

ODE EMIS MANUAL

Section 2.8: Student Assessment (FA) Record



Version 8.1
June 28, 2018

REVISION HISTORY

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

Version	Date	Effective Date (FY & Data Set)	Change #	Description
<u>8.1</u>	<u>6/28/18</u>	<u>FY18</u>	<u>63305</u>	<u>Removed Score Not Reported option M.</u>
<u>8.1</u>	<u>6/28/18</u>	<u>FY18</u>	<u>62221</u>	<u>Updated reporting instructions for Score Not Reported element.</u>
<u>8.1</u>	<u>6/28/18</u>	<u>FY18</u>	<u>52595</u>	<u>Updated Test Grade Level table for AP/IB.</u>
<u>8.1</u>	<u>6/28/18</u>	<u>FY18</u>	<u>52559</u>	<u>Updated Score Not Reported table for OELPA.</u>
<u>8.1</u>	<u>6/26/18</u>	<u>FY18</u>	<u>NA</u>	<u>Removed options for Assessment Area Code and moved them to Section 2.8.1.</u>
<u>8.0</u>	<u>4/24/18</u>	<u>FY18</u>	<u>NA</u>	<u>Posted for FY18.</u>
7.1	6/30/17	FY17	56611	Added H as a valid Score Not Reported for Assessment Type GF.
7.1	6/30/17	FY17	56629	Added information regarding ACT Workkeys Assessment Version 2.0.
7.0	5/30/17	FY17	40945	Updated valid test date ranges (FA210) for Fall GN reporting window to match FY17 testing window.
7.0	5/30/17	FY17	40946	Added summer testing window for GN and EOC assessments.
7.0	5/30/17	FY17	42098	Added new Score Not Reported (FA235) Option Q and added it as a valid option for KRA.
7.0	5/30/17	FY17	42101	Modified Score Not Reported (FA235) Option S and added it as a valid option for the early learning assessment.
7.0	5/30/17	FY17	43217	Change the date reported for Industry Credential Date Field
7.0	5/30/17	FY17	43844	FY17 CTE Technical Assessment (GY) updates.
7.0	5/30/17	FY17	43846	FY17 CTE Industry Credential (GW) updates.
7.0	5/30/17	FY17	44480	Added Test Day of the Month (FA212) to record layout.
7.0	5/30/17	FY17	44504	Score Not Reported option S now allowed for KRA.
7.0	5/30/17	FY17	45146	Updated KRA reporting instructions: LEP students should take the KRA.
7.0	5/30/17	FY17	45242	Modified Score Not Reported Option L; added L to GD assessment type in table.
7.0	5/30/17	FY17	45372	Remove assessment error bands for KRA assessments.
7.0	5/30/17	FY17	46347	NWEA MAP (GD) assessment date changes for FY17.

Version	Date	Effective Date (FY & Data Set)	Change #	Description
7.0	5/30/17	FY17	47373	Updated required early learning assessments test date collections.
7.0	5/30/17	FY17	47374	Early Childhood Outcome (ECO) changed to Childhood Outcome Summary (COS)
7.0	5/30/17	FY17	47376	Updated description of when the Childhood Outcome Summary (COS) should be given.
7.0	5/30/17	FY17	47647	Added new Score Not Reported Option 2.
7.0	5/30/17	FY17	47738	Score Not Reported Option U deleted.
7.0	5/30/17	FY17	48134	Modified Score Not Reported Option Y.
7.0	5/30/17	FY17	48866	Eliminated the Writing Assessment Area Code (FA205) when reporting alternate assessment records.
7.0	5/30/17	FY17	49863	Updated Score Not Reported options for SAT/ACT; added Score Not Reported Options 3 and 4.
7.0	5/30/17	FY17	50128	Added code for new IB assessments.
7.0	5/30/17	FY17	51361	Updated JVS reporting requirements to replaced OAA assessment types.
6.2	5/2/17	FY16	39005	End of Course and WorkKeys assessments added to Graduate (G) reporting.
6.1	3/1/17	FY16A	40985	Clarified SAT reporting.
6.1	3/1/17	FY16A	39625	Test type GD added to Score Not Reported valid options table.
6.0	7/7/16	FY16A	39625, 40985	Added to Coming Changes.
6.0	7/7/16	FY16A	41535	Remove ASQ/SE Assessment (type GS).
6.0	7/7/16	FY16A	40944	Added fall collection and dates for GN, and removed fall collection for GA.
6.0	7/7/16	FY16A	43843	Added six CTE Technical Assessment (GY) Areas.
6.0	7/7/16	FY16A	39527	Two AP Assessments added: AP Research and AP Seminar.
6.0	7/7/16	FY16A	37781	Assessment Area Code R valid for GN, grade 3.
6.0	7/7/16	FY16A	37739	Assessment Type GU (Industry Assessments) no longer reported.
6.0	7/7/16	FY16A	36440	Removed CL03 option from Assessment Area Codes for Industry Credentials.
6.0	7/7/16	FY16A	36438	Removed AGL1 option from Assessment Area Codes for EOC exams. Added ALG1.
6.0	7/7/16	FY16A	34328	Added BIOL/biology option to Assessment Area Codes for EOC exams.
6.0	7/7/16	FY16A	34301	Required Test Type options "ST1" and "ST2" deleted.
6.0	7/7/16	FY16A	33592	OTELA name changed to OELPA.
6.0	7/7/16	FY16A	32833	Changes to ECO reporting guidelines.
6.0	7/7/16	FY16A	32755	Changes to the progression areas on the ELA.

Version	Date	Effective Date (FY & Data Set)	Change #	Description
6.0	7/7/16	FY16A	32752	New LEP option added for second year of LEP “L” status.
6.0	7/7/16	FY16		Added Coming Changes section.
5.1	1/13/16	FY15A		Deleted Assessment Area Code options C and R for GO (KRA).
5.1	1/13/16	FY15A		Added IB Chinese exams to Assessment Area Code options.
5.0	9/16/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
5.0	9/16/15	FY15A	1072	Included information regarding new KG assessment.
5.0	9/16/15	FY15A	1085	Included information for collecting additional informaton for DORP Report Card.
5.0	9/16/15	FY15A	1107	Deleted GGG, and included information for new PK assessment (ELA).
5.0	9/16/15	FY15		Added or modified information about EOC exams, WK assessments, next generation exams, and non-state assessments.
4.1	4/21/15	FY14N	962	Added Score Not Reported and Score options for CTE assessments.
4.1	4/21/15	FY14N	1060	Added reporting instructions for new industry credential measure. Also added a number of assessment options.
4.1	4/21/15	FY14N	1007/1008	Added reporting instructions for IB and AP Assessments.
4.1	4/21/15	FY14N	1024	Updated reporting instructions for Score Not Reported Option P.
4.1	4/21/15	FY14N	830/831	Updated reporting instructions for ACT and SAT.
4.1	4/21/15	FY14N	1020	Added and deleted several CTE Technical Assessments.
4.1	4/21/15	FY14G		Beginning in FY14, CTE Student Assessments (GY) also reported in March.
4.0	10/16/13	FY13K	1010	Removed references to unit funding.
3.0	6/7/13	FY13N	976	Deleted verbiage from Test Formats and Accommodations, modified verbiage under Ohio Acievement Assesements (GA) and Ohio Graduation Test (GX). Modified reporting instructions for FA240, added verbiage to Example 2. Reporting ALT Scores, modified language in reporting instructions for FA210 within the assessment window table.
2.1	5/8/13	FY13 K	996	Changed version number on front page and footer. Added new GY assessments to FA205.
2.0	5/2/13	(E), (X)	921, 922	Added E-Transcript and Student Record Exchange to Required Reporting Period and file layout.

Version	Date	Effective Date (FY & Data Set)	Change #	Description
2.0	5/2/13	(E), (X)	921, 922	Added language in the General Guidelines to include College Entrance Examination and Local District Assessments.
2.0	5/2/13	(E), (X)	921, 922	Added language to include SRE collection request under CTE Industry Assessment (GU).
2.0	5/2/13	(E), (X)	921, 922	Added Assessments reported for All Reporting Periods Section and Table 1. Assessments by Reporting period.
2.0	5/2/13	(E), (X)	921, 922	Added Reporting instructions for FA220.
2.0	5/2/13	(E), (X)	921, 922	Added new assessment types to table (FA235).
2.0	5/2/13	(E), (X)	921, 922	Modified/deleted reporting instructions for FA210 and added new assessments to Administration Table.
2.0	5/2/13	(E), (X)	921, 922	Added new assessment types to Grade level values table (FA200).
2.0	5/2/13	(E), (X)	921, 922	Added new assessment types to Type of Accommodation Element values table (FA225).
2.0	5/2/13	(E), (X)	921, 922	Deleted Language from General Guidelines.
2.0	5/2/13	(E), (X)	921, 922	Modified Student Situations Heading in General Guidelines.
2.0	5/2/13	(E), (X)	921, 922	Modified Reporting Assessment Records Heading in General Guidelines.
2.0	5/2/13	(E), (X)	921, 922	Added verbiage to Ohio Graduation Test (GX) section.
2.0	5/2/13	(E), (X)	921, 922	Added verbiage to CTE Student Assessment (GY) section.
2.0	5/2/13	(E), (X)	921, 922	Created an Options Table for FA060.
2.0	5/2/13	(E), (X)	921, 922	Modified/added reporting instructions to FA210 and added assessment types to table.
2.0	5/2/13	(E), (X)	921, 922	Added HA-RZ for Special Collection Requests to Assessment type column to the FA205 Valid Options table. Added assessments to FA205 and reporting instructions.

COMING CHANGES

~~The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.~~

~~*At this time, there are no additional changes known to impact the Student Assessment (FA) Record.*~~

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

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2.8 STUDENT ASSESSMENT (FA) RECORD

Required Collection Requests

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

Assessment	Assessment (A)	Graduate (G)	March (D)	Grad Req Prog (R)	E-Trans (E)	Student Record Exchange (X)
AC – American College Testing (ACT) Assessment	√	√		√	√	√
AP – Advanced Placement Assessment	√	√		√	√	√
GA – Ohio Achievement Assessment (OAA)	√					√
GB – Early Learning Assessment (ELA)	√					√
GD – NWEA Measures of Academic Progress (MAP) DORP Growth Assessment	√					
GE – End of Course Exam	√	√				
GF – Ohio English Language Proficiency Assessment (OELPA)	√					√
GM – Childhood Outcome Summary (COS) Assessment	√					√
GN – Next Generation Assessment (NGA)	√					
GO – Kindergarten Readiness Assessment (KRA)	√					√
GW – Industry Credential	√	√	√	√		
GX – Ohio Graduation Test (OGT)	√	√			√	√
GY – CTE Technical Assessment	√		√		√	√
HA-RZ – Special Collection Assessment	√					√
IB – International Baccalaureate Assessment	√	√		√	√	√
SA – Scholastic Aptitude Test (SAT)	√	√		√	√	√
WK – ACT WorkKeys Assessment	√	√		√		

General Guidelines

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

Test Formats and Accommodations

Students can take state assessments in one of the following formats:

- Standard format (STR) or Standard format (STR) with one of the following accommodations:
 - 504 if indicated in the student’s 504 plan,
 - LEP if the student meets the criteria established for LEP students, or
 - IEP.
- Alternate assessment (ALT). Currently, the only state-reported assessments with an Alternate form are the Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT).

The determination as to how a student with disabilities will participate in state- and district-wide assessments is made by each student’s IEP team, at least annually at each IEP meeting. The test format reported for any testing record should be the actual format of the assessment that was administered to the student.

Alternate assessment is appropriate only for students who have severe disabilities. In many instances, this means students with severe limitations to cognitive functioning. Such severe limitations in the area of cognitive functioning should be documented in the student’s evaluation team report. If the IEP team believes that alternate assessment is appropriate for a student, then that student must take the alternate assessment in all subject areas tested.

A school district may determine that it is appropriate for a student to take any of the standard state assessments with IEP or 504 Plan accommodations. In such cases, it is the responsibility of the school district to document what accommodations, if any, will be provided to the student when tested. The documentation of accommodations can be

- included in each student’s IEP or
- documented in writing for any student who was evaluated under section 504.

Accommodations must meet all the following criteria, as defined by rule 3301-13-03 (H):

1. The accommodation is provided in the student’s IEP for classroom and district-wide tests that are similar in format to the statewide test in the same subject area;
2. The accommodation does not change the content or structure of the test; for example, the examiner who reads multiple-choice questions to students may not eliminate one or more answer choices provided as part of the question, nor shall any examiner convert any open-ended question to a multiple-choice question or cause such conversion;
3. The accommodation does not change what the test is intended to measure; for example, examiners are not permitted to read passages from a reading test because this would change the test from a measure of “reading” skills to a measure of “listening” skills; and
4. The accommodation does not change or enhance the student’s response; for example, a scribe shall record only the actual response provided by the student.

All LEP students are allowed the use of a dictionary or extended time for taking the statewide assessments. The *Type of Accommodation Element* refers to additional LEP accommodations beyond the use of a dictionary or extended time, such as the use of a translator.

Student Situations and Statewide Assessments

Retained Students. For information regarding the administration of Statewide Assessment Tests to retained students, please contact the Office of Curriculum and Assessment through the ODE Call Center at (877) 644-6338 and ask to be connected to the Office of Curriculum and Assessment. Rules for the KRA are noted in the section below on that assessment.

Career-Technical Students. JVSDs should only report required non-CTE state testing results for students who enroll directly into the JVSD without enrolling in the resident district. These students are typically non-public or home schooled students. School districts that are educating contract career-technical students will not need to report required non-CTE state testing results for these students. All Career Technical providers would report the CTE assessments relevant to each student's program enrollment.

DD Students. Resident districts report results from the standard (STR) tests or alternate assessment (ALT) results for students that attend DDs unless noted otherwise.

Department of Youth Services (DYS) Students. The Department of Youth Services will report results from the standard (STR) tests or alternate assessments (ALT) for students which attend and are in their buildings.

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

Adult Students. At this time, there are no requirements for reporting EMIS data, including test results, for adult students.

Students Exempt from Consequences. All students in a tested grade level are required to participate in the statewide assessments; however, a school district may exempt a student with disabilities from meeting the passing standard on one or more of the required graduation tests. If the student is exempt from the individual consequences for any subject test and therefore not required to meet the passing standard of that subject test in order to graduate, a Student Special Education Graduation Requirement (FE) Record is required to be reported. The record is reported whenever an IEP determination is made to continue an exemption, add an additional assessment area for an exemption, or cancel a prior exemption from the consequences of any graduation test.

If after the initial administration, the IEP team determines that the student is no longer exempt from the individual consequences and is now required to meet the passing standard on one or more of the graduation tests, the student will need to take and pass the subject test(s) identified by the IEP team in order to meet graduation requirements. A new Student Education Graduation Requirement record must be reported indicating the IEP event and date when this determination was made.

Reporting Statewide Assessment Records

Statewide assessment results are required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. If a student enrolled

during a required test administration is required to test and was not tested, or was tested but test scores were not available in time for EMIS reporting, then the district is required to submit the required test records with the applicable option in the *Score Not Reported Element*.

Test records are not required if the student was not enrolled in the district during any test administration window.

Who Reports OAA, OGT, OELPA, and KRA Test Results. If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) or the value of either of the Sent Reason Elements (FS200 or FS230) on the Student Standing records from each reporting entity.

A student with a District Relationship of ‘1’ during any part of the testing window is required to have the appropriate assessment record(s) reported by the district reporting this relationship; for Career Technical students refer to the Career-Technical Students section above. In addition, a student who has a Sent Reason of ‘CT – Contract Career-Technical Education Participant’, ‘JV- Joint Vocational School District Program Participant’, ‘MR – DD program participant’, ‘OS – State School (OSB or OSD) program participant’, or ‘PI - Proprietary Institution Program Placement’ and is enrolled in the district during any part of the testing window is required to have the appropriate assessment record(s) reported.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to meet the above criteria (e.g., the student moved during the testing window). In this case, both districts would have to report the assessment record(s) unless noted otherwise.

Student Mobility. If the student takes at least one “subject” test at the district and then moves before taking the other “subject” tests, then the district reports a test record for the student for that subject, reporting the score(s) for the “subject” test(s) taken. The district reports a “J Student moved in or out of the district” option in the *Score Not Reported Element* on the test records for the other subject test(s) not taken in the district.

When a student transfers between public school districts in Ohio or from a private school to a public district, student test results are required to be shared with the new district according to Ohio Administrative Code (OAC) 3301-13-01. Districts are required to immediately send the results as part of the official student record. The sending school or district must provide the test results to the receiving school or district upon request.

Contact Information

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

Office of Assessment. Please refer to the Office of Assessment’s web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on the Ohio Achievement Assessment (OAA), Ohio Graduation Test (OGT), or Ohio English Language Proficiency Assessment (OELPA).

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

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

Office of Career-Technical Education. Please refer to the Office of Career Technical Education (CTE) web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on CTE Assessments. Information about the CTE Technical Assessments and Career Paths for the Teaching Professions Portfolio Assessment is located on the Ohio Department of Education’s web site.

The following section gives guidelines for reporting each of the assessments via the Student Assessment Record. The end of the section contains the reporting rules for the specific elements on the Student Assessment Record.

Preschool Assessments (GB, GM)

Preschool Early Learning Assessment is always required to be administered twice during the academic year: in the first half of the school year (fall) and also in the second half of the school year (spring). The Child Outcome Summary (COS) is usually required to be administered at least once during the academic year; usually around the time of the appropriate special ed event (xETR/xIEP). For any child who enters and exits preschool special education services in the same school year with 6 months or more between entry and exit, the COS process must be completed twice (once at entry and once at exit). Results from these assessments are reported during the appropriate Early Learning Assessments (A) Collection.

The different preschool assessments require a different number of Student Assessment (FA) Records to fully report the assessment (for example, GB requires 10 and GM requires 6). The following chart summarizes the Assessment Areas to be reported for each preschool assessment.

Assessment Type(s)	Required Assessment Area Code(s)	Area Code Description
GB (ELA)	AEE	Awareness and expression of emotion
	COOP	Cooperation with peers
	PLR	Phonological awareness
	COMM	Communication
	CSM	Coordination – Small motor
	SFIP	Safety and injury prevention
	RWA	Relationships with adults
	VOC	Vocabulary
	NBSN	Number sense
	PCT	Personal care tasks
GM (COS)	E	Social-Emotional Skills
	EPRG	Social-Emotional Skills Progress

Assessment Type(s)	Required Assessment Area Code(s)	Area Code Description
	K	Acquiring and Using Knowledge and Skills
	KPRG	Acquiring and Using Knowledge and Skills Progress
	T	Taking Appropriate Action to Meet Needs
	TPRG	Taking Appropriate Action to Meet Needs Progress

Scoring Test Results. Because the preschool assessments are not scored by an outside scoring company, and are both administered and scored at the local level, the district or ESC is responsible for entering the scores on these records.

Students at multiple reporting entities. If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) on the Student Standing records from each reporting entity. In general, the entity with the lower value in this element is required to report the testing record.

For example, if one entity is providing instruction (a value of “1”) and another entity is providing services only (a value of “2”), only the instructing entity must report the Student Assessment Record. If more than one entity has the lowest value and one of the lowest entities is the student’s resident district, then only the resident district reports the testing record. If more than one entity has the lowest value and none of the lowest entities is the student’s resident district, then all of the lowest entities must report a testing record.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to report a student as receiving instruction from the resident district during the testing window (e.g., the student moved during the testing window). In this case, both resident districts would have to report a Student Assessment record. For districts with multiple values for the District Relationship Element (FS140) for the same student during a testing window, the lowest value for that reporting entity will be used in the cross-district determination of reporting responsibility.

Reporting Test Results for COS and ELA. All preschool students with a disability are required to have ELA and assessment records reported twice annually. All preschool students with a disability are required to have COS assessment records reported at least once annually.

Any preschool child with a disability enrolled for one or more days between the first day of school and December 1 will have test records reported during the Early Learning Fall Assessments (A) Collection. Likewise, if a preschool child is enrolled one or more days after December 1, assessment records will be reported during the Early Learning Spring Assessments (A) Collection.

The ELA assessment may be administered more than twice a year for ongoing monitoring of child progress and effectiveness of interventions. If an assessment is administered multiple times between July 1 and December 1, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled the previous year, report the score from the most recent assessment (or last score) as of December 1.

If an assessment is given multiple times between December 2 and the end of the school year, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled prior to December 2 who has fall scores reported in the Early Learning Fall Assessments (A) Collection, report the final score as of May 15.

ELA (GB) General Guidelines

The Early Learning Assessment (ELA) is required to be administered twice during the academic year: at the beginning of the school year (fall) and also at the end of the school year (spring).

Scoring Instructions. Report a valid score for each assessment area. Valid scores include 1, 2, 3, 4, 5, A, B, C, or D.

Assessment of Students without Disabilities. All preschool students without disabilities, ages 3-5 as of December 1, enrolled in a preschool program funded or administered by the Office of Early Learning and School Readiness (EL&SR) are required to be assessed using this instrument.

Programs funded or administered by the Office of Early Learning and School Readiness include:

- Ohio's Early Childhood Education Programs, formerly "State Funded Public Preschool Grantee's"
- State Funded Preschool Special Education

It is optional to assess and report students from other preschool programs.

An ELA record is required for typically developing peers enrolled in an Early Childhood Education grant program at a public school district, ESC, or JVSD.

A typically developing peer enrolled at the DD in a center-based preschool special education program is required to be administered the preschool assessment (ELA). However, his/her preschool assessment results are not reported through EMIS. Typically developing peers are students without a disability condition who are enrolled in a center-based special education class with students with disabilities.

Assessment of Students with Disabilities. All preschool students with disabilities age 3–5 by December 1 who receive preschool education and/or special education services are required to be assessed regardless of the funding source or type of service provided. In addition, all preschool students who only receive preschool special education itinerant services or only special education services are required to be assessed.

Board of DD Students. For a preschool special education student attending a County Board of DD, the results of the assessment are to be reported by their resident school district.

Student Mobility. Student mobility does not apply to children with disabilities. All disabled students are reported regardless of the funding source of the district/building where they began, or moved to during the school year. Both the previous and current district/building is responsible for reporting the score as assessed by the district/building that had the child during the test administration window.

The following section applies to children without disabilities.

1. State Funded District into State Funded District

If a student moves from one district/ESC that was allocated state funds for a preschool program(s) into another district/ESC also allocated state funds for a preschool program(s) during the test administration window, then both districts are required to submit ELA records. The new district should obtain and report the results from the prior district's administration unless the student had not yet been tested in the first district. In this case, the new district would test the student and report those results and the prior district would still report a test record because the student was enrolled during the test administration.

2. Non-State Funded District into State Funded District

If a student moves from a district that is not allocated any of the state funds mentioned above for a preschool program(s) during a test administration into a district/ESC that is allocated state funds for one of the preschool program(s), then the state funded district/ESC is required to report ELA records. The non-state funded district has no responsibility to report ELA records.

3. State Funded District into Non-State Funded District

If a student moves from a district that is allocated any of the state funds mentioned above for a preschool program(s) during a test administration, into a district that is not allocated any state funds for a preschool program(s) as mentioned above, then the district/ESC that was allocated the state funds for the preschool program(s) is responsible for reporting ELA records. The non-state funded district does not have any responsibility to report ELA records.

COS (GM) General Guidelines

All preschool students with a disability are required to be assessed using the Childhood Outcome Summary (COS) Assessment instrument. The COS is a record of progress on specific outcomes as required by federal law.

As of FY16, this assessment can occur any time during the year. Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when the child exited preschool special education. Every preschool special education student must have at least one COS assessment record reported per school year. For any child who enters and exits preschool special education services in the same school year with 6 months or more between entry and exit, two COS assessment records should be reported (once at entry and once at exit). Each COS result should have a Test Date (FA210) equal to the year and month that the evaluation was completed.

Same-aged, typically developing peers enrolled in the same preschool special education program will not be reported in EMIS.

The school district and/or ESC providing the preschool special education service is required to submit the COS assessment records for students enrolled in these programs.

If children are being served by a DD, the district of residence responsible for placement submits the COS results for students enrolled in these programs.

Scoring Information. The scores on Social-Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs assessment areas refer to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7. The scores for the related Progress assessment areas will be F, N, or Y based on whether the child has shown any new skills or behaviors since the last COS assessment.

ASQ/SE (GS) General Guidelines

Beginning in FY17, this assessment will no longer be administered. Districts are not required to report FY16 results.

Kindergarten Readiness Assessment (GO)

Traditional Ohio public school districts and community schools are required to administer the Kindergarten Readiness Assessment (KRA) to kindergarten students. The assessment may be administered to a student prior to the student's enrollment in kindergarten, but in no case shall the results of the readiness assessment be used to prohibit a student from enrolling in kindergarten.

All kindergarten students enrolled no later than November 1 are required to take the KRA, with one exception: students who have been retained in kindergarten.

The Student Assessment Record for KRA is reported only during the Early Learning Fall (A) Collection.

- Traditional public school districts and community schools are required to submit Student Assessment (FA) Records for each kindergarten student enrolled during the test administration window.
- If a kindergarten student partially completes the KRA in one district and then moves to a different district and takes the test at the new district, the first district should share its results with the second district so that while at the second district the student completes the parts that have not yet been taken. Both districts report the assessment results.

As a general guideline, if a student was administered a KRA two or more times, the results of the first administration are required to be reported.

If a kindergarten student receives most of or all of his/her instruction at the Educational Service Center or the County Board of DD, then the district of residence is responsible for reporting the record.

Retained kindergarten students are not required to be administered the KRA. Therefore, school districts are not to submit a Student Assessment Record for students who are retained. Students reported with the option of "1" in *Retained Status Element*, found on the Student Attributes-No Date (FN) Record, are considered retained and therefore, ODE is not expecting a Student Assessment Record for these students.

Ohio English Language Proficiency Assessment (GF)

Results from the Ohio English Language Proficiency Assessment (OELPA) administered during spring of the current school year are reported during the OELPA Assessment (A) Collection.

Student Assessment (FA) Record(s) are required to be submitted for each student with a “Y”, “M”, “S”, or “L” option reported on the LEP Status Element on the Student Attribute – Effective Date (FD) Record for any day within the testing window. Students who have been identified as English Language Learners must take the OELPA until they receive a score that will allow them to exit the program. While they are taking the OELPA, the students must also take the Next Generation, OGT, and end-of-course exams if the students meet the requirements during the test windows for those assessments.

Districts are required to submit one Student Assessment (FA) Record for each OELPA area/subject (Listening, Reading, Speaking, and Writing) for each student. Therefore, four assessment records for each student are required to be submitted to ODE during the OELPA Assessment (A) Collection.

Report the scaled score of each test area/subject in the Score Element (FA240). If the required student did not test for a particular required Assessment Area then report the reason in the Score Not Reported Element (FA235).

Ohio Achievement Assessments (GA)

Per H.B. 487, Ohio Achievement Assessments (OAAs) will be replaced by the new Next Generation Assessments (NGAs). Starting with FY16, OAAs are no longer reported in the Fall and Spring. However, all grade 3-8 ALT assessments will be reported using assessment type GA.

Ohio Graduation Test (GX)

Beginning with the Class of 2007, the Ohio Graduation Tests (OGT) are required for graduation. All five tests (Reading, Math, Writing, Science, and Social Studies) are required to be administered to 10th grade students. Eleventh and twelfth graders are required to continue to take tests for any of the five subjects not yet passed or exempted from consequences.

Beginning in FY15, students who began 9th grade after July 1, 2014, will begin to take the new state tests, the next generation assessments, and the end of course exams, which will replace the OGT. Please refer to the section on End of Course Exams (GE) later in this section. Students who began 9th grade before July 1, 2014, will continue to take the OGTs. This includes retained 9th grade students and students who started the OGT and have yet to pass one or more subject tests.

The reporting district(s) must submit a separate Student Assessment (FA) Record per student, per test date, per test subject.

As a general guideline, report the subject test record(s) until the student passes the subject test(s). With the exception of summer graduates, all Student Assessment (FA) Records for OGT tests will be reported during the OGT Summer/Fall or Spring Assessment (A) Collections. For the E-Transcript (E) Collection Request, the district should report the most recent passed OGT “STR” results for each subject.

Scaled scores are reported for all standard assessments—(*STR*) *Required Test Type Element*—and all alternate assessments—(*ALT*) *Required Test Type Element*—administered beginning with the 2012–2013 school year.. Raw scores are reported for all alternate assessments—(*ALT*) *Required Test Type Element*—administered prior to the 2012–2013 school year.

If for whatever reason a student is not tested during a required administration (fall and spring), a record for each subject the student should have taken is to be submitted by the district for the most recent

test administration for which he/she was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

The optional summer administration of the OGT is required to be reported by the district where the student is first enrolled at the beginning of the school year. Therefore, in situations where a student takes the OGT in the summer in one school district, and then enrolls in a different school district at the beginning of the next school year, the new district where the student is enrolled reports the results during the OGT Summer/Fall Assessment (A) Collection. In this case, the only responsibility of the district where the student took the OGT over the summer is to share the test results with the new district where the student enrolls.

Summer Graduates. OGT assessment records should be reported for students who were enrolled in the district the previous school year and graduate as a result of taking and passing the summer administration of the OGT. These students would be students that were enrolled in the district the previous school year, took the summer administration of the OGT and graduated from the district prior to the start of the new school year. Report OGT results for these graduates during the Graduation (G) Collection; all other summer administration results should be reported during the OGT Summer/Fall Assessment (A) Collection.

Reporting Test Records for First Time 10th Graders. Assessment records are to be reported for each student enrolled during the test administration in the current school year.

Districts are required to submit one Student Assessment (FA) Record for each subject (reading, math, writing, science, and social studies) for each student enrolled in 10th grade for the first time. Therefore, five assessment records for each student are required to be submitted to ODE during the OGT Spring Assessment (A) Collection.

Reporting Test Records for Non-First Time Test Takers. Districts are required to submit assessment records for all non-first time test takers in situations where these students have yet to pass one or more subjects of the OGT. It is optional to report prior year test results. As a general guideline, report an assessment record for each subject until the student passes the test unless the student is exempted from passing the test on the latest IEP.

When submitting previous year test results, use current year values for Fiscal Year (FA020).

If a student is not tested during a required administration (fall and/or spring) a record for each test the student should have taken is to be submitted by the district for the most recent test administration for which the student was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

American College Testing Assessment (ACT)

The American College Testing Assessment (ACT) covers five subject areas: Reading, Mathematics, Writing, English, and Science. The Writing subject area is optional. A separate record is required for each subject area. Composite or total scores are not to be reported. Scaled scores will be reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

Scholastic Aptitude Test (SA)

The Scholastic Aptitude Test (SAT) covers three subject areas: Reading, Mathematics, and Writing. A separate record is required for each subject area. Beginning with the March 2016 SAT administration, the English Language Arts score will be reported as the Reading score. See the chart below for more detailed information. Composite or total scores are not to be reported. Scaled scores will be reported for all standard assessments – (STR) Required Test Type Element.

EMIS Assessment Area	SAT Score Format	
	Prior to March 2016 Administration	Current (March 2016 Administration and after)
Reading (R)	Reading score (200-800) reported	English Language Arts (200-800) reported as R
English Language Arts (ELA)	Area not reported in EMIS	Area not reported in EMIS
Mathematics (M)	Mathematics score (200-800) reported	Mathematics score (200-800) reported
Writing (W)	Writing score (200-800) reported	Writing sub-score (20-80) not reported
none	n/a	Reading sub-score (20-80) not reported

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

International Baccalaureate Assessment (IB)

The International Baccalaureate (IB) offers four high quality international education programs: IB Primary Years, IB Middle Years, IB Diploma Program, and IB Career Related Certificate program. Only IB Diploma Program Assessments are collected in EMIS. Composite or total scores are not reported. Scaled scores are reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

Advanced Placement Assessments (AP)

There are many Advanced Placement (AP) examinations, each for a different subject area. As each examination is for a specific AP subject area, a separate record is required for each examination. Composite or total scores are not reported. Scaled scores are reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

CTE Technical Assessment (GY)

The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTE Technical Assessment. This requirement pertains to any secondary student who is in the last class of a series of career-technical classes. Such students are considered to be “concentrators” within a program. For students taking modular assessments, they should take these modules over the course of their two-year program.

CTE Technical Assessment records should be reported by the district that employs the CTE Workforce Development instructor during the CTE Assessment (A) Collection. CTE Technical Assessment results are also reported in the March (D), E-Transcript (E), and Student Record Exchange (X) Collections. Most students will only have a single record reported, but if a student is in multiple programs, multiple records may be reported.

Note that with the exception of students enrolled in the 350011 Teaching Professions course, a record is only reported if the assessment is completed. Therefore, nearly all students will have this assessment type reported with a Score Not Reported value of “*”. All students in the 350011 course are expected to have an assessment reported with an Assessment Area of “14TP”; if a student did not complete a portfolio, report a Score Not Reported value of “F”.

CTE Industry Credential (GW)

An industry credential is a credential, certification, or license developed and awarded by an industry association or state licensing agency. Students are not required to get an industry credential, but if a student does receive one of the industry credentials listed in this section of the EMIS Manual, the district should report the credential to EMIS.

If a graduating student receives an industry credential prior to the close of the Graduate (G) Collection, the district should report the industry credential during G reporting. All districts may report industry credentials during the CTE Assessment (A) Collection. Dropout Recovery community schools should report all industry credentials received by their students as this measure will appear on their report cards.

During the March (D) Collection, industry credentials are only able to be reported for students who already exist in the March (D) database. If a student has not been extracted into the March (D) database by ODE, an industry credential will not be able to be reported for the student.

A record is to be reported for any student who earns an industry credential listed in this section of the EMIS Manual. If a student earns more than one industry credential, report all credentials that the student receives.

Industry credentials can be reported by either the JVSD or the home district. Most students will only have a single record reported, but if a student has multiple credentials, multiple records may be reported.

End of Course Exams (GE)

Starting in FY15, students who began 9th grade on or after July 1, 2014, are required to take End of Course (EOC) exams. In general, a student who is enrolled in an EOC subject and is earning high school credit must take the EOC exam for that subject.

Students who began 9th grade before July 1, 2014, are required to take the OGT. This includes retained 9th grade students and students who have already begun the OGT and have yet to pass one or more subject tests.

There is no separate alternate assessment for each EOC exam. If a student is eligible to participate in an alternate assessment per the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) participation guidelines, a proficient score in each of the assessed content areas—English language arts, mathematics, science, and social studies—may be used in lieu of attaining the required minimum composite score on the EOC exams for graduation requirement.

Any student who is enrolled in American History or American Government as year long or second semester courses will take the EOC exam in that subject area. Students who have already taken an Advancement Placement or International Baccalaureate exam in American History or American Government do not have to take the EOC exam in these subject areas.

Districts are required to report administration results in the appropriate collection. Results from the fall administration are reported in the EOC Fall Assessment (A) Collection, and results from the spring administration are reported in the EOC Spring Assessment (A) Collection. EOC assessments may also be reported during the Graduation (G) Collection.

Table 1. Courses requiring EOC Exams

EOC Exam Subject Area	Course Code	Course Name
Algebra I	110065	Advanced Mathematics 8
	110301	Algebra I
	110480	Applied Algebra or Applied Mathematics I
American Government	150300	Government (American)
	150308	Government/Economics (American)
	159950	Government & Politics (United States)
American History	150810	History (American)
	152300	History (Integrated)
Biology	132230	Biology
	132330	Advanced Biology
English Language Arts I	050160	Integrated English Language Arts I
English Language Arts II	050170	Integrated English Language Arts II
Geometry	111200	Geometry
	110490	Applied Geometry or Applied Mathematics II
Mathematics I	110065	Advanced Mathematics 8
	110010	Mathematics I
	110480	Applied Algebra or Applied Mathematics I
Mathematics II	110020	Mathematics II
	110490	Applied Geometry or Applied Mathematics II
Physical Science	132220	Physical Science

Next Generation Assessment (GN)

Beginning in the spring of FY15, ODE will begin collecting results from the new next Generation Assessments. These assessments will replace the Ohio Achievement Assessments and will eventually replace the Ohio Graduation Tests.

Districts are required to report administration results in the Next Generation Spring Assessment (A) Collection.

Reporting 3rd Grade Students. Students in 3rd grade take the Grade 3 English Language Arts (ELA) Assessment. Third grade ELA scores are collected in the Fall 3rd Gr ELA and Reading Assessment (A) Collection and the Spring State Assessment (A) Grades 3-8 Collection. The grade 3 ELA is reported as two GN records, one for the overall ELA score and one for the reading score. Third grade ELAs are the only time that two records are reported when reporting ELA results. For grade 4-8 ELA results, only one record is reported.

ACT Workkeys Assessment (WK)

This job skills assessment is a measure of workforce readiness and employability for the purpose of high school graduation. This assessment is reported in the Non-State Assessments for LRC (A) Collection, as well as the Graduate (G) and Graduation Requirements Progress (R) Collections.

On June 1, 2017, ACT released a new version (Version 2.0) of WorkKeys with several significant changes, including different assessment names, items, and scoring scales. The original version of the WorkKeys assessment will be operational through Sept. 30, 2017.

Because the scoring scales differ between Versions 1.0 and 2.0 of the WorkKeys test, students must complete all three sections from the same version. Students who want to retest on all or part of the original (Version 1.0) WorkKeys assessment or want to complete a section of the original WorkKeys they have not yet taken must test on WorkKeys Version 1.0 by Sept. 30, 2017.

NWEA Assessment (GD)

Beginning in the spring of FY15, ODE began collecting results from the NWEA Assessment. These assessments measure student skills in mathematics and reading. Results from the spring administration will be reported in the DORP Growth Assessment (A) Collection.

Assessments Only Collected in Special Collections

Assessments collected in Special Collection requests will not have a crosswalk between the Assessment Type Code (FA060) and Assessment Area Code (FA205); therefore, ODE will not validate between the Assessment Type and Assessment Area. Also, some subject areas for HA - RZ assessments might not already exist in the list of options for reporting Assessment Area Code (FA205). When this occurs, districts should choose the closest matched option in Assessment Area Code for the subject area being reported on the HA-RZ assessment.

Assessments Reported by Assessment Collection

The table below lists each Assessment (A) Collection and the assessments to be reported therein. Do not report previous years' assessments, except when reporting the GW, OGT, ACT, SAT, IB, and AP, where previous years are allowed. The Graduate (G), March (D), E-Transcript (E), and Student Record

Exchange (X) Collections also allow prior years' scores to be reported. The exception to this rule is the reporting of the OGT on E-Transcript (E), where the highest score per subject is reported. Starting in FY15, industry credentials may be reported during the March (D) Collection.

Table 2. Assessments in each Assessment Collection

Assessment Collection	Assessments Included
Alternate Spring Assessment Collection	GA (ALT only) GX (ALT only)
CTE Assessment Collection	GW GY
Fall DORP Growth Assessment Collection	GD
Spring DORP Growth Assessment Collection	GD
Early Learning Fall Assessments Collection	GB GM GO
Early Learning Spring Assessments Collection	GB GM
EOC Fall Assessment Collection	GE (STR)
EOC Spring Assessment Collection	GE (STR)
Fall Grade 3 ELA	GN (3rd STR only)
Non-State Assessments for LRC Collection	AC AP GW IB SA WK
OAA Summer Reading Assessment Collection	GA (3rd STR only)
OGT Spring Assessment Collection	GX (STR)
OGT Summer/Fall Assessment Collection	GX
OELPA Assessment Collection	GF
Spring State Grade 3-8	GN (STR)

Student Assessment Record Data Elements

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

 **Assessment Area Code**

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

Valid Options

[See EMIS Manual Section 2.8.1: Assessment Area Codes](#)

Assessment Area Code	Area-Code Description	Valid Assessment Type(s)
€	Social Studies	GA (OAA) GN (NGA) GX (OGT)

Assessment Area-Code	Area-Code Description	Valid Assessment Type(s)
E	Social-Emotional Skills	GM (COS)
EPRG	Social-Emotional Skills Progress	
K	Acquiring and Using Knowledge and Skills	
KPRG	Acquiring and Using Knowledge and Skills Progress	
LIST	Listening	GF (OELPA)
M	Mathematics	AC (ACT) GA (OAA) GD (MAP) GO (KRA) GN (NGA) GX (OGT) SA (SAT) WK (WorkKeys Version 1.0)
R	Reading	AC (ACT) GA (OAA) GD (MAP) GF (OELPA) GN (NGA), 3rd grade only GX (OGT) SA (SAT) WK (WorkKeys Version 1.0)
S	Science	AC (ACT) GA (OAA) GN (NGA) GX (OGT)
SPKG	Speaking	GF (OELPA)
T	Taking Appropriate Action to Meet Needs	GM (COS)
TPRG	Taking Appropriate Action to Meet Needs Progress	
W	Writing	AC (ACT) GF (OELPA) GX (OGT) SA (SAT)
ENG	English	AC (ACT)
ELA	English Language Arts	GN (NGA)
GOVM	American/United States Government	GE (EOC) HA-RZ
HIST	American/United States History	GE (EOC)
BIOL	Biology	
PHYS	Physical Science	
ELA1	English Language Arts I	
ELA2	English Language Arts II	

Assessment Area-Code	Area-Code Description	Valid Assessment Type(s)
ALG1	Algebra I	
GEOM	Geometry	
MTH1	Mathematics I	
MTH2	Mathematics II	
LL	Language Literacy	GO (KRA)
M	Mathematics	
PD	Physical Development	
SF	Social Foundations	
OISR	Overall Individual Student Report	
AEE	Awareness and expression of emotion	GB (ELA)
COOP	Cooperation with peers	
PLR	Phonological awareness	
COMM	Communication	
CSM	Coordination—Small motor	
SFIP	Safety and injury prevention	
RWA	Relationships with adults	
VOC	Vocabulary	
NBSN	Number sense	
PCT	Personal care tasks	
LCIF	Locating Information	WK (WorkKeys Version 1.0)
AMTH	Applied Math	WK (WorkKeys Version 2.0)
GLIT	Graphic Literacy	
WDOC	Workplace Documents	
ELA	English Language Arts	HA-RZ (Special Collection Requests only)
LA	Language Arts	
MUSC	Music	
HIST	United States History	
VOCB	Vocabulary	
ECON	Economics	
FSIQ	Full Scale Intelligence Quotient	
VIQ	Verbal Intelligence Quotient	
NVIO	Non-Verbal Intelligence Quotient	

Table 3. GY (CTE Technical) Assessment Areas and Descriptions

Assessment Area-Code	Area-Code Description
14TP	Teaching Professions—State Development Portfolio
01MC	Accounting
01MD	Finance

Assessment Area-Code	Area-Code-Description
02MC	Administrative Office Technology
02MD	Business and Administrative Services
03MC	Agribusiness and Production Systems
04MC	Financial Services
05MC	Agricultural and Industrial Power
07EA	Heating, Ventilation, Air Conditioning and Refrigeration
08MC	Animal Science and Management
09EA	Auto Collision Technician
09MC	Air Transportation
10DA	Auto Mechanics
10MC	Ground Transportation
11MC	Medical Management and Support
12EA	Building and Property Maintenance
13MC	Business Administration and Management
14MC	Legal Management and Support
15MA	Carpentry
15MC	Construction Design and Management
16MC	Early Childhood Education
16MD	Early Childhood Education
17MC	Legal Management and Support
18MC	Visual Design and Imaging
18MD	Visual Design and Imaging
19MC	Media Arts
19MD	Media Arts
21MC	Cosmetology
22MC	Health Information Management
23MA	Dental Assistant
23MC	Exercise Science
24EA	Diesel Mechanics
25MC	Allied Health and Nursing
26MA	Drafting
26MC	Engineering Design
27MB	Electrical Trades
27MC	Mechanical, Electrical, Plumbing
28MA	Electronics
28MC	Manufacturing Operations
34MC	Culinary and Food Service Operations
34MD	Culinary and Food Service Operations
35MC	Supply Chain Management
36MC	Marketing Management
36MD	Marketing

Assessment Area-Code	Area-Code-Description
37MC	Integrated Marketing Communications
38MC	Performing Arts
38MD	Performing Arts
39MC	Natural Resources and Management
40MC	Lodging and Travel Services
40MD	Lodging and Travel Services
41MC	Fire-EMT
42EA	Industrial Maintenance
43FA	Criminal Justice
43MC	Criminal Justice
44EA	Precision Machine Technologies
45DA	Masonry
45MC	Structural Systems
46MC	Science and Technology of Food
46MD	AFNR Bioscience
47FA	Medical Assistant
47MC	Biomedical
53MC	Horticulture
56DA	Power Equipment Technology
59EA	Welding
80MC	Information Technology Basic
81MC	Information Support and Services
81MD	Information Support Services
82MC	Network Systems
82MD	Network Systems
83MC	Programming and Software Development
83MD	Programming and Software Development
84MC	Interactive Media
84MD	Interactive Media
93WB	Manage Transitions
94WB	Career Search I and II
95WB	Healthy and Safe Foods
97WB	Child Development
98WB	Financial Management

Table 4. GW (CTE Industry Credential) Assessment Areas and Descriptions

Assessment Area-Code	Area-Code-Description
CA08	Adobe Certified Expert—After Effects CS5
CA09	Adobe Certified Expert—After Effects CS6

Assessment Area-Code	Area-Code-Description
CA10	Adobe Certified Expert—Captivate 5.5
CA11	Adobe Certified Expert—ColdFusion 9
CA12	Adobe Certified Expert—ColdFusion 8
CA13	Adobe Certified Expert—Dreamweaver CC
CA14	Adobe Certified Expert—Dreamweaver CS6
CA15	Adobe Certified Expert—Flash CS5
CA16	Adobe Certified Expert—Flash CS6
CA17	Adobe Certified Expert—FrameMaker 10
CA18	Adobe Certified Expert—Illustrator CS5
CA19	Adobe Certified Expert—Illustrator CS6
CA20	Adobe Certified Expert—InDesign CS5
CA21	Adobe Certified Expert—InDesign CS6
CA22	Adobe Certified Expert—LiveCycle ES4 Designer
CA23	Adobe Certified Expert—LiveCycle ES4 Server
CA24	Adobe Certified Expert—Photoshop CC
CA25	Adobe Certified Expert—Photoshop CS6
CA26	Adobe Certified Expert—Premier Pro CC
CA27	Adobe Certified Expert—Premier Pro CS6
CA28	Air Conditioning Contractors of America (ACCA)—HVAC Universal
CA33	American Culinary Federation—Certified Culinarian (CC)
CA34	American Health Information Management Association (AHIMA)—Certified Coding Specialist (CCS)
CA35	American Health Information Management Association (AHIMA)—Certified Coding Specialist—Physician (CCS-P)
CA36	American Hospitality and Lodging Education Institute (AHLLEI)—Certified Coding Associate (CCA)
CA37	American Medical Technologists (AMT)—Registered Dental Assistant (RDA)
CA38	American Medical Technologist (AMT)—Registered Phlebotomy Technician (RPT)
CA39	American Medical Technologists (AMT)—Medical Assistant (MA)
CA40	American Medical Technologists (AMT)—Certified Medical Laboratory Technician (CMLT)
CA41	American Optometric Association (AOA)—Certified Paraoptometric (CPO)
CA45	American Society for Clinical Pathology (ASCP)—Phlebotomy Technician (PBT)
CA46	American Society of Phlebotomy Technicians (ASPT)—Certified Phlebotomy Technician (CPT)
CA47	American Welding Society (AWS)—Certified Welder
CA48	Association of Nutrition & Foodservice Professionals (ANFP)—Certified Dietary Manager (CDM)
CA54	Adobe Certified Associate Graphic Design & Illustration Using Adobe Illustrator

Assessment Area-Code	Area-Code-Description
CA55	Adobe Certified Associate Interactive Media Using Adobe Flash Professional
CA56	Adobe Certified Associate Print & Digital Media Publication Using Adobe InDesign
CA57	Adobe Certified Associate Video Communication Using Adobe Premiere Pro
CA58	Adobe Certified Associate Visual Communication Using Adobe Photoshop
CA59	Adobe Certified Associate Web Authoring Using Adobe Dreamweaver
CA75	American Medical Technologists (AMT) Registered Dental Assistant (RDA) AND Ohio State Dental Board Dental Assistant Radiographer's Certificate
CA76	American Society for Quality (ASQ) Certified Quality Inspector
CA77	American Welding Society (AWS) Certified Welding Inspector
CA78	APICS Certified in Production and Inventory Management (CPIM)
CA79	ASP Baton Certification
CA81	Association of Public Safety Communications Officials (APCO) 911
CA82	Certificate of Initial Proficiency (CIP)
CA83	Certificate of Advanced Proficiency (CAP)
CB02	CIW Web Foundations Associate
CB06	CIW Web Development Professional
CB10	CIW Web Security Professional
CB11	CIW Web Security Specialist
CB12	CIW Web Security Associate
CB14	Council for Professional Recognition Child Development Associate Credential (CDA)
CB15	Cisco Certified Network Associate
CB16	Cisco Certified Network Professional (CCNP)
CB17	Cisco Certified Entry Networking Technician
CB18	Cisco Certified Technician Data Center
CB19	Cisco Certified Technician Telepresence
CB20	Cisco Certified Technician Routing and Switching
CB21	Cisco Certified Network Associate Data Center
CB22	Cisco Certified Network Associate Routing and Switching
CB23	Cisco Certified Network Associate Security
CB24	Cisco Certified Network Associate Service Provider
CB26	Cisco Certified Network Associate Video
CB27	Cisco Certified Network Associate Voice
CB28	Cisco Certified Network Associate Wireless
CB29	Cisco Certified Network Professional Data Center
CB30	Cisco Certified Network Professional Routing and Switching
CB31	Cisco Certified Network Professional Security
CB32	Cisco Certified Network Professional Service Provider

Assessment Area-Code	Area-Code-Description
CB34	Cisco-Certified Network Professional—Voice
CB35	Cisco-Certified Network Professional—Wireless
CB36	Cisco-Certified Design Associate
CB37	Cisco-Certified Design Professional
CB39	CompTIA Server+
CB40	CompTIA A+
CB41	CompTIA Healthcare IT Technician
CB42	CompTIA Network +
CB44	CompTIA Security +
CB45	CompTIA Strata IT Fundamentals
CB46	CompTIA CDIA +
CB47	CompTIA Cloud +
CB48	CompTIA CTT +
CB49	CompTIA Linux +
CB50	CompTIA Mobile App Security +
CB51	CompTIA Mobility +
CB52	CompTIA Project +
CB53	CompTIA Storage +
CB54	CompTIA Cloud Essentials
CB55	Certified Information Systems Security Professional (CISSP)
CB56	Cisco-Certified Network Associate—Collaboration
CB57	Cisco-Certified Network Professional—Collaboration
CB58	CIW-Web and Mobile Design Professional
CB59	CIW-Web Design Professional-
CB60	Commission on Ohio Dental Assistants Certification (CODA)—Ohio Certified Dental Assistant AND Ohio State Dental Board—Dental Assistant Radiographer's Certificate
CB61	CompTIA Home Technology Integrator (HTI+)
CB62	CPR-First Aid-
CB63	Cisco-Certified Network Associate—Cloud
CB64	Cisco-Certified Network Associate—Industrial
CB65	Cisco-Certified Network Professional—Cloud
CC02	Environmental Protection Agency (EPA)—Refrigerant Recovery Core + Level 1 (Small Appliances)
CC03	Environmental Protection Agency (EPA)—Refrigerant Recovery Core + Level 2 (High Pressure)
CC04	Environmental Protection Agency (EPA)—Refrigerant Recovery Core + Level 3 (Low Pressure)
CC05	Environmental Protection Agency (EPA)—Refrigerant Recovery Universal
CC06	Environmental Protection Agency (EPA)—Refrigeration Service Engineer Type II
CD01	Federal Aviation Administration (FAA)—Airframe Mechanic

Assessment Area-Code	Area-Code-Description
CD02	Federal Aviation Administration (FAA)—Power Plant Mechanic
CE12	Internet and Computing Core Certification (IC3)
CE13	ICAR Collision Repair
CE14	Information Technology Infrastructure Library (ITIL)
CE15	International Society of Certified Electronics Technicians (ISCET) Certified Electronics Technician
CE16	ICAR ProLevel I Refinishing Technician Certification
CF02	Journeyman certification in any trade
CG03	Microsoft Technology Associate (MTA)—Database
CG04	Microsoft Technology Associate (MTA)—Developer
CG05	Microsoft Technology Associate (MTA)—IT Infrastructure
CG06	Microsoft Certified Solutions Associate—Windows Server 2012
CG07	Microsoft Certified Solutions Associate—Windows Server 2008
CG08	Microsoft Certified Solutions Associate—Windows 7
CG09	Microsoft Certified Solutions Associate—Windows 8
CG10	Microsoft Certified Solutions Associate—SQL Server 2012
CG19	Microsoft Office Specialist—Word 2013
CG20	Microsoft Office Specialist—Excel 2013
CG21	Microsoft Office Specialist—PowerPoint 2013
CG22	Microsoft Office Specialist—Access 2013
CG23	Microsoft Office Specialist—Outlook 2013
CG24	Microsoft Office Specialist—SharePoint 2013
CG25	Microsoft Office Specialist—OneNote 2013
CG26	Microsoft Office Specialist—Word 2010
CG27	Microsoft Office Specialist—Excel 2010
CG28	Microsoft Office Specialist—PowerPoint 2010
CG29	Microsoft Office Specialist—Access 2010
CG30	Microsoft Office Specialist—Outlook 2010
CG31	Microsoft Office Specialist—SharePoint 2010
CG32	Microsoft Office Specialist—Office 365
CG33	Microsoft Office Specialist—Word 2013 Expert
CG34	Microsoft Office Specialist—Excel 2013 Expert
CG35	Microsoft Office Specialist—Word 2010 Expert
CG36	Microsoft Office Specialist—Excel 2010 Expert
CG38	Microsoft Certified Professional
CG39	Microsoft Certified Solutions Associate
CG40	Microsoft Certified Solutions Developer
CG41	Microsoft Certified Solutions Developer—Application Lifecycle
CG42	Microsoft Certified Solutions Developer—SharePoint Applications
CG43	Microsoft Certified Solutions Developer—Web Applications
CG44	Microsoft Certified Solutions Developer—Windows Store Apps

Assessment Area-Code	Area-Code-Description
CG45	Microsoft Certified Solutions Expert
CG46	Microsoft Certified Solutions Expert Business Intelligence
CG47	Microsoft Certified Solutions Expert Communication
CG48	Microsoft Certified Solutions Expert Data Platform
CG49	Microsoft Certified Solutions Expert Desktop Infrastructure
CG50	Microsoft Certified Solutions Expert Messaging
CG51	Microsoft Certified Solutions Expert Private Cloud
CG52	Microsoft Certified Solutions Expert Server Infrastructure
CG53	Microsoft Certified Solutions Expert SharePoint
CG54	Motoman DX100 Basic Programming w/Material Handling
CH27	National Healthcareer Association (NHA)—Certified Electronic Health Records Specialist (CEHRS)
CH28	National Healthcareer Association (NHA)—Certified Billing & Coding Specialist (CBCS)
CH30	National Healthcareer Association (NHA)—Certified Phlebotomy Technician (CPT)
CH31	National Healthcareer Association (NHA)—Certified Professional Coder (CPC)
CH33	National Institute for Automotive Service Excellence (ASE)—A1 Engine Repair
CH34	National Institute for Automotive Service Excellence (ASE)—A2 Automatic Transmission/Transaxle
CH35	National Institute for Automotive Service Excellence (ASE)—A3 Manual Drive Train & Axles
CH36	National Institute for Automotive Service Excellence (ASE)—A4 ASE Suspension & Steering
CH37	National Institute for Automotive Service Excellence (ASE)—A5 Brakes
CH38	National Institute for Automotive Service Excellence (ASE)—A6 Electrical/Electronic Systems
CH39	National Institute for Automotive Service Excellence (ASE)—A7 Heating & Air Conditioning
CH40	National Institute for Automotive Service Excellence (ASE)—A8 Engine Performance
CH41	National Institute for Automotive Service Excellence (ASE)—A9 Light Vehicle Diesel Engines
CH42	ASE-B2 Painting & Refinishing
CH43	ASE-B3 Non-Structural Analysis & Damage Repair
CH44	ASE-B4 Structural Analysis & Damage Repair
CH45	ASE-B5 Mechanical and Electrical Components
CH48	Automotive Service Excellence (ASE) Student Certification—Automotive Automatic Transmission/Transaxle
CH49	Automotive Service Excellence (ASE) Student Certification—Automotive Brakes
CH50	Automotive Service Excellence (ASE) Student Certification—Automotive Electronic/Electrical System

Assessment Area-Code	Area-Code-Description
CH51	Automotive Service Excellence (ASE) Student Certification—Automotive Engine performance
CH52	Automotive Service Excellence (ASE) Student Certification—Automotive Engine Repair
CH53	Automotive Service Excellence (ASE) Student Certification—Automotive Heating and Air Conditioning
CH54	Automotive Service Excellence (ASE) Student Certification—Automotive Maintenance and Light Repair
CH55	Automotive Service Excellence (ASE) Student Certification—Automotive Manual Drive Train and Axles
CH56	Automotive Service Excellence (ASE) Student Certification—Collision Mechanical and Electrical
CH57	Automotive Service Excellence (ASE) Student Certification—Collision Non-Structural Analysis and Damage Repair
CH58	Automotive Service Excellence (ASE) Student Certification—Collision Painting and Refinishing
CH59	Automotive Service Excellence (ASE) Student Certification—Collision Structural Analysis and Damage Repair
CH60	Automotive Service Excellence (ASE) Student—Medium Heavy Truck Brakes
CH61	Automotive Service Excellence (ASE) Student Certification—Medium Heavy Truck Diesel Engines
CH62	Automotive Service Excellence (ASE) Student Certification—Medium Heavy Truck Electrical/Electronic Systems
CH63	Automotive Service Excellence (ASE) Student Certification—Steering and Suspension
CH64	National Institute for Automotive Service Excellence (ASE)—T1 Gasoline Engines (Truck)
CH65	National Institute for Automotive Service Excellence (ASE)—T2 Diesel Engines (Truck)
CH66	National Institute for Automotive Service Excellence (ASE)—T3 Drive Train (Truck)
CH67	National Institute for Automotive Service Excellence (ASE)—T4 Brakes
CH68	National Institute for Automotive Service Excellence (ASE)—T5 Suspension & Steering (Truck)
CH69	National Institute for Automotive Service Excellence (ASE)—T6 Electrical/Electronic Systems (Truck)
CH70	National Institute for Automotive Service Excellence (ASE)—T7 Heating, Ventilation & A/C (Truck)
CH71	National Institute for Automotive Service Excellence (ASE)—T8 Preventative Maintenance Inspection (Truck)
CH72	NIMS Machining Level 1 Certification
CH73	NIMS Machining Level 2 Certification
CH74	NIMS Machining Level 3 Certification
CH75	National Restaurant Association—ServeSafe

Assessment Area-Code	Area-Code-Description
CH83	National Association of Stationary Operating Engineers Third-Class Power Engineer License
CH84	National Incident Management System 100
CH85	National Incident Management System 700
CH86	National Institute for Automotive Service Excellence (ASE)—P1 Medium-Heavy Truck Parts Specialist
CH87	National Institute for Automotive Service Excellence (ASE)—P2 Automobile Parts Specialist
CH88	National Institute for Certification in Engineering Technologies (NICET) Level II Certification or higher
CH90	North American Technician Excellence HVACR Certification (Installation, Service, or Senior Levels)
CH91	NCCER Core
CH92	NCCER Level 1
CH93	National Incident Management System 800
CH94	National Incident Management System 200
CH95	Automotive Service Excellence (ASE) Student Certification—Automotive Suspension and Steering
CH96	Automotive Service Excellence (ASE) Student Certification—Automobile Service Technology
CH97	Automotive Service Excellence Maintenance & Light Repair (MLR) (G1)
CH98	AutoCAD User
CH99	AutoCAD Professional
CJ01	Occupational Safety and Health Administration (OSHA)—30-Hour Training
CJ02	Occupational Safety and Health Administration (OSHA)—10-Hour Training
CJ14	Ohio Department of Health—Radiographer
CJ16	Ohio Department of Health—State Tested Nurse Assistant (STNA)
CJ19	Ohio Department of Public Safety, Division of EMS—EMT—Basic
CJ20	Ohio Department of Public Safety, Division of EMS—EMT—Paramedic
CJ21	Ohio Department of Public Safety, Division of EMS—EMT—Intermediate
CJ22	Ohio Department of Public Safety, Division of EMS—Ohio Firefighter I
CJ23	Ohio Department of Public Safety, Division of EMS—Ohio Firefighter II
CJ28	Ohio State Board of Cosmetology—Esthetician
CJ29	Ohio State Board of Cosmetology—License of Cosmetology
CJ30	Ohio State Board of Cosmetology—Managing Cosmetologist
CJ31	Ohio State Board of Cosmetology—Manicurist
CJ33	Ohio State Board of Nursing—Licensed Practical Nurse (LPN)
CJ34	Ohio State Board of Pharmacy—Certified Pharmacy Technician (CPhT)(ExCPT)
CJ36	OC/Pepper Spray

Assessment Area-Code	Area-Code-Description
CJ37	Ohio-Certified Nursey Technician—Grower
CJ38	Ohio-Certified Nursey Technician—Landscape
CJ39	Ohio-Certified Nursey Technician—Garden-Center
CJ40	Ohio-Certified Nursey Technician—Master-Technician
CJ41	Ohio-Commercial-Driver’s License
CJ42	Ohio Peace-Officer Training Academy Private Security-Certification
CJ43	Ohio-State Occupational Therapy, Physical Therapy, and Athletic Trainers Board—Physical Therapy Assistant (PTA) License
CJ44	Oracle-Certified Associate—Java
CJ45	Oracle-Certified Master—Java
CJ46	Oracle-Certified Professional—Java
CJ47	Association of Public Safety Communications Officials (APCO) Emergency Medical Dispatch
CJ48	Association of Public Safety Communications Officials (APCO) Law Enforcement Communications
CJ49	Association of Public Safety Communications Officials (APCO) Fire Service Communications
CJ50	HAZWOPER Awareness Level
CJ51	HAZWOPER Operational Level
CJ52	HAZWOPER Technician Level
CJ53	EPA Painters, Repair, and Renovation Certificate
CL04	State of Ohio High Pressure Boiler Operator License
CL05	State of Ohio Low Pressure Boiler Operator License
CL06	State of Ohio Steam Engineer License
CL07	Safeland
CL08	Certified Solid Works Associate (CSWA)
CL09	Certified Solid Works Professional (CSWP)
CM02	PrintEd
CM03	ProStart Certificate of Achievement
CM04	ProTools
CM05	ProTools—Expert Music
CM06	ProTools—Expert Post
CM07	ProTools—ICON Mixer
CM08	ProTools—Operator Music
CM09	ProTools—Operator Post
CM10	ProTools—User
CM11	ProTools—VENUE Operator
CM12	ProTools—Worksurface Operator
CM13	Fanuc—Handling Tool Operation & Programming J2P0310 IACT Approved
CP01	Taser Certification

Table 5. AP (Advanced Placement) Assessment Areas and Descriptions

Assessment Area Code	Area Code Description
AP01	Art History
AP02	Biology
AP03	Calculus AB
AP04	Calculus BC
AP05	Chemistry
AP06	Chinese Language & Culture
AP07	Comparative Government & Politics
AP08	Computer Science A
AP09	English Language & Composition
AP10	English Literature & Composition
AP11	Environmental Science
AP12	European History
AP13	French Language & Culture
AP14	German Language & Culture
AP15	Human Geography
AP16	Italian Language & Culture
AP17	Japanese Language & Culture
AP18	Latin
AP19	Macro-economics
AP20	Micro-economics
AP21	Music Theory
AP22	Physics B
AP23	Physics C: Electricity & Magnetism
AP24	Physics C: Mechanics
AP25	Psychology
AP26	Spanish Language and Culture
AP27	Spanish Literature and Culture
AP28	Statistics
AP29	Studio Art: 2-D Design
AP30	Studio Art: 3-D Design
AP31	Studio Art: Drawing
AP32	U.S. Government & Politics
AP33	U.S. History
AP34	World History
AP35	Physics 1
AP36	Physics 2
AP37	Seminar
AP38	Research

Table 6. IB (International Baccalaureate) Assessment Areas and Descriptions

Assessment Area Code	Area Code Description
IB01	Group A Language A—Special Request
IB02	Language B French—Ab Initio
IB03	Language B German—Ab Initio
IB04	Language B Hebrew—Ab Initio
IB05	Language B Italian—Ab Initio
IB06	Language B Japanese—Ab Initio
IB07	Language B Polish—Ab Initio
IB08	Language B Spanish—Ab Initio
IB09	Language B Swahili—Ab Initio
IB10	Biology—Higher Level
IB11	Business and Management—Higher Level
IB12	Chemistry—Higher Level
IB13	Classical Greek—Higher Level
IB14	Computer Science—Higher Level
IB15	Dance—Higher Level
IB16	Design Technology—Higher Level
IB17	Economics—Higher Level
IB18	English: Language and Literature—Higher Level
IB19	Film—Higher Level
IB20	Geography—Higher Level
IB21	History—Higher Level
IB22	History—Standard Level
IB23	History 2: Africa—Higher Level
IB24	History 2: Asia/Oceania—Higher Level
IB25	History 2: Europe/Middle East—Higher Level
IB26	History 2: Americas—Higher Level
IB27	ITGS—Higher Level
IB28	Language A English Language and Literature—Higher Level
IB29	Language A Literature English—Higher Level
IB30	Language B French—Higher Level
IB31	Language B German—Higher Level
IB32	Language B Hebrew—Higher Level
IB33	Language B Italian—Higher Level
IB34	Language B Japanese—Higher Level
IB35	Language B Polish—Higher Level
IB36	Language B Spanish—Higher Level
IB37	Language B Swahili—Higher Level
IB38	Latin—Higher Level

Assessment Area-Code	Area-Code-Description
IB39	Mathematics— Higher Level
IB40	Mathematics: Discrete Mathematics— Higher Level
IB41	Mathematics: Sets, Relations and Groups— Higher Level
IB42	Mathematics: Statistics and Probability— Higher Level
IB43	Music— Higher Level
IB44	Psychology— Higher Level
IB45	Social and Cultural Anthropology— Higher Level
IB46	Theatre— Higher Level
IB47	Visual Arts Option A— Higher Level
IB48	Visual Arts Option B— Higher Level
IB49	Physics— Higher Level
IB50	Biology— Standard Level
IB51	Business and management— Standard Level
IB52	Chemistry— Standard Level
IB53	Classical Greek— Standard Level
IB54	Computer science— Standard Level
IB55	Dance— Standard Level
IB56	Design technology— Standard Level
IB57	Economics— Standard Level
IB58	Environmental Systems and Societies— Standard Level
IB59	Film— Standard Level
IB60	Geography— Standard Level
IB61	ITGS— Standard Level
IB62	Language B French— Standard Level
IB63	Language B German— Standard Level
IB64	Language B Hebrew— Standard Level
IB65	Language B Italian— Standard Level
IB66	Language B Japanese— Standard Level
IB67	Language B Polish— Standard Level
IB68	Language B Russian— Standard Level
IB69	Language B Spanish— Standard Level
IB70	Language B Swahili— Standard Level
IB71	Latin— Standard Level
IB72	Math Studies— Standard Level
IB73	Mathematics— Standard Level
IB74	Music, Creating— Standard Level
IB75	Music, Group Performing— Standard Level
IB76	Music, Solo Performing— Standard Level
IB77	Physics— Standard Level
IB78	Psychology— Standard Level

Assessment Area Code	Area Code Description
IB79	Social and Cultural Anthropology—Standard Level
IB80	Theatre—Standard Level
IB81	Visual Arts Option A—Standard Level
IB82	Visual Arts Option B—Standard Level
IB83	World Religions—Standard Level
IB84	Language A Literature English—Standard Level
IB85	Philosophy—Higher Level
IB86	Philosophy—Standard Level
IB87	Chinese A Literature Higher Level
IB88	Chinese A Literature Standard Level
IB89	Chinese A Language & Literature Higher Level
IB90	Chinese A Language & Literature Standard Level
IB99	Other IB assessment not otherwise listed

Reporting Instructions. The Assessment Area value must be a valid Assessment Area Code for the reported Assessment Type Code (FA060). For Assessment types HA-RZ, report the Assessment Area Code option that best matches the assessment subject area. Any of the valid Assessment Area Codes may be used with the HA-RZ Assessment Type.

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

IB99 is to be used for IB assessments under the following circumstances:

- the IB assessment counts towards earning an IB diploma,
- the IB assessment is scored from 1-7, and
- the IB assessment is not otherwise listed in ~~the above Assessment Area Code Table~~ [EMIS Manual Section 2.8.1: Assessment Area Codes](#).

If a student takes more than one assessment that meets the above criteria, report the assessment with the highest score using the IB99 code.

 **Assessment Type Code**

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

Option	Assessment
Valid Options for Regular EMIS Collection Requests	
AC	American College Testing Assessment (ACT)
AP	Advanced Placement Assessment (AP)
GA	Ohio Achievement Assessment (OAA)
GB	Preschool Assessment (ELA)
GD	NWEA Measures of Academic Progress (MAP) DORP Growth Assessment only

Option	Assessment
GE	End of Course Exam (GE)
GF	Ohio English Language Proficiency Assessment (OELPA)
GM	Preschool Childhood Outcome Summary (COS) Assessment
GN	Next Generation Assessment (NGA)
GO	Kindergarten Readiness Assessment (KRA)
GW	Industry Credential
GX	Ohio Graduation Test (OGT)
GY	CTE Technical Assessment
IB	International Baccalaureate (IB)
SA	Scholastic Aptitude Test (SAT)
WK	ACT WorkKeys Assessment
Valid Options for Special Collections	
HA	Achieve 3000
HB	ACT Assessment Program (AAP)
HC	Academic Intervention Monitoring System (AIMSweb)
HD	Basic Achievement Skills Inventory - Comprehensive Version
HE	Bateria III Woodcock Munoz Pruebas de habilidad cognitiva- Revisada
HF	Bateria III Woodcock Munoz-NU Pruebas de aprovechamiento
HG	Clark's Drawing Abilities Test
HH	Cognitive Abilities Test (CogAT)
HJ	Cognitive Abilities Test (CogAT), Nonverbal Battery
HK	Compass (ACT)
HL	Comprehensive Testing Program (CTP)
HM	Dance Talent Assessment Process (DTAP)
HN	Das-Naglieri Cognitive Assessment Systems (CAS)
HP	Dibels
HR	Differential Ability Scales
HS	Diagnostic Online Math Assessment (DOMA) (Let's Go Learn)
HT	Diagnostic Online Reading Assessment (DORA) (Let's Go Learn)
HU	Explore (ACT)
HV	Inspect (Key Data)
HW	InView - A Measure of Cognitive Abilities
HX	Iowa Assessments
HY	iReady Diagnostic
HZ	Kaufman Assessment Battery for Children (KABC)
JA	Kaufman Test of Educational Achievement (KTEA)
JB	Leiter International Performance Scale-Revised (Leiter-R)
JC	Logramos Assessment
JD	Measures of Academic Progress (MAP) (NWEA)
JE	Metropolitan Achievement Tests
JF	Music Talent Assessment Process (MTAP)
JG	Naglieri Nonverbal Ability Test
JH	Otis Lennon School Ability Test
JJ	Performance Assessment (Global Scholar)
JK	PLAN (ACT)
JL	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
JM	PRO-Core (PRO-Core Learning Systems)
JN	Quality Core (ACT)

Option	Assessment
JP	Raven’s Progressive Matrices (Standard and Advanced Form)
JR	Readistep
JS	SAT I Reasoning Test
JT	Riverside Interim
JU	Scholastic Reading Inventory (SRI)
JV	Scholastic Math Inventory (SMI)
JW	Stanford Achievement Test
JX	Stanford Apenda
JY	Stanford-Binet Intelligence Scales
JZ	Standardized Testing and Reporting (STAR) Early Literacy
KA	Standardized Testing and Reporting (STAR) Early Math
KB	Standardized Testing and Reporting (STAR) Math Enterprise
KC	Standardized Testing and Reporting (STAR) Reading Enterprise
KD	Terra Nova
KE	Test of Cognitive Skills
KF	Test Packs (Edmentum)
KG	Tests of Achievement and Proficiency (TAP)
KH	Theatre Arts Talent Assessment Process (TTAP)
KJ	Torrance Tests of Creative Thinking
KK	Universal Nonverbal Intelligence Test (UNIT)
KL	Wechsler Individual Achievement Test (WIAT)
KM	Wechsler Intelligence Scale for Children
KN	Wechsler Nonverbal Scale of Ability
KP	Wechsler Preschool and Primary Scale of Intelligence
KR	Woodcock Johnson NU Tests of Achievement
KS	Woodcock-Johnson, Tests of Cognitive Abilities - NU
KT-RZ	Reserve for future use.

☀ Grade Level of Student at Time of Test

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

Valid Options

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

Reporting Instructions. Option “***” is valid for GW, GY, AC, SA, AP, IB, and HA-RZ assessments types only.

☀ Required Test Type

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

Valid Options

- STR Standard (regular)
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP (GA and GX Assessment Types only)

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

 **Score**

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

Valid Options

- 000-999 Range of Numeric Scores
- A Advanced – The student scored Advanced on the CTE Technical Assessment (GY Assessment Type)
- F First Assessment - This record represents the first COS assessment for this student, so progress is not relevant (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas only)
- I Student is participating in CTE Technical Assessments (GY Assessment Type), but has not completed enough modules for a valid score
- N No - The student has not shown any new skills or behaviors related to the assessment area (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas) or Student scored Not Proficient on the CTE Technical Assessment (GY Assessment Type)
- P Student scored Proficient on the CTE Technical Assessment (GY Assessment Type)
- Y Yes - The student has shown new skills or behaviors related to the assessment area (GM Assessment - EPRG, KPRG, and TPRG Assessment Areas only)
- *** No Score to Report

Reporting Instructions. An assessment taken that results in a score of zero must be reported with a *Score Not Reported* value of “*”. With the exception of the industry credential, an assessment without a score to report (***) must be reported with a value other than “*” in the *Score Not Reported* element. Industry credentials should be reported with a score of “***”.

The score can be numeric or non-numeric as required based on the Assessment Type and Assessment Area codes.

Non-numeric scores that do not require all 3 available characters may be reported with either leading or trailing spaces.

Numeric scores that do not require all 3 available characters may be reported with either leading zeros or leading spaces, but in both cases, the actual score must be right-justified within the element.

Example 1.

<p>Reporting Scores Less Than 100 A score of 6 may be reported as either “006” or “6”. A score of 0 may be reported as either “000” or “0”.</p>
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Decimal points are assumed and should not be reported in this element. Currently, the only assessments where a score with an implied decimal is reported are raw scores from Required Test Type-Alternate Assessments for the Ohio Graduation Test administered prior to the 2012-2013 school year.

Example 2.

<p>Reporting ALT Scores Prior to 2012-2013 A raw score of 26.5 is to be reported as 265. A raw score of 15 is to be reported as 150.</p>
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On ALT assessments, do not report the entry score provided by the testing provider. For the Reading and Writing ALT Assessment Areas, report the Total Raw Score/ELA on both test records.

 **Score Not Reported**

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

Valid Options

- * Option Not Applicable, Student took the test.
- A Medical Reason
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other (reason not listed)
- G EOC assessment (GE) not given for the course in which the student is enrolled within this district
- H SSID for this student appears on the assessment vendor file due to a data error; student with this SSID was not required to be assessed
- I Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education or the school district
- J Student moved in or out of district before test administered
- K Not required in this district due to part-time student status, home school, nonpublic school and not enrolled in course for this assessment/subject area
- L Student has a disability condition for which no vendor accommodation exists
- ~~M Medical Emergency—Circumstances beyond the Local Education Agency’s control prevent a student from being assessed at any time during the testing window due to a significant medical emergency (e.g., student is hospitalized due to an accident). Ongoing medical conditions are not considered medical emergencies.~~
- N Accelerated Student, No Subject Test at Accelerated Grade
- P Due to Timing of Alternate Assessment Determination
- Q Student who was previously enrolled in kindergarten is a kindergarten student again this year, but was not reported as retained during the Retention Collection.

R	Parents request results not be reported to the state
S	Non-Scorable Assessment
T	CTE student is taking an industry assessment, to be reported in March (D)
V	CTE student was not given a technical or industry assessment
W	Assessment score not reported because student received graduation credit for assessment area due to course completion prior to end of course assessment availability; Number in score field represents number of graduation points earned
X	Assessment score not reported because student received graduation credit for assessment area due to completion of a dual credit course; Number in score field represents number of graduation points earned
Y	Student transferred in with course already completed out of state or while being homeschooled; number of required graduation points reduced
2	Assessment score not reported because student received graduation credit for alternative Non-Public school EOC assessment prior to public district enrollment; Number in score field represents number of graduation points earned
3	Already met remediation-free standards
4	English Learner – Less than 2 Years in US schools <i>and</i> no accommodations available

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

~~If a recently arrived LEP student has not been enrolled in U.S. schools for more than 180 school days and has not previously been exempt from a State’s spring test administration, the student is not required to take the State’s English language arts assessments (reading/writing).~~ If an LEP student enrolls during the spring administration on or after the majority of attendance dates for the Ohio Graduation Tests or for the Ohio Achievement Assessments, that spring administration will not count as this single exemption for testing recently arrived LEP students, unless the student was enrolled in an Ohio school during a prior year prior to the March 19th or May 10th dates. However students reported as “L” during the Initial Student (S) Collections who will have over 180 school days in U.S. schools as of the first day of a spring test administration window, will be required to be assessed in the State’s English language arts assessments during that spring test administration. See EMIS Manual Section 2.6 for the majority of attendance and participation dates for the current school year.

Option “P” is only valid for a student who enrolls on or after the last day designated for the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) test window and

- has an IEP and is required to take an alternate assessment, or
- has an IEP with alternate assessment determination made prior to the spring test administration.

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the OAA (GA) and OGT (GX) assessments who did not take one or more of the tests (or alternate assessment if designated in the student’s IEP). This element will be used for this legislative mandate.

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

Option “V” is used for students when an assessment was available, but the student was not given the assessment. Per the CTE Assessment Matrix, failure to test may negatively impact CTE report card results.

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

Assessment Type	Subset of Valid Score Not Reported Options
GW, HA-RZ, AP, IB, WK	*
AC, SA	*, A, B, C, D, E, F, H, I, J, K, L, 3, 4
GA	*, A, B, C, D, E, F, H, I, J, K, M, N, P, S
GB	*, A, B, D, F, J, M, R, S
GD	*, A, B, C, D, E, F, H, I, J, L, M
GE	*, A, B, C, D, E, F, G, H, I, J, M, W, X, Y, 2
GF	*, A, B, C, D, E, F, H, I, J, <u>L</u>
GM	*, A, B, D, F, J, R
GN	*, A, B, C, D, E, F, H, I, J, K, M, N
GO	*, A, B, C, D, E, F, H, J, K, M, Q, R, S
GX	*, A, B, C, D, E, F, H, I, J, K, M, P, S
GY	*, F (F only used for 14TP Assessment Area), T, V

 **Test Date**

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

Valid Options

YYYYMM Year, Month

Reporting Instructions. If a test was not taken, report the date of the test that would have been administered. For example, a test which was taken on March 15, 2012, is to be reported in the following format: 201203.

The year (YYYY) value reported in this element is the year that corresponds to the month reported for current school year administrations. For example, an assessment given in FY12 would typically be reported with 2011 for June-December and 2012 for January-May. When reporting OGT results from prior years, results from any prior year assessment window can be reported in Assessment (A) or Graduate (G) Collections as needed.


For the E-Transcript (E) Collection Request, the SA, AC, GY, and GX assessments may also have results reported from previous years.

The following table summarizes the administration window for each Assessment Type and the corresponding month (MM) values that can be reported in this element. For Assessment Windows marked with *, see the ODE website Testing area for the specific assessment window dates for each year.

For Student Record Exchange (X) Collection, all assessment types may be reported with any valid month value listed in the following table.

Assessment Type	Assessment Window	Valid Month Values
GA	Spring (A reporting): ALT test type, February 23 - March 06	February (02) - March (03)
	Summer (A reporting): Third grade STR reading only June 15 – June 28	June (06)
GB	Fall (A reporting): August – November	August (08) – November (11)
	Spring (A reporting): February – May	February (02) – May (05)
GF	Spring (A reporting): January 12 through March 6	January (01) – March (03)
GM	Fall (A reporting): Enrolled or Exited	July (07) – December (12)
	Spring (A reporting): Enrolled or Exited	January (01) – June (06)
GO	Fall (A reporting): first day of school – November 1	July (07) – November (11)
GW	Reported in Fall and Spring A and G: Actual assessment dates will vary	Year and Month credential was earned
GX	Summer prior to current school year (A reporting): June – July*, non-summer graduates	June (06) – July (07)
	Fall (A reporting): October-November*	October (10) – November (11)
	Spring (A reporting): STR test type in March*, and ALT test type late February - March*	February (02) - March (03)
	A Summer after current school year (G reporting): June – July*, summer graduates only	June (06) – July (07)
	Reported in E: Actual assessment dates will vary	March (03) – November (11)
GY	Reported in A (Fall reporting): actual assessment dates will vary	Always January (01) of year reported, regardless of year taken
	Reported in E: Previous years to current year	
AC	Reported in E, Spring A, or G: Actual assessment dates will vary	January (01) – December (12)
SA	Reported in E, A (Fall reporting), or G: Actual assessment dates will vary	January (01) – December (12)
HA-RZ	Reported in X: Actual assessment dates will vary	January (01) – December (12)
AP	Reported in E, Spring A, or G: Actual assessment dates will vary	May (05)
IB	Reported in E, Spring A, or G: Actual assessment dates will vary	November (11) and May (05)

Assessment Type	Assessment Window	Valid Month Values
GN	Reported in A (Spring window)	April (04) regardless of actual test date
GN (3rd grade ELA only)	Summer (A reporting): ELA Third grade STR reading only July 11 – July 15, 2016	Always July (07)
	Fall (A reporting): November See assessment website for details.	November (11)
GE	Reported in A – Fall Block Schedule	December (12) regardless of actual test date
	Reported in A – Spring regular	April (04) regardless of actual test date
	Reported in A – Spring Block Schedule	May (05) regardless of actual test date
	Summer (A reporting): July 18 – July 29, 2016	Always July (07)
	Reported in G	Actual month and year of administration
WK	Reported in A (Spring window), D, and G: actual assessment dates will vary	Actual month and year of administration
GD	Fall Window August – November Spring Window March – June	August (08) – November (11) March (03) – June (06)

 **Test Day of the Month**

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

Valid Options

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

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

This element is only required to have a value other than 00 when reporting an assessment type where ODE may need to receive more than one set of results for assessments that occurred in the same month. Currently, the only assessment types where this is allowed are SA (SAT) and AC (ACT). If this element is reported with a value that creates a valid date when combined with the test month and year, then the reported day of the month will be used for these assessment types. If this element does not create a valid date (e.g., reporting 30 when the test month is February), then the test date will default to the first of the month.

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

 **Test Grade Level**

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

Valid Options

** , PS, KG, 01-12

Reporting Instructions. It is optional to report Test Grade Level for Assessment types (HA-RZ). However, some HA-RZ assessments may have different forms that vary by grade level. In these cases, the grade level associated with the form can be reported in this element. The following table summarizes the possible Test Grade Level values for each Assessment Type.

Assessment Type	Valid Test Grade Level values
AP, GA, GN, HA-RZ, and IB	03, 04, 05, 06, 07, 08, 09, 10, 11, 12
GB and GM	PS
GD, GE, GF, GW, GY, AC, SA, HA-RZ, WK, AP, and IB	**
GO and HA-RZ	KG
HA-RZ	01, 02
AP, IB, and GX	10

If a student is accelerated in a subject that exists at the student’s grade level on the Grades 3-8 NGA, as reported on the Student Attributes – Effective Date (FD) Record, but there is no such Grades 3-8 NGA subject test available at the accelerated grade level, report the test grade level of the non-existent test, e.g., student is a 4th grader accelerated to 5th grade in writing: report 05 in the Test Grade Level Element and report option “N” in the Score Not Reported Element.

 **Type of Accommodation**

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

Valid Options

- ** Not Applicable, student did not take the assessment being reported or accommodations not reported on assessment taken
- NO Student did not receive accommodations on the standard assessment (STR) or took an alternate assessment (ALT)
- Y1 Student took the standard (STR) format of the assessment with 504 plan accommodations
- Y2 Student took the standard (STR) format of the assessment with IEP accommodations
- Y3 Student took the standard (STR) format of the assessment with LEP accommodations other than the use of a dictionary and/or extended time

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

Assessment Type	Valid Type of Accommodation
GA, GD, GE, GN, and GX	any
GB and GO	** , NO, Y3
GF	** , NO, Y1, Y2
GM, GW, GY, AC, SA, HA-RZ, AP, IB, and WK	**

Defining a Unique Record

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

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

2.8 STUDENT ASSESSMENT (FA) RECORD FILE LAYOUT

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
FA010	9-10	Sort Type	PIC X(2)
		Always "FA"	
	11	Filler	PIC X
FA020	12-15	Fiscal Year, e.g., 2016 (CCYY)	PIC X(4)
FA030	16	Collections	PIC X
		A – Assessment D – March G – Graduate R – Graduation Requirements Progress E – E-Transcript X – Student Record Exchange	
FA040	17-22	District IRN	PIC X(6)
FA050	23-31	EMIS Student ID Number	PIC X(9)
FA060	32-33	Assessment Type Code	PIC X(2)
FA200	34-35	Test Grade Level	PIC X(2)
FA205	36-39	Assessment Area Code	PIC X(4)
FA210	40-45	Test Date (CCYYMM)	PIC X(6)
FA212	46-47	Test Day of the Month	PIC X(2)
FA215	48-50	Required Test Type	PIC X(3)
FA220	51-52	Grade Level of Student at time of test	PIC X(2)
FA225	53-54	Type of Accommodation	PIC X(2)
FA235	55	Score Not Reported	PIC X
FA240	56-58	Score	PIC X(3)