- (3) Any practice involving the reproduction of actual assessment materials, through any medium, for use in preparing students for an assessment;
  - (4) Any preparation activity that includes questions, tasks, graphs, charts, passages or other materials included in the assessment instrument or in a parallel form of the instrument, and/or materials that are paraphrases or highly similar in content to those in actual use;
  - (5) Preparation for the assessment focuses primarily on the assessment instrument or a parallel form of instrument, including its format, rather than on the objectives being assessed;
  - (6) Any practice that does not comply with, or has the appearance of not complying with, statutory and/or regulatory provisions related to security of assessment instruments used in schoolwide or districtwide programs; and
  - (7) 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 or as provided through an individualized education program(IEP), each school district shall use, but not be limited to, the following standards for determining what practices related to administering and scoring assessments are unethical and/or inappropriate:
- (1) Any assessment instrument used for purposes other than that for which the instrument has been validated;
  - (2) Any practice resulting in a potential conflict of interest or one that exerts undue influence on those administering or scoring the assessment, making the assessment process unfair to some examinees;
  - (3) Any modification in procedures for administering and/or scoring the assessment that results in nonstandard and/or delimiting conditions for one or more students;
  - (4) Any practice that allows persons without sufficient and appropriate knowledge and skills to administer and/or score the assessment;
  - (5) Any administration or scoring practice that produces results contaminated by factors not relevant to the purpose(s) of the assessment;
  - (6) Any practice excluding one or more students from an assessment solely because the student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of the group may be affected;
  - (7) Any practice such as a gesture, facial expression, use of body language, comment, or any other action that guides students' responses during an assessment;
  - (8) Any practice such as providing to students, either immediately preceding or during administration of an assessment, any definitions of words or terms contained in the actual assessment instrument;
  - (9) Any practice such as erasing, darkening, or rewriting, or in any other way correcting or altering student responses to an assessment task either during or following the administration of an assessment.
  - (10) Any practice that supports or assists others in unethical or inappropriate practices during administration and/or scoring of assessments.
- (E) In monitoring practices related to interpreting and/or using assessment results, each district shall use, but not be limited to, the following standards for determining what practices are unethical and/or inappropriate:
- (1) Providing interpretations of, and/or using, assessment results in a manner and/or for a purpose that has not been validated;
  - (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that lead to false or misleading conclusions about assessment results;
  - (3) Any practice that permits certificated employees or volunteers without the necessary knowledge and skills to interpret the results of an assessment;
  - (4) Any practice that violates, or places at risk, the confidentiality of individually identifiable information;
  - (5) Any practice that provides an interpretation, or suggests uses, of assessment results without due consideration of the purpose(s) for the assessment, the limitations of the assessment, the examinee characteristics, any irregularities in administering and/or scoring the assessment, or other factors affecting the results; and
  - (6) Any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways.

(F) Chartered nonpublic schools that administer state proficiency tests shall apply the standards contained in this rule to determine whether or not unethical and/or inappropriate practices are used by staff or volunteers to prepare students for, administer or score, and/or interpret or use the results from these tests.

(G) Each school district and participating chartered nonpublic school shall cooperate with the state board of education conducting an investigation of alleged unethical assessment practices by school district employees or volunteers.

## APPENDIX G

### CRITERIA FOR EARNING A DIPLOMA WITH HONORS: CLASS OF 2002 AND BEYOND

In December 1998, the State Board of Education revised the criteria for earning a Diploma with Honors to make those requirements consistent with the new graduation requirements for the class of 2002, mandated in Senate Bill 55. Within that rule, the State Board specified that postsecondary enrollment options (credit for college courses under Rule 3301-44-06 of the OAC) and credit for advanced work below ninth-grade [R.C. 3313.603(C)] will count toward the curriculum requirements of the Diploma with Honors. In 2005, the State Board amended this rule to address the exclusion of writing portions of the ACT and SAT.

In order to earn a Diploma with Honors beginning September 15, 2001, the student is required to meet at least **all but one** of the criteria for either the college preparatory or the vocational curriculum. Both are listed below. The student who completes the college preparatory curriculum in high school shall meet at least **eight of the following nine** criteria:

- A. earn 4 units of English;
- B. earn at least 3 units of mathematics which shall include Algebra I, Algebra II, and geometry or a three-year sequence of courses which contains equivalent content;
- C. earn at least 3 units of science which develop the concepts for physical, life, and earth and space sciences;
- D. earn 3 units of social studies;
- E. earn either 3 units of 1 foreign language or 2 units each of 2 foreign languages;
- F. earn 1 unit of fine arts;
- G. earn either 1 unit of business/technology and 2 additional units in A through F; or earn 3 additional units in A through F;
- H. maintain an overall high-school grade point of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
- I. obtain a composite score of 27 on the ACT (excluding the optional writing test) or a composite score of 1210 on the SAT verbal and math sections (excluding the scores obtained on the required writing section).

The student who completes an intensive vocational or technical education curriculum in the high school shall meet at least **nine of the following ten** criteria:

- A. earn 4 units of English which may include one unit of applied communication;
- B. earn 3 units of mathematics which will include algebra and geometry, or a sequence of courses that contains equivalent content;
- C. earn 3 units of science, that develop concepts for physical, life, and earth and space sciences;
- D. earn 3 units of social studies;
- E. earn 2 units of a foreign language or 2 units of business/technology; or 1 unit of each;
- F. earn 3 units in the student's vocational or technical education curriculum;
- G. earn 2 additional units in A through F or fine arts;
- H. maintain an overall high school grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year;
- I. complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio Vocational Competency Assessment or the equivalent; or
- J. obtain a composite score of 27 on the ACT (excluding the optional writing test) or a composite score of 1210 on the SAT verbal and math sections (excluding the scores obtained on the required writing section).

## APPENDIX H

### **GUIDELINES FOR IDENTIFYING, ASSESSING, SERVING, AND REPORTING LIMITED ENGLISH PROFICIENT (LEP) STUDENTS: SCHOOL YEAR 2006-2007**

As a State Education Agency and recipient of funds under the *No Child Left Behind* Act, the Ohio Department of Education is required to collect information on a yearly basis regarding the number of Limited English Proficient (LEP) students enrolled in the State's elementary and secondary schools as well as LEP students' progress in attaining English proficiency.

The following are guidelines for identifying, assessing, and serving LEP students, and reporting related information using Ohio's Education Management Information System (EMIS):

#### **1. Determine if newly enrolled student is LEP. Refer to definition of Limited English Proficiency in EMIS, Chapter 2 EMIS.**

##### **Does the student have a primary/home/native language other than English?**

No → Student is **not** LEP - Mark "N" in EMIS Limited English Proficiency (LEP) – Record Field Number GI230

Yes → 1) Indicate the student's native language in EMIS Native Language – Record Field Number GI270

2) Assess the student's English language proficiency in the domains of speaking, listening, reading, writing and comprehension using a state approved placement test (Contact the Lau Resource Center for guidelines on the assessment of LEP students)

##### **Does the student score at the proficient (P) level on all five domains (listening, speaking, reading, writing, and comprehension), or have a composite score of proficient on the placement test of English Language proficiency?**

Yes → Student is **not** LEP – Mark "N" in EMIS Limited English Proficiency (LEP) – Record Field Number GI230

No → Student is LEP - Mark "Y" in EMIS Limited English Proficiency (LEP) – Record Field Number GI230

##### **Has the LEP student been enrolled in US schools for no more than 180 school days and not previously been exempted from taking the spring administration of either of the state's English language arts assessments (reading or writing)?**

If No → Do not mark anything

If Yes → Mark L in the Limited English Proficiency (LEP) – Element Record Number GI230

*Note: The code L indicates that the student is eligible for a one-time exemption from the English Language Arts (reading and writing) portions of the statewide assessments. However, students coded L like all other LEP students must take the annual English language proficiency assessments (OTELA).*

#### **2. Determine the appropriate program to meet LEP students' language and academic needs.**

School districts are required to take affirmative steps to provide LEP students with educational services that address the students' English language and academic needs. The services are to be designed based on scientific

based research so that the students receive effective instruction leading to academic achievement and timely acquisition of proficiency in English.

Mark in EMIS the appropriate Program Code (Appendix E of EMIS Manual) for the LEP student (refer to Program Codes 235012 through 235015).

### **3. Prepare parent notification letter**

Schools must, within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of limited English proficiency (LEP) students participating in LEP programs. Parents will be informed of

- reasons for child's identification and placement;
- child's level of English proficiency, how assessed, and status of child's academic achievement;
- type of language acquisition program and method of instruction used in child's program;
- how the program will meet the educational strengths and needs of the child;
- how the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- program exit requirements, expected rate of transition and expected rate of graduation; and
- if applicable, and the LEP student has been appropriately identified as having a learning disability, how the program meets the child's individual education plan (IEP).

Rights of the parent include

- removing the child from the program;
- declining enrollment in the program or other program options available; and
- obtaining assistance in selecting from among available programs.

Schools must

- notify parents within 30 days when the school fails to progress on measurable objectives under Section 3122 of the *No Child Left Behind Act*;
- implement an effective means of outreach to parents of LEP students to inform them how they can be involved in the education of their children; and
- provide above information in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand.

### **4. Determine if LEP student is eligible for additional accommodations on statewide proficiency/achievement assessments**

**Has the LEP student been enrolled in U.S. schools more than three full years (i.e., 534+ days of enrollment)?**

Yes → Student is **not** eligible for additional accommodations; the student must participate in statewide assessments with allowable accommodations for all LEP students (use of dictionary and extended time)

No → Review the results of the most recent assessment of the student's English language proficiency tests.

**Does the student score at the advanced or proficient level in **either** the reading or writing domain?**

Yes → Student is **not** eligible for additional accommodations; the student must participate in statewide assessments with allowable accommodations for all LEP students (use of dictionary and extended time)

No → Student is eligible for additional accommodations

Refer to Appendix I for the guidelines on requesting additional accommodations

## **5. Annually re-assess LEP students' English language proficiency**

Each year, school districts are required to re-assess all LEP students to determine their current level of English proficiency. Possible results of yearly re-assessment:

Possible results of yearly re-assessment:

a). Student continues to be LEP

The level of English language proficiency may change in one or more language domains. Report levels of proficiency based on results of spring re-assessment (OTELA) in EMIS English Language Development Assessment Elements GI380 – GI420 during the EMIS Yearend (N) reporting period.

- Student continues in appropriate program of LEP supplementary services.
- Student participates in statewide proficiency testing with allowable accommodations. Based on results of spring re-assessment, student may or may not meet the eligibility requirements for additional accommodations as indicated on the previous page.

b). Student is no longer LEP

In order to be exited from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read, and write the English language at a level in which they are able to:

- a) achieve successfully in classrooms where the language of instruction is in English,
- b) meaningfully participate in academic assessments in English, and
- c) participate fully in society in the United States.

The following criteria will be used to indicate that a student has attained the required level of English proficiency to be exited from a district's LEP program:

1. Achievement at the proficient level (composite score) in Ohio's approved English language proficiency progress test (OTELA); **and**,
2. Two years of successful participation in classrooms where the language of instruction is in English (this is referred to as the "trial mainstream" period, which begins after the student has met the first exit criteria above), **and**
3. Attainment of proficient or above for two years in the state's language arts assessment (reading and writing) during the student's trial mainstream period.

If a student meets the above criteria, the following steps are taken:

- Student is exited from the program of supplementary LEP services [such as English as a Second Language (ESL) instruction or bilingual education].
- Student's EMIS record during the Year End (N) reporting period is updated to show the fiscal year and month the student is reclassified as no longer LEP in the Limited English Proficient Reclassification Data Element, Record Field Number GI490, EMIS, Chapter 2.
- Student participates in statewide proficiency testing with no accommodations.

## APPENDIX I

### ACCOMMODATIONS FOR LEP STUDENTS PARTICIPATION IN STATE ASSESSMENTS: SCHOOL YEAR 2006-2007

#### What accommodations are available for all LEP students?

The allowable accommodations for all LEP students are the use of dictionaries and extended time.

#### What additional accommodations are available for Limited English Proficient (LEP) students?

For a smaller group of “eligible” LEP students who meet certain criteria (see Appendix H), additional accommodations are available for specific grades and subjects.

#### For what tests are these additional accommodations available?

This table is a summary of available additional accommodations for eligible LEP students.

Additional Accommodations by Grade, Subject, and Test Administration for LEP students

<i>Types of additional LEP accommodations available:</i>	<b>Grade 3 Reading Fall</b>	<b>Grade 3 Reading Summer</b>	<b>Grade 3-8 May (all subjects)</b>	<b>OGT Fall</b>	<b>OGT March</b>	<b>OGT Summer</b>
Spanish bilingual form	Not Available	Not Available	Yes	Not Available	Not Available	Not Available
Spanish CD	Not Available	Not Available	Yes	Yes	Yes	Not Available
Other foreign language CDs*	Not Available	Not Available	Yes-for four most frequently spoken languages besides Spanish—Japanese, Somali, Korean, and Mandarin	Yes-Mandarin and Somali	Yes, for four most frequently spoken languages besides Spanish – Somali, Japanese, Mandarin, and Arabic.	Not Available
Oral translator scripts (other languages)**	Allowed	Allowed	Allowed, reimbursed by test vendor only for languages not on CD at \$75/test	Allowed	Allowed, reimbursed by test vendor only for languages not on CD at \$75/test	Allowed
English audio CD-English read aloud script (read aloud script only for OGT)	Yes	Yes	Yes	Yes	Yes	Not Available

\*Determined by language requests the previous year, specific languages publicized by ODE and test vendors prior to District test enrollment requests

\*\*Oral translation materials (scripts that direct which parts of tests are allowed to be translated) are available from test vendors during the March and May test administrations.

#### How do we know which accommodation to select for eligible LEP students?

ODE believes that the instructional staff who work with these students are in the best position to make judgments about which accommodations are appropriate. ODE has developed a flow chart (see end of this appendix) that provides a systematic framework for helping district determining which accommodation to utilize.

**Are samples of these accommodations available?**

Yes. ODE has placed samples of some of these materials online at [www.ode.state.oh.us](http://www.ode.state.oh.us) (search keyword “special test formats”).

**What about the English audio recording of these tests?**

The standardized English audio recording of a form of the test will be provided on a secure CD-ROM for student use. The purpose of this CD-ROM is to provide a “read aloud” accommodation of allowable parts of the tests in English. This accommodation resource is meant to serve in lieu of districts providing a staff person to provide the “read aloud” accommodation.

**Can we read the test aloud to eligible LEP students instead of using the English audio recordings?**

A district may choose to provide the “read aloud” accommodation to eligible students instead of using the English audio recording. If a district chooses to directly provide the “read aloud” accommodation, the district may read only the instructions and questions on the reading and writing tests, and read all parts of the mathematics tests. ODE would strongly recommend the use of the English audio recordings in many cases (especially with older students), as it provides a standardized reading of allowable parts of the test forms.

**What is the oral translated recording?**

For the most frequently spoken second languages in Ohio, ODE will provide a standard audio recording of the tests indicated in the chart below, and also allow students to give answers orally on cassette tape. These recorded answers will then be translated and transcribed in a central location by test contractors, and these translated/transcribed answers will be scored in the same way as regular test answers. *NOTE: While an oral response is allowed for this accommodation, districts must provide the audio cassette tape and recording device in this event. ODE strongly advises that districts make every attempt to gather a written response either in English and/or the students’ native language. Also, on the writing assessment, the student’s answers **MUST** be provided in written English as produced by the student, and will **NOT** be translated or transcribed by the test contractors.*

For 2006-07, those languages are (broken out by grade level):

Language	CD-ROM Oral Translated Recording Available for Grades 3-8 Achievement Tests?	CD-ROM Oral Translated Recording Available for Ohio Graduation Tests?
Spanish	Yes, May 2007 administration	Yes, March 2007 administration
Japanese	Yes, May 2007 administration	Yes, March 2007 administration
Somali	Yes, May 2007 administration	Yes, March 2007 administration
Korean	Yes, May 2007 administration	No
Mandarin	Yes, May 2007 administration	Yes, March 2007 administration
Arabic	No	Yes, March 2007 administration

**Why are some languages translated onto CD-ROM and others not translated onto CD-ROM?**

Languages are selected for translation on the basis of enrollment data from the previous year for each test level (grade/subject). There are differences in concentrations of the 2<sup>nd</sup> languages spoken by eligible LEP students between grade levels (especially between OAT 3-8 and OGT). ODE chooses those sets of languages for each grade level that are most feasible to produce, based on enrollment data.

**What about oral translations of the tests in the student’s native language by a bilingual interpreter?**

An oral translator may translate allowable parts of these tests (not passages on the Reading tests) into the student’s native language. Oral translators will be asked to translate and transcribe student oral and written answers into a regular answer document that is to be returned to the test contractor. Oral translators must follow the guidelines for scribing as presented in Appendix K. Oral translations will be conducted in the presence of a test administrator, who must be a certificated/licensed employee of the school district. For March test administrations, test contractors will provide assistance to districts in locating and compensating translators for any language where a translated CD-ROM is not available.

**May district staff serve as translators for their eligible LEP students?**

Yes. District personnel can serve as translators for their students. (Another district staff MUST also serve as a test administrator if a district staff person is providing translation services.) If districts choose to provide their own translators, they must coordinate with the appropriate contractor, so that an Oral Translation Kit can be provided. (The kit includes the script and other materials needed for translation).

**May districts provide oral translations in one of the languages for which foreign language CD-ROMs are available?**

Yes. Districts may choose to provide an oral translator. However, districts will be responsible for compensating any translator who provides test translation for any test for which a foreign language CD-ROM is available. ODE has put expanded resources toward translating these tests into a standardized format (via the native language recordings), including centralized translation/transcription of student answers.

**What about the written bilingual forms of the grades 3 through 8 tests in Spanish?**

This accommodation is offered for students who are literate in written Spanish. This test format presents written translation of allowable test materials (not the passages in the Reading test) in Spanish alongside the written English form in a special test book. The student may write responses in English directly onto the answer document or provide the answers in Spanish on a separate sheet of paper. If the student provides the answer in Spanish, the student’s answers MUST be transcribed locally into written English onto the answer document in order for the answers to be scored. The district is responsible to provide any translation/transcription that is necessary for the answers to be written in English. (See Appendix K). If districts use the bilingual written form accommodation, they are not allowed to request an oral translator for the student.

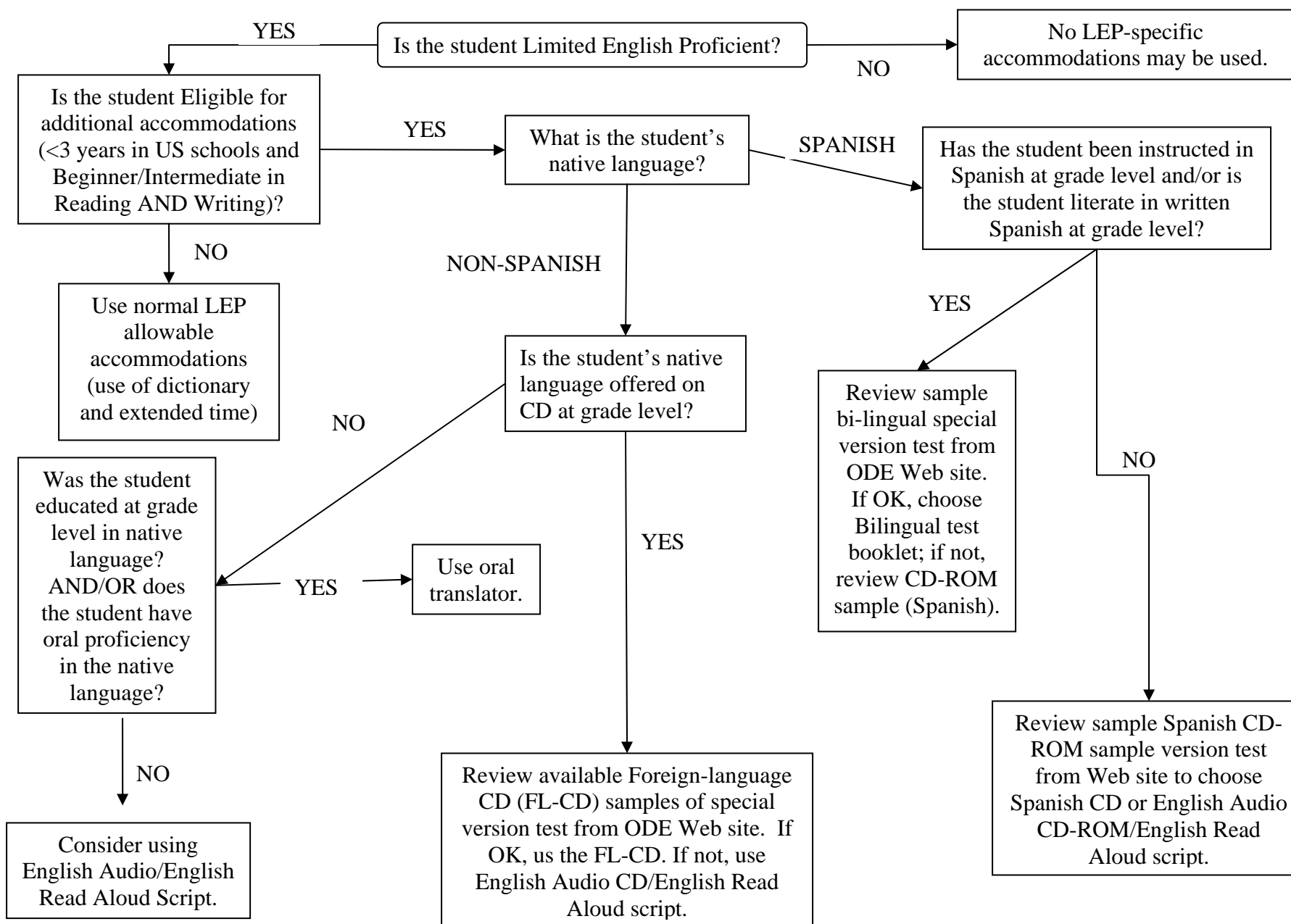
**Why is there a written form of the test only in Spanish and why only grades 3 through 8?**

This test format is offered in Spanish because Spanish is the largest language group other than English among LEP students in Ohio at this time.

At this time, there are no plans to create a printed format of the Ohio Graduation Tests in any written language except English, because of the high stakes nature of the OGT.

The flowchart on the next page will help in determining if a LEP student should be allowed accommodations.

### Decision Flow Chart for Selecting Additional LEP Accommodations



## APPENDIX J

### STATEWIDE ASSESSMENTS ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

ODE has listed the following appropriate accommodations to assist IEP teams in developing students' accommodations. **This chart is not an exhaustive list;** by following the four criteria, IEP teams will be able to develop their own lists.

**APPENDIX J: STATEWIDE ASSESSMENTS ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Type	Accommodation	Description	Allowable	Not Allowable	Not Recommended
Presentation	Read aloud	Read directions, questions and answer choices aloud on all tests	X		
Presentation	Read aloud	Read aloud <b>reading passages/ selections</b> on <b>reading</b> tests		X	
Presentation	Braille	Consult Braille edition test materials for specific instructions	X		
Presentation	Large print text	Consult large print edition test materials for specific instructions	X		
Presentation	Reorder questions	Student may answer questions in order of his/her choice	X		
Presentation	Reorder questions	Person other than student chooses the order of questions to answer		X	
Presentation	English audio CD	For standardized read-loud accommodation	X		
Presentation	English audio CD	<b>Reading</b> test passages/selections		X	
Presentation	Magnification device	Magnifier, electronic magnifying system, closed circuit television, test enlargement software	X		
Presentation	Amplification device	Personal amplification device, assistive listening device. Ensure that device is working.	X		
Presentation	Visual aids	Colored pencils, filters to cover parts of test, reading guides, lamps	X		
Presentation	Visual aids	Highlighters			X
Presentation	Physical supports	Slant board, tape or magnets to secure paper to work area	X		
Presentation	Sign language	Script provided to indicate words that must be finger-spelled. Interpreter may review test for up to two hours two school days before test, in presence of school test coordinator.	X		
Presentation	Sign language	Sign to define or clarify word or phrase on the test		X	
Presentation	Clarify directions	Re-read directions, provide written steps for directions, break directions into steps (text of directions must be verbatim)	X		
Presentation	Clarify directions	Sign to define or clarify word or phrase		X	
Presentation	Cuing	Verbal, gesture, and/or physical prompts to <u>stay on task</u> but may NOT cue answers	X		

**APPENDIX J: STATEWIDE ASSESSMENTS ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Type	Accommodation	Description	Allowable	Not Allowable	Not Recommended
Presentation	Familiar test administrator	Test administrator and/or interpreter who is known by student	X		
Response	Mark responses in test book	Student answers in test book, rather than on answer document (Grade 5 and above). Responses <u>must</u> be transcribed verbatim into answer document.	X		
Response	Pointing	Student points to correct responses and test administrator scribes responses in student's test booklet or answer document.	X		
Response	Different paper – Graph paper, wide-ruled paper	Responses must be transcribed verbatim into test or answer document. Place the separate sheets in an envelope. Print the student's name and ID number; test booklet or answer document number on the outside of the envelope. Return with documents to be scored.	X		
Response	Dictionary, thesaurus	For students classified as limited English proficient-(LEP) dictionary should be the same as the dictionary used in classroom instruction	X		
Response	Dictionary, thesaurus	For students on IEP/504 accommodations, dictionary or thesaurus are NOT allowed on reading and writing tests		X	
Response	Dictionary, thesaurus	For students on IEP/504 accommodations, dictionary or thesaurus may be allowed on mathematics, social studies, and science tests	X		
Response	Word processor--computer, word processor, keyboarding device, typewriter to key responses.	Responses must be transcribed verbatim into test or answer document. Place the separate sheets in an envelope. Print the student's name and ID number; test booklet or answer document number on the outside of the envelope. Return with documents to be scored.	X		
Response	Word processor	Use spell check, thesaurus, grammar check for writing test items where these skills (spelling, word choice, grammar choice) are directly assessed.		X	
Response	Calculator, abacus	Calculator must meet guidelines of ODE-approved calculator. Talking calculator is allowed.	X		
Response	Calculator, abacus	Read aloud reading passages/ selections		X	

**APPENDIX J: STATEWIDE ASSESSMENTS ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Type	Accommodation	Description	Allowable	Not Allowable	Not Recommended
Response	Manipulatives	Student uses manipulatives to enact response before writing response in test booklet and answer document.	X		
Response	Braille	Braillewriter, slate and stylus, electronic Braille notetaker	X		
Response	Spell checker	Electronic spell checker – for writing test is NOT allowed for multiple choice items	X		
Response	Grammar checker	Electronic grammar checker – writing test is NOT allowed	X		
Response	Formula sheet	List of formulae	X		
Response	Formula sheet	Explanation of use of formulae		X	
Response	Dictation	Scribe writes exactly what student dictates. Student not required to spell words. *Writing test only – student required to indicate beginning of sentences (use of capitals) and end of sentences (punctuation). Student can indicate where sentences begin and end while dictating, or edit what scribe has written.	X		
Response	Dictation	Scribe suggests ideas, words or concepts		X	
Response	Low-tech writing tools	Pencil grip, weighted pencil	X		
Response	Arithmetic tables	Tables to assist in simple addition, subtraction, multiplication and division facts using whole numbers	X		
Setting	Adaptive furniture	Slant board, chair with arms, foot rest, table tall enough for wheelchair	X		
Setting	Reduced noise distractions	Headphones, ear plugs	X		
Setting	Reduced visual distractions	Study carrel, location without extraneous items in line of sight	X		
Setting	Special lighting	Incandescent or natural lighting	X		
Setting	Small group	Small group of students with one test administrator	X		
Setting	Small group	Student interaction, student oral responses		X	
Setting	Individual	One student with one test administrator	X		

**APPENDIX J: STATEWIDE ASSESSMENTS ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Type	Accommodation	Description	Allowable	Not Allowable	Not Recommended
Setting	Fidgets, organizers	Weighted lap object or vest, bead cushion, vibrating pillow	X		
Setting	Time of day	Test at time of day most beneficial to student, including make-up days	X		
Timing-Scheduling	Extended time	One school day as defined by school district	X		
Timing-Scheduling	Extended time	Exceed one school day		X	
Timing-Scheduling	Breaks during testing	Stand at the desk and stretch, walk around the building, meet nutritional needs of student, no discussion	X		
Timing-Scheduling	Time of day	Test at time of day most beneficial to student, including make-up days	X		

## APPENDIX K

### GUIDELINES FOR SCRIBING

#### General

- If the scribe is also the test administrator for a student, the scribe must be a licensed or certificated employee of the district. If someone else is acting as the test administrator, the scribe is not required to be a licensed/certificated employee. In such a case, the test administrator would supervise the scribe during the test administration.
- The accommodation of a scribe may be provided to a student in any appropriate test administration area (e.g., reading, writing, mathematics, science, social studies).
- The use of a scribe is considered an allowable accommodation.

#### Word Processor Method

- The student uses a computer to type his/her response to the writing prompts and open ended questions.
- The scribe transcribes into the answer booklet exactly what the student wrote.
- The use of a word processor is considered an allowable accommodation.
  - The responses must be transcribed verbatim into the test booklet or answer document. A printer copy of the student's response must be inserted into the test booklet or answer document.
  - The student may not use spell check, thesaurus or grammar check for a writing test on items where those skills are directly assessed.

#### Dictation Method

- The scribe writes exactly what the student dictates. No additions, deletions or changes may be made that are not initiated by the student.
- **(Writing Test ONLY)** The student is required to indicate beginning of sentences (use of capitals) and end of sentence punctuation. This can be accomplished by either of the following methods:
  - The student can indicate where sentences begin and end while he/she is dictating the response.
  - The student can edit what the scribe has written. Capital letters and punctuation can be added. The student can write in edits or ask the scribe to make specific changes.

## APPENDIX L

### STATUTORY/REGULATORY HISTORY OF STATEWIDE TESTING

- HB 231, July 1987 – initial legislation requiring ninth-grade tests beginning in 1990; 12<sup>th</sup> grade tests starting in 1994
- HB 55, March 1992 – 1 diploma, science added to ninth-grade tests, fourth-grade and sixth-grade tests added
- HB 152, July 1993 – 8<sup>th</sup> grade option, chartered nonpublic schools required beginning in 1999
- HB 552, May 1994 – 2 year science delay for the ninth-grade tests
- HB 715, May 1994 – citizenship exemption on the ninth-grade test for non-U.S. citizens
- SB 55, August 1997 – phases out ninth-grade tests, phases in new graduation tests, increases graduation units from 18 to 21, adds the fourth-grade reading guarantee
- Ohio Supreme Court decision, April 1998 – previous year’s tests available as public records documents upon request
- HB 770, May 1998 – field tested items become available as public records when used operationally
- HB 282, August 1999 – temporary exemption for English-limited students
- HB 94, June 2001 – decreases minimum graduation units from 21 to 20
- SB 1, September 2001 – delays ninth-grade tests phase-out for two years, phases out proficiency tests, phases in achievement tests and diagnostic assessments aligned with academic content standards and model curriculum
- HB 95, June 2003 – requires Academic Watch and Academic Emergency districts to administer to ninth-graders the OGT practice tests that are aligned with academic content standards and model curriculum
- HB 3, August 2003 – brings Ohio law into conformity with federal *NCLB* legislation including achievement tests in reading and mathematics in grades 3 – 8 and Ohio Graduation Tests in reading, mathematics, writing, science and social studies in grade 10.
- SB 2, March 2004 – to direct that the General Assembly’s ongoing efforts to improve the quality of teaching in Ohio include provisions recommended by the Governor’s Commission on Teaching Success; changes date for summer grade 3 reading achievement tests; expands use of OGT practice tests; changes phase-in date of grade 8 social studies achievement test; changes requirements for administering diagnostic assessments, including the kindergarten readiness assessment.
- HB 106, June 2004 – to exempt limited English proficient (LEP) students who have been enrolled in U.S. schools for less than one year from certain testing and accountability requirements, such as exemption for taking reading and writing achievement tests.
- HB 493, May 2005 – provides for the substitution of passing OGT scores for certain eligible students who originally were required to pass the Ohio Ninth-Grade Proficiency Test by amending R.C. 3313.614 to expressly allow that substitution.
- HB 66, July 2005 – changes date for grades 3-8 achievement tests from March to May in 2006-2007; eliminates state development and distribution of additional grades 3-8 diagnostic assessments; changes the public record provisions governing the release of test items; institutes a new voucher program for chartered nonpublic schools in 2006-2007 with mandatory achievement testing in grades 3-8 (OGT is already required); strengthens assessment and accountability provisions for e-school students and e-schools; and requires additional reading and math academic progress assessments in certain community schools in 2006-2007.

## APPENDIX M

### STUDENTS WITH DISABILITIES IN ADULT HIGH SCHOOL PROGRAMS

#### **3301-13-09 Provisions for exemption from the tests required for graduation of an adult with disabilities, twenty-two or more years of age, and enrolled in adult high school continuation program.**

(A) For tests required for graduation the provisions of this rule shall apply only to a student who meets all of the following eligibility criteria:

(1) A person twenty-two or more years of age and enrolled in an adult high school continuation program established pursuant to section 3313.531 of the Revised Code; and

(2) A person with a disability based on an evaluation completed in accordance with the requirements of this rule.

(B) A person pursuant to paragraph (A) of this rule or any applicant to the board of education for a diploma of adult education may request that the board conduct an evaluation. Upon the request, the board of education to which the request was made must evaluate the person to determine whether the person has a disability. The evaluation must be conducted in accordance with paragraphs (C) and (D) of this rule.

(C) An evaluation to determine if the adult student has a disability must be accomplished in one or more of the following ways:

(1) By review of an evaluation completed by an Ohio state agency and acceptance of the evaluation, if deemed appropriate.

(2) By completing an evaluation in accordance with the requirements set forth in 20 U.S.C. section 1400 et seq., the Individuals with Disabilities Education Act or in 29 U.S.C. section 794, known as Section 504 of the Rehabilitation Act of 1973.

(3) By review of the evaluation data and acceptance of the evaluation, if deemed appropriate, for a student who was evaluated and determined by a board of education to have a disability while enrolled in a public school or chartered non-public school in Ohio.

(D) The evaluation completed by a board of education to determine whether an adult student has a disability must be multifactored and multidisciplinary.

(E) The board of education shall maintain written documentation of the information used to determine the disability.

(F) For a student who has been determined to have a disability, the determination of whether to excuse the person from any of the tests required by division (B) of section 3301.0710 of the Revised Code as a requirement for graduation, or the determination of what accommodations will be provided shall be made in accordance with the provisions of rule 3301-13-03 of the Administrative Code.

## APPENDIX N

### STUDENTS WITH DISABILITIES IN CHARTERED NON-PUBLIC SCHOOLS

#### **3301-13-10 Standard to develop plans for exemption from and/or accommodations for the statewide tests for students with disabilities in chartered nonpublic schools.**

##### (A) Eligibility

The provisions of this rule shall apply only to a student who meets all of the following eligibility criteria:

- (1) The student has been identified as a child with a disability based on an evaluation conducted in accordance with section 3323.03 of the Revised Code or section 504 of the Rehabilitation Act of 1973.
- (2) The student has been enrolled by the parent in a chartered nonpublic school; and
- (3) The student with a disability:
  - a. Is not being provided publicly funded special education services; or
  - b. Is receiving publicly funded special education services that do not address the academic objectives as measured by any particular test.

##### (B) Written plan

- (1) The chartered nonpublic school shall annually develop a written plan that addresses the eligible student's needs.
- (2) Parents must be included in the development of the written plan.
- (3) Any exemptions from participation in any particular proficiency or achievement test must be made in accordance with provisions of rule 3301-13-03 of the Administrative Code, and must be specified in the written plan. If a plan developed for a student excuses the student from taking any statewide test, the chartered nonpublic school may not prohibit the student from taking the test.
- (4) Any accommodations in test format and/or test administration procedure must be made in accordance with provisions of rule 3301-13-03 of the Administrative Code, and must be specified in the written plan.
- (5) Parents must agree to the written plan.
- (6) The chartered nonpublic school shall implement the plan.
- (7) The plan and the decision to provide accommodations for or to exempt from any particular statewide tests must be reviewed annually.

## APPENDIX O

### ALTERNATIVE CONDITIONS FOR ELIGIBILITY FOR DIPLOMA WHERE PERSON PASSES ALL BUT ONE GRADUATION TEST

#### **3313.615 Alternative conditions for eligibility for diploma where person passes all but one graduation test.**

This section shall apply to diplomas awarded after September 15, 2006, to students who are required to take the five Ohio graduation tests prescribed by division (B) of section 3301.0710 [3301.07.10] of the Revised Code.

A) As an alternative to the requirement that a person attain the scores designated under division (B) of section 3301.0710 [3301.07.10] of the Revised Code on all the tests required under that division in order to be eligible for a high school diploma or an honors diploma under sections 3313.61, 3313.612 [3313.61.2], or 3325.08 of the Revised Code or for a diploma of adult education under section 3313.611 [3313.61.1] of the Revised Code, a person who has attained at least the applicable scores designated under division (B) of section 3301.0710 [3301.07.10] of the Revised Code on all but one of the tests required by that division and from which the person was not excused or exempted, pursuant to division (H) or (L) of section 3313.61, division (B) of section 3313.612 [3313.61.2], or section 3313.532 [3313.53.2] of the Revised Code, may be awarded a diploma or honors diploma if the person has satisfied all of the following conditions:

- (1.) On the one test required under division (B) of section 3301.0710 [3301.07.10] of the Revised Code for which the person failed to attain the designated score, the person missed that score by ten points or less;
- (2.) Has a ninety-seven per cent school attendance rate in each of the last four school years, excluding any excused absences;
- (3.) Has not been expelled from school under section 3313.66 of the Revised Code in any of the last four school years;
- (4.) Has a grade point average of at least 2.5 out of 4.0, or its equivalent as designated in rules adopted by the state board of education in the subject area of the test required under division (B) of section 3301.0710 [3301.07.10] of the Revised Code for which the person failed to attain the designated score;
- (5.) Has completed the high school curriculum requirements prescribed in section 3313.603 [3313.60.3] of the Revised Code in the subject area described in division (A)(4) of this section;
- (6.) Has taken advantage of any intervention programs provided by the school district or school in the subject area described in division (A)(4) of this section and has a ninety-seven per cent attendance rate, excluding any excused absences, in any of those programs that are provided at times beyond the normal school day, school week, or school year or has received comparable intervention services from a source other than the school district or school;
- (7.) Holds a letter recommending graduation from each of the person's high school teachers in the subject area described in division (A)(4) of this section and from the person's high school principal.

B.) The state board of education shall establish rules designating grade point averages equivalent to the average specified in division (A)(4) of this section for use by school districts and schools with different grading systems.

## APPENDIX P

### ASSESSMENT LEGAL CITATIONS REVISED CODE AND Ohio Administrative Code

Access the Ohio Revised Code (Statutes) Citations under Title XXXIII at  
<http://onlinedocs.andersonpublishing.com/oh/lpExt.dll?f=templates&fn=main-h.htm&cp=PORC>

Access the OAC (Rules) Citations under 3301 at  
<http://onlinedocs.andersonpublishing.com/oh/lpExt.dll?f=templates&fn=main-h.htm&cp=OAC>

<u>Assessment Subject</u>	<u>Assessment Statutes &amp; Rules</u>
Academic Content Standards	R.C. 3301.079(A); R.C. 3301.0718
Achievement Levels (Student Test Score Ranges, i.e., advanced, accelerated, proficient, basic, and limited) See Performance Standards	R.C. 3301.0710(A)(2)(a)-(e) & (G)
Achievement Tests (Grades 3-8)	R.C. 3301.079(C); 3301.0710(A)(1)(a)-(f)
Accommodations Limited English Proficient “LEP” Students with Disabilities	R.C. 3301.0711(C); OAC Rule 3301-13-03, -10 R.C. 3301.0711(C)(3); R.C. 3301.0710(H)(2) (HB 66); OAC Rule 3301-13-02(I)(12) R.C. 3301.0711(C)(1)(a); OAC Rule 3301-13-03,-10 OAC Rule 3301-13-02(I)(10) & (11)
Accountability (Report Card)	R.C. 3302.01 through R.C. 3302.04
Alternate Assessments April 1 Deadline (2006-2007)	R.C. 3301.0711(C)(1)(a) & (b); R.C. 3313.61(L) R.C. 3301.0710(H)(1) (HB 66)
Anchor Questions	R.C. 3301.0711(N)(2) & (N)(3)
Appeal for Verification or Rescoring	OAC Rule 3301-13-06
Chartered Nonpublic Schools Limited English Proficiency Students with Disabilities Testing Graduation Requirement Voucher (New) Program (2006-2007)	R.C. 3301.0711(C)(1)(c), (C)(3), & (K) R.C. 3301.0711(C)(3) R.C. 3301.0711(C)(1)(c) R.C. 3313.612 R.C. 3310.01 - 3310.17; R.C. 3310.03(B)(2); R.C. 3310.14 (HB 66)
Community Schools – Additional Reading & Math Academic Progress Nationally Normed Assessments (Grades 1-12 - 2006-2007) Rules for Expected Gains & Additional Sanctions	R.C. 3314.35(A)-(E) (HB 66) R.C. 3314.36(A)-(E) (HB 66)

Data Verification Code	R.C. 3301.0711(A)(1); R.C. 3301.0714(D)(1) & (2); R.C. 3301.12
Diagnostic Assessments	R.C. 3301.079(D); R.C. 3301.0715; R.C. 3313.608(B)
Diploma or Honors Diploma	R.C. 3313.61; OAC Rule 3301-13-07
Education Management Information System “EMIS”	R.C. 3301.0714
e-Schools – Administering Assessments e-School (Community School Test Location - 50 Mile Radius)	R.C. 3313.6410; R.C. 3314.26 R.C. 3314.25
Excuse 1 <sup>st</sup> Year LEP Students from Taking Reading or Writing Tests	R.C. 3301.0711(C)(3)
Exemption from Graduation Requirements Foreign Exchange Students Students with Disabilities w/IEP	R.C. 3313.61 R.C. 3313.61(H) R.C. 3313.61(L); OAC Rule 3301-13-01(L)
Ethical Use of Tests	R.C. 3301.0711(A)(2); OAC Rule 3301-7-01
Field Tests	R.C. 3301.0711(N)(2) & (N)(3)
Foreign Exchange Students	R.C. 3313.61(H)
Graduation Requirements	R.C. 3313.60,-.603,-.61,-.612,-.614,-.615
Kindergarten Readiness Assessment – Literacy – “KRA-L”	R.C. 3301.0715(A)(3); R.C. 3301.0714(B)(1)(o)
Individualized Education Program – “IEP” Testing as Specified in IEP	OAC Rule 3301-51-07 OAC Rule 3301-51-07(G)(3)(d)
Intervention	R.C. 3301.0711(D),-.0712(A),-.0715(F); R.C. 3313.608 and R.C. 3313.6012
May Testing (Grades 3-8 in 2006-2007) All Alternate Assessments by April 1 (Grades 3-8 and OGT - 2006-2007) All LEP 1 Week Earlier Than Usual (Grades 3-8 and OGT - 2006-2007)	R.C. 3301.0710(C) (HB 66) R.C. 3301.0710(H)(1) (HB 66) R.C. 3301.0710(H)(1) (HB 66)
Model Curriculum	R.C. 3301.079(B) & (C)
Modified Testing Schedule	OAC Rule 3301-13-02(R)

National Assessment of Education Progress “NAEP”	R.C. 3301.27; 206.09.78 (HB 66); OAC Rule 3301-13-02(S)
Ohio Ninth-Grade Proficiency Test Ohio Graduation Test Substitution	R.C. 3301.0712; R.C. 3313.614 R.C. 3301.0712; R.C. 3313.614(B)
Ohio Graduation Tests – “OGT”	R.C. 3301.0710(B); R.C. 3313.614(B)
Ohio’s “Operating Standards” (Formerly “Minimum Standards”)	OAC Rule 3301-35-01 – 3301-35-14
Oral Administration	OAC Rule 3301-13-08
Ohio Test of English Language Acquisition “OTELA”	R.C. 3301.0711(C)(3); OAC Rule 3301-13-11(D)
Performance Indicators (Report Card)	R.C. 3302.02
Performance Ratings (Districts & Buildings)	R.C. 3302.03(B)(1) – (5)
Performance Standards (See Achievement Levels)	R.C. 3301.0710(A)(2)(a)-(e) & (G)
Practice OGT Tests	R.C. 3301.0710(F); R.C. 3301.0711(A)(1),(B)(10)&(D)(2)
Promotion to Next Grade	R.C. 3319.01; R.C. 3301.07(D); R.C. 3313.60(B)
Public Records	R.C. 3301.0711(N)(1), (3), (4), and (5)
Release of Test Questions	R.C. 3301.0711(N)(1), (3), (4), and (5)
Remediation Services	R.C. 3313.608(B)(2)
Report Card	R.C. 3302.03; R.C. 3314.012
Reporting Assessment Results	R.C. 3301.0711(G)(2); R.C. 3301.0714(B)(1)(o); OAC Rule 3301-13-06
Retention in Grade	R.C. 3313.609; R.C. 3301.0711(E) & (M); R.C. 3313.608
Schedule of Assessment Administration	R.C. 3301.0710(C),(D),(E)&(H); R.C. 3301.0711(B) & (C)(2); R.C. 3301.0715(A) & (B)
Dates of Administration	R.C. 3301.0710(C),(D),(E)&(H)
Make-up (Medical or Good Cause)	R.C. 3301.0711(C)(2)
Modified Testing Schedule	OAC Rule 3301-13-02(R)
Sequence of Administration	R.C. 3301.0710(H)(3); R.C. 3301.0711(B)
Scoring Assessments	R.C. 3301.0711(A)(1),(G),(H)&(I); R.C. 3301.0715(C); OAC Rule 3301-13-06
Security	OAC Rule 3301-13-05

Student Records	R.C. 3301.07(D); OAC Rule 3301-13-01(G)
Third-Grade Guarantee	R.C. 3313.608; OAC Rule 3301-13-01(O)
Value-added Progress Dimension	R.C. 3302.021
Waiver to Receive Funding	R.C. 3317.03(E)(3) &(4); OAC Rule 3301-13-04

## APPENDIX Q

### IMPLEMENTATION SCHEDULE OF OHIO STATEWIDE ASSESSMENTS

#### House Bill 3/Senate Bill 2/House Bill 66

	2006-07**	2007-08*	2008-09	2009-10
<b>Kindergarten</b>	<b>Readiness Assessment</b>	<b>Readiness Assessment</b>	<b>Readiness Assessment</b>	<b>Readiness Assessment</b>
<b>Grades 1-2</b>	<b>Diagnostics R W M</b>	<b>Diagnostics R W M</b>	<b>Diagnostics R W M</b>	<b>Diagnostics R W M</b>
<b>Grade 3</b>	<b>Achievement R M Diagnostics W</b>	<b>Achievement R M Diagnostics W</b>	<b>Achievement R M Diagnostics W</b>	<b>Achievement R M Diagnostics W</b>
<b>Grade 4</b>	<b>Achievement R M W</b>	<b>Achievement R M W</b>	<b>Achievement R M W</b>	<b>Achievement R M W</b>
<b>Grade 5</b>	<b>Achievement R M S S S</b>	<b>Achievement R M S S S</b>	<b>Achievement R M S S S</b>	<b>Achievement R M S S S</b>
<b>Grade 6</b>	<b>Achievement R M</b>	<b>Achievement R M</b>	<b>Achievement R M</b>	<b>Achievement R M</b>
<b>Grade 7</b>	<b>Achievement R M W</b>	<b>Achievement R M W</b>	<b>Achievement R M W</b>	<b>Achievement R M W</b>
<b>Grade 8</b>	<b>Achievement R M S S S</b>	<b>Achievement R M S S S</b>	<b>Achievement R M S S S</b>	<b>Achievement R M S S S</b>
<b>Grade 10</b>	<b>OGT R M W S S S</b>	<b>OGT R M W S S S</b>	<b>OGT R M W S S S</b>	<b>OGT R M W S S S</b>
<b>Grade 12 or higher</b>	<b>Proficiency W R M C S</b>	<b>Proficiency W R M C S</b>	<b>Not administered</b>	<b>Not administered</b>

\* NOTE: Ninth-grade proficiency tests will continue to be administered through summer 2008 to students who entered ninth-grade prior to July 1, 2003.

\*\*Grades 3 – 8 achievement tests will be administered in May beginning with the 2006 - 07 administration.

Source: Ohio Department of Education 8/30/05

## INDEX

Topic	Question Number(s)/Appendix(ces)
Accommodations	
Students with disabilities	65-68 and Appendices J and K
LEP students	92-93 and Appendices H and I
Accountability	1-8, 101
Achievement Tests	9, 11, 15-16, 25-34, 96-102
Performance standards	36, 98 and Appendix D
Reporting of results	37-43, 99
Test dates and times	25-34 and Appendix C
Adult education programs	64, 103 and Appendix M
Alternate assessment	69-88
1 % Cap	72-73
Collection of evidence	79
Performance standards	87
Un-graded programs	78
Scoring and reporting	81-84
Appeals to verify or rescore student results	41
Blueprints of tests (numbers and types of questions)	Appendix A
Braille versions	24 and Appendix J
Changes for 2006-2007	9-14
Chartered nonpublic schools	20 and Appendix N
Community schools	16
Centralized pick-up of materials	14
Dates of test administration	Appendix C
Development of tests	21 and Appendix A
Diagnostic assessments	113-122
Required administration of	114, 118
Types of:	115, 121
Diploma with honors	Appendix G
Ethical use of tests	46-53 and Appendix F
Exemption from graduation test requirement	45, 58-64
EdChoice schools	13 and 20
Field-test items	24
Foreign exchange students	112
Home-education (“home schooled”) student	17-18
Home-instruction student	19
House Bill 66 changes	11
Implementation Schedule of achievement tests	Appendix Q
Individualized education plan (IEP)	16, 33, 35, 37, 45, and 58-64

Interruptions to testing	30-32
Intervention	40, 53, 57, 100, 102, 107 and 110
KRA-L	15, 116
Large-print versions	24 and Appendix J
Legal citations	Appendix P
Limited English proficient (LEP)	89-95, Appendices H and I
Accommodations	92-93 and Appendices H and I
OTELA	90
Identification of	89-90, 94 and Appendix H
Mathematics devices	35
95% participation rate	3-5
<i>NCLB</i> Requirements	1-8
Ohio Graduation Tests	103-112
Diploma alternative	111 and Appendix O
Impact on graduation	103-107
Performance standards	105-106 and Appendix D
Practice test	108-109
Reporting of results	37-39
Test dates	Appendix C
What students take the OGT	103
Ohio Ninth-Grade Proficiency Tests	123-132 and Appendix B
Oral administration	128 - 132
Performance standards	Appendix D
Reporting of results	37-39
Substitution of OGT	103-104 and 127
Test dates	Appendix C
Operational tests	24
Ohio Tests of English Language Acquisition (OTELA)	90, 94, 129
Performance levels	98 and Appendix D
Policies and procedures	57
Practice tests	24
Public records requests	54-56
Reference materials	35
Released tests	24
Resources	35
Rescoring of tests	41-42
Reporting of scores	37-40
Score standards	Appendix D
Scoring	36-43

Scribes	Appendix K
Section 504 Plan	16, 33, 35, 62-63
Sequence of test administration	26
Snow emergency	30
Statewide Student Identifier (SSID)	12
Student record/transcript	22-23
Students with disabilities	58-88
Accommodations	65-68 and Appendices J and K
Exemption from graduation test requirement	58-64
Participation in state testing	61-64
Summer testing	24, 101-102, 107, 126
Test schedule modifications	27
Test security	46-53
3 <sup>rd</sup> grade guarantee	100-102
Transcript	22-23
Value added	8
Verifications	41-42
Vertical linking	8
Waiver	44-45
Word processor	37, 65 and Appendix J