

ODE EMIS MANUAL

Section 2.8: Student Assessment (FA) Record



Version 9.3
March 22, 2019

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>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>75995</u>	<u>General updates to valid combination tables and reporting instructions. Removed R Collection; has been determined that assessments will not be part of R. Removed E and X Collections; no longer being implemented.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>75994</u>	<u>Added reporting instructions for use of CCP grade in CTE course in place of GY assessment.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>74363</u>	<u>Updated descriptions for Score Options N and P for GW assessment type.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>74322</u>	<u>Removed information on who has to test.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>73937</u>	<u>Updated Score Not Reported Options valid for GY assessments.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>72390</u>	<u>Updated to allow DPR schools to report MAP all year; now also report Test Day of the Month.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>71281</u>	<u>Updated table under Test Date reporting instructions.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>70930</u>	<u>Updated description of Score Not Reported Option H to clarify use.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>70736</u>	<u>Updated description of Score Not Reported Option T.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>70170</u>	<u>Updated reporting for GW and GY assessments.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>68104</u>	<u>New Score Not Reported Option 5: Student assessed, but results not available from assessment vendor by close of collection.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>66708</u>	<u>Added instructions on dates to use when reporting proxy for an actual assessment.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>66595</u>	<u>Added Assessment Types Included column to table of Assessment Collections.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>66592</u>	<u>Split Early Learning Assessment reporting into Fall and Spring collections.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>66511</u>	<u>Clarified KRA reporting on retained kindergarten students.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>62452</u>	<u>Test Day of the Month now reported for OGT.</u>
<u>9.3</u>	<u>3/22/19</u>	<u>FY19</u>	<u>56431</u>	<u>Clarified who should report Early Learning Assessment.</u>
<u>9.2</u>	<u>8/31/18</u>	<u>FY18</u>	<u>56278</u>	<u>Updated reporting instructions for Industry Credentials--score must be reported.</u>

Version	Date	Effective Date (FY & Data Set)	Change #	Description
9.1	7/20/18	FY18	57205	The descriptions for the Score options that are valid for GY assessments were updated; reporting instructions for the Score element were updated.
9.1	7/20/18	FY18	70094	Added reporting instructions for the new generic AP Assessment Code.
9.0	7/6/18	FY19	NA	Posted for FY19.
See EMIS Manual Section 2.8: Student Assessment (FA) Record, versions 8.1 and earlier for additional Revision History.				

COMING CHANGES

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

<u>Assessment Name (Assessment Short Name) – Assessment Type Code</u>	Assessment (A)	Graduate (G)	March (D)	Grad Req Prog	E-Trans	Student Record Exchange
Advanced Placement Assessment (<u>Advanced Place</u>) – AP	√	√		√	√	√
American College Testing Assessment (ACT) – AC	√	√		√	√	√
Childhood Outcome Summary (COS) Assessment – GM	√					√
CTE Technical Assessment (<u>CTE Tech Assess</u>) – GY	√		√		√	√
Early Learning Assessment (ELA) – GB	√					√
End of Course Tests (<u>End of Course/EOC</u>) – GE	√	√				
Grades 3-8 Alternate Assessment (3-8 Alt Assess) Ohio Achievement Assessment (OAA) – GA	√					√
HA-RZ – Special Collection Assessment	√					√
High School Alternate Assessment (High School Alt) Ohio Graduation Test (OGT) – GX	√	√			√	√
Industry Credential (<u>Industry Cred</u>) – GW	√	√	√	√		
International Baccalaureate Assessment (<u>International Bac</u>) – IB	√	√		√	√	√
Kindergarten Readiness Assessment (KRA) – GO	√					√
NWEA Measures of Academic Progress (MAP) DORP Growth Assessment (MAP) – GD	√					
Ohio English Language Proficiency Assessment (OELPA) – GF	√					√
Ohio’s State Tests (Ohio’s Tests) Next Generation Assessment (NGA) – GN	√					
Scholastic Aptitude Test (SAT) – SA	√	√		√	√	√
ACT WorkKeys Assessment (WorkKeys) – WK	√	√		√		

General Guidelines

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

Statewide assessment results are generally required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. For more specific information and any exceptions, see the sections below about each assessment type. If a student who was enrolled during a required test administration ~~is was~~ required to test ~~but 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.

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

Students Testing Above Grade Level. Any student receiving content in a subject(s) at a grade level above that reported for the State Equivalent Grade Level on the Student Attributes–Effective Date (FD) Record should be assessed at that higher grade level. This higher grade level assessment is what should be reported for the student on the Student Assessment (FA) Record. Such situations impact the reporting of the End of Course Tests and Ohio’s State Tests.

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

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

Contact Information Who Has to Take Each Assessment?

The EMIS Manual is not intended to be a comprehensive resource for all issues related to state assessments. For additional information beyond the scope of EMIS reporting, please contact the appropriate 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 American College Testing Assessment (ACT), Advanced Placement (AP) Exams, End of Course Tests, International Baccalaureate (IB) Assessments, the Ohio English Language Proficiency Assessment (OELPA), Ohio’s State Tests (Ohio’s Tests), the Ohio Graduation Test (OGT), and the Scholastic Aptitude Test (SAT).

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

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

~~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.~~

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

Office of Early Learning and School Readiness. Please contact the Office of Early Learning and School Readiness, ~~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 for Exceptional Children. Please contact the Office for Exceptional Children for questions and information regarding the Alternate Assessments. Emailed questions can be directed to exceptionalchildren@education.ohio.gov.

Who Reports Each Assessment?

End of Course Tests, the KRA, OELPA, and Ohio’s Tests. If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the district relationship or the sent reasons being reported by the involved entities. See the sections below for each assessment type for additional information. ~~value of the District Relationship Element (FS140) or the value of either of the Sent Reason Elements (FS200 or FS230) on the Student Standing (FS) rRecords from each reporting entity.~~

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.~~

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

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

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

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

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

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

~~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.

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
	K	Acquiring and Using Knowledge and Skills

Assessment Type(s)	Required Assessment Area Code(s)	Area Code Description
	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.

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

Alternate Assessments

Ohio Achievement Grades 3-8 Alternate Assessments (3-8 Alt Assess; 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, aAll gGrades 3-8 ALT Alternate aAssessments will beare reported using assessment type GA.

Ohio Graduation TestHigh School Alternate Assessment (High School Alt; GX). Beginning with the Class of 2007, the Ohio Graduation Tests (OGT) are required for graduation. High school alternate assessments are reported using assessment type GX. 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. The reporting district(s) must submit a separate Student Assessment (FA) Record per student, per test date, per test subject.

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 OGT is reported as assessment type GX. Since the OGT is being phased out, note that the valid options for reporting the OGT are not included in version 9.3 and later of this section. When Assessment Type GX is referenced in version 9.3 and on, it is referring to the High School Alternate Assessment. For valid options for reporting the OGT, see version 9.2.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results. For students graduating under the Ohio Graduation Tests (OGTs), the graduating district is responsible for reporting the results.

The Alternate Assessments are reported in the Spring Alternate Assessment (A) Collection. The Ohio Graduation Test (OGT) is reported in the OGT Assessment (A) Collection, the Summer OGT Assessment (A) Collection, and the Graduate (G) Collection.

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.~~

Standard Assessments

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

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

~~Districts should report this assessment~~AP Assessment results are reported in during the Non-State Assessments for LRC~~Other Accountability Assessments~~ (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.~~

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

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

~~Districts should report this assessment during~~ACT results are reported in the Non-State Assessments for LRC~~Other Accountability Assessments~~ (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.~~

ASQ/SE (GS) General Guidelines

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

CTE Technical Assessment (CTE Tech Assess; 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 results~~ should be reported by the traditional district, STEM district, JVSD, community school, or state organization~~district~~ that employs the CTE Workforce Development instructor during the CTE Career Tech Accountability Assessment (A) Collection in the year in which the assessment was taken. CTE Technical Assessment results ~~are may~~ also be reported in the March (D), ~~E-Transcript (E), and Student Record Exchange (X) Collections~~ by the district reporting the follow-up status of the student, including assessments not reported in prior years. ~~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”.~~

~~***Childhood Outcome Summary (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; however, not all results are reported to ODE. 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.~~~~

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

~~The resident district 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.~~

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

~~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.~~

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

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

~~The ELA assessment may be administered more than twice a year for ongoing monitoring of child progress and effectiveness of interventions. For children receiving special education services or Early Childhood Education Grant funds (or both), the ELA scores should be reported two times per year, once in the fall and once in the spring.~~

~~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.~~

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

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

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

~~**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.~~

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

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

Table 1. Courses requiring EOC Exams

EOC Exam Subject Area	Course Code	Course Name
Algebra I	110065	Advanced Mathematics 8
	110301	Algebra 1I
	110480	Applied Algebra or Applied Mathematics 1I
American Government	150300	Government (American)
	150308	Government and /Economics (American)
	159950	Government & Politics (United States)
American History	150810	American History (American)
	152300	Integrated 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 2II
Mathematics I	110065	Advanced Mathematics 8
	110010	Mathematics 1I
	110480	Applied Algebra or Applied Mathematics 1I
Mathematics II	110020	Mathematics 2II
	110490	Applied Geometry or Applied Mathematics 2II
Physical Science	132220	Physical Science

CTE Industry Credential (Industry Cred; GW). An industry credential is a credential, certification, or license developed and awarded by an industry association or state licensing agency. Students are not

required to get an industry credential, but if a student does ~~receive-attempt~~ one of the industry credentials listed in ~~this s~~Section 2.8.1 of the EMIS Manual, the district should report the credential to EMIS. If a student attempts more than one industry credential, report them all multiple Industry Credentials, then a separate FA Record should be reported for each credential.

If a student attempts an industry credential during the school year, the district in which the student is enrolled should report the attempt during the earliest appropriate Assessment (A) Collection. If a graduating student ~~receives-attempts~~ an industry credential after graduation and prior to the close of the Graduate (G) Collection, the graduating 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 are already in exist in the March (D) ~~database~~Collection reporting. ~~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.~~

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

Industry credential results are reported in the Career Tech Accountability Assessment (A) Collection, the Other Accountability Assessments (A) Collection, the Graduate (G) Collection, and the March (D) Collection.s should be reported in the first possible collection after the results are received.

~~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.~~

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

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

IB results are reported in~~Districts should report this assessment during the Non-State Assessments for LRC~~Other Accountability Assessments (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.

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

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

~~Additionally, if a kindergarten student receives most of or all of their instruction at the Educational Service Center (ESC) or the County Board of DD, then the district of residence is responsible for reporting the assessment record. KRA results should not be reported for John Peterson and Autism Scholarship students.~~

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

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

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

~~***NWEA Measures of Academic Progress Assessment (MAP; GD)***. Beginning in the spring of FY15, ODE began collecting results from the NWEA Assessment. These assessments measure student skills in mathematics and reading. Dropout Prevention and Recovery (DPR) programs report student results from the MAP, provided by the Northwest Evaluation Association (NWEA). All results for the current school year should be reported.~~

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

~~Results from the spring administration will be reported in the DORP Growth Assessment (A) Collection. DPR community schools report MAP results during the DPR Growth Assessment (A) Collection.~~

~~***Ohio English Language Proficiency Assessment (OELPA; -GF)***. Results from the Ohio English Language Proficiency Assessment (OELPA) administered during spring of the current school year are reported. 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 a separate Student Assessment (FA) Record for each OELPA assessment 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).~~

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

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

~~***Next Generation Assessment Ohio’s State Tests (Ohio’s Tests; 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_3 take the Grade 3 English Language Arts-(ELA) Assessment. Third-gGrade 3 ELAEnglish Language Arts scores are collected in the Fall 3rd Grade ELA and Reading Assessment (A) Collection and the Spring State Assessment (A) Grades 3-8 Collection. The grade 3 English Lanuage Arts AssessmentELA is reported as two FAGN #RRecords, one for the overall ELA English Language Arts score and one for the reading score. Third-gGrade 3 ELAsEnglish Language Arts Assessments are the only time that two FA #RRecords are reported when reporting ELA-English Language Arts Assessment results. For all other grades, 4-8 ELA results, only one FA #RRecord is reported.~~

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

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

Scholastic Aptitude Test (SAT; SA). The Scholastic Aptitude Test (SAT) covers three subject areas: Reading, Mathematics, and Writing. A separate FA #RRecord is required for each subject area. Beginning with the March 2016 SAT administration, the English Language Arts score ~~will be~~should 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.~~

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

EMIS Assessment Area	SAT Score Format	
	Prior to March 2016 Administration	Current (March 2016 Administration and after)
Reading (R)	Reading score (200-800) reported	English Language Arts (200-800) reported as R; <u>Reading sub-score not reported</u>
English Language Arts (ELA)	<u>Area not reported in EMIS</u>	<u>Area not reported in EMIS</u>
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	<u>Reading sub-score (20-80) not reported</u>

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

The SAT is reported~~Districts should report this assessment during in~~ the ~~Non-State Assessments for LRC~~Other Accountability Assessments (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.~~

~~**ACT WorkKeys Assessment (WorkKeys: WK).** This job skills assessment is a measure of work-force readiness and employability for the purpose of high school graduation. This assessment is reported in the Non-State Assessments for LRC Other Accountability Assessments (A) Collection, as well as and the Graduate (G) and Graduation Requirements Progress (R) Collections. This assessment should be reported by the district in which the student is enrolled when they are assessed or any district awarding a diploma to a student who is graduating via a pathway that requires this assessment.~~

~~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 and Assessment Areas for the current version of WorkKeys differ from the previous version. When reporting WorkKeys for prior fiscal years, be sure to report these elements according to the version being reported. ~~different between Versions 1.0 and 2.0 of the WorkKeys test, s~~ 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.~~ If students want to retest on a portion of the assessment, they must retake all sections on the current version.~~

~~Traditional districts, STEM districts, JVSDs, community schools, and state organizations can report this Assessment Type.~~

~~WorkKeys results are reported in the Other Accountability Assessments (A) Collection and the Graduate (G) 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), and 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. Assessment Types that can be reported in each Assessment Collection.

Assessment Collection	Assessment Types Included
<u>Career Tech Accountability CTE</u> Assessment Collection	GW GY
<u>Child Outcome Summary Assessment Collection</u>	<u>GM</u>
<u>DPR</u> Fall <u>DORP</u> Growth Assessment Collection	GD
Fall <u>3rd Grade 3-ELA and Reading Assessment Collection</u>	GN (3rd STR -only)
<u>Fall</u> Early Learning Fall Assessments Collection	GB GM GO
<u>Kindergarten Readiness Assessment Collection</u>	<u>GO</u>
<u>Non-State Assessments for LRC</u> <u>Other Accountability Assessments</u> Collection	AC AP GW IB SA WK
OELPA Assessment Collection	GF
OGT <u>Spring</u> Assessment Collection	GX (STR)
OGT Summer/Fall Assessment Collection	GX
<u>Spring</u> Alternate Spring Assessment Collection	GA (ALT only) GX (ALT only)
Spring DORP Growth Assessment Collection	GD
<u>Spring</u> Early Learning Spring Assessments Collection	GB GM
<u>Spring End of Course EOC Spring</u> Assessment Collection	GE (STR)
Spring State <u>Assessment Grades 3-8 Collection</u>	GN (STR)
<u>Summer and Fall End of Course EOC Fall</u> Assessment Collection	GE (STR)
<u>Summer OGT Assessment Collection</u>	<u>GX</u>

Student Assessment Record Data Elements

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

Assessment Area Code

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

Valid Options

See EMIS Manual Section 2.8.1: Assessment Area Codes

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

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 EMIS Manual Section 2.8.1: Assessment Area Codes.

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

AP99 is to be used for AP assessments under the following circumstances:

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

If a student takes more than one AP assessment that meets the above criteria, report the assessment with the highest score using the AP99 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.

Valid Options

- AC American College Testing Assessment
- AP Advanced Placement Assessment
- GA Grades 3-8 Alternate Assessment
- GB Early Learning Assessment
- GD Measures of Academic Progress (DPR Growth Assessment by NWEA only)
- GE End of Course Tests
- GF Ohio English Language Proficiency Assessment
- GM Preschool Childhood Outcome Summary
- GN Ohio’s State Tests
- GO Kindergarten Readiness Assessment
- GW Industry Credential
- GX Ohio Graduation Test
- GY CTE Technical Assessment
- IB International Baccalaureate
- SA Scholastic Aptitude Test
- WK WorkKeys Assessment

Option	Assessment
Valid Options for Regular EMIS Collection Requests	

Option	Assessment
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
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

Option	Assessment
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)
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 Paeks (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 AC, AP, GW, GY, IB, and SA, and HA-RZ assessments types only.

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

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

☀ Required Test Type

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

Valid Options

- STR Standard (regular)
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP (GA 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-D When reported for the ELA, levels A-D precede levels 1-5 and represent typical milestones of a child’s development
- A Advanced – The student scored Advanced on the CTE Technical Assessment (GY Assessment Type); for reporting legacy summative codes for GY Assessments and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported option X)

F	First Assessment - Represents the first COS assessment for this student, so progress is not relevant; applies only to Assessment Areas EPRG, KPRG, and TPRG
I	Student is participating in CTE Technical Assessments (GY Assessment Type), but has not completed enough modules for a valid score; <u>for reporting legacy summative codes for GY Assessments</u>
N	<u>For the COS Assessment Areas EPRG, KPRG, or TPRG: No, the student has not shown any new skills or behaviors. For Industry Creds: Student scored Not Proficient. For reporting legacy summative codes for CTE Tech Assessment and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported Option X): Student scored Not Proficient.</u> 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); for reporting legacy summative codes for GY Assessments
P	<u>For Industry Creds: Student scored Proficient. For reporting legacy summative codes for CTE Tech Assessment and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported Option X): Student scored Proficient.</u> Student scored Proficient on the CTE Technical Assessment (GY Assessment Type); for reporting legacy summative codes for GY Assessments
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, a~~ An assessment without a score to report (***) must be reported with a value other than “*” in the Score Not Reported element. Industry credentials should be reported with a score of ~~“***”, either “N” or “P”.~~

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

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

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

Example 1.

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”.~~

~~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.

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.

~~**ALT Assessments.** On ALT assessments, do not report the entry score provided by the testing provider. Instead, report the numeric scale score. For the Reading and Writing ALT Assessment Areas, report the Total Raw Score/ELA on both test records.~~

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

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

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

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

Assessment Type	Alpha or Numeric	Type of Score
<u>ACT – AC</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>Advanced Placement – AP</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>Alternate Assessments</u>		
<u>3-8 Alt Assess – GA</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>High School Alt – GX</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>COS – GM</u>	<u>Alpha or Numeric</u>	<u>Rating Score</u>
<u>CTE Tech Assess – GY</u>	<u>Alpha or Numeric</u>	<u>Scale or Performance Standard Score</u>
<u>ELA – GB</u>	<u>Alpha or Numeric</u>	<u>Progression Score</u>
<u>End of Course – GE</u>	<u>Numeric</u>	<u>Scale Score or Graduation Points</u>
<u>Industry Cred – GW</u>	<u>Alpha</u>	<u>Pass/Not Pass</u>
<u>International Bac – IB</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>KRA – GO</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>MAP – GD</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>OELPA – GF</u>	<u>Numeric</u>	<u>Scale Score</u>

<u>Assessment Type</u>	<u>Alpha or Numeric</u>	<u>Type of Score</u>
<u>Ohio's Tests – GN</u>	<u>Numeric</u>	<u>Scale Score; for 3rd Gr Reading, Sub-Score</u>
<u>SAT – SA</u>	<u>Numeric</u>	<u>Scale Score</u>
<u>WorkKeys – WK</u>	<u>Numeric</u>	<u>Scale or Performance Standard Score</u>

 **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~~ Absent during test administration window
- F Other (reason not listed)
- G EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years
- H SSID for this student appears on the assessment vendor file due to an data-error in the data provided to the assessment vendor; student with this SSID was not required to be assessed
- I Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education or the school district
- J Student moved in or out of district before test administered
- K Not required in this district ~~due to because student is~~ part-time ~~student status, or~~ home schooled; or at a nonpublic school and is not enrolled in course for this assessment/subject area
- L Student has a disability condition for which no vendor accommodation exists
- N ~~Accelerated~~ Student Taking Subject Above Grade Level, No Subject Test at ~~Accelerated~~ Higher 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 had KRA scores already reported in a prior 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-earning~~ an industry ~~assessment~~ recognized credential, to be reported in March (D) in place of a CTE Technical Assessment (GY)
- ~~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; Nfor End of Course Tests (GE), number in score field represents number of graduation points earned; for CTE Technical Assessments (GY), value in score field represents student’s proficiency
- Y Student transferred in with course already completed out of state or while being homeschooled; number of required graduation points reduced
- 2 Assessment score not reported because student received graduation credit for alternative Non-Public school EOC assessment prior to public district enrollment; Number in score field represents number of graduation points earned
- 3 Already met remediation free standards Student achieved remediation free score on all parts of the ACT or SAT prior to spring of grade 11
- 4 English Learner – Less than 2 Years in US schools **and** no accommodations available
- 5 Student assessed, but results not available from assessment vendor by close of collection

Reporting Instructions. 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 option 1 on the Student Attributes No Date (FN) Record are considered retained therefore, ODE is not expecting a Student Assessment Record for these students.

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

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

Table 5. The valid Score Not Reported options for each Assessment Type.

Assessment Type	Valid Score Not Reported Options
ACT – AC	*, A, B, C, D, E, F, H, I, J, K, L, 3, 4, <u>5</u>
Advanced Placement – AP	*
Alternate Assessments	
3-8 Alt Assess – GA	<u>*, A, B, C, D, E, F, H, I, J, K, S, 5</u>
High School Alt – GX	<u>*, A, B, C, D, E, F, H, I, J, K, S, 5</u>
COS – GM	*, A, B, D, F, J, R
CTE Tech Assess – GY	*, <u>B, C, D, E</u> , F (F only used for 14TP Assessment Area), <u>H, J, T, X, V, 5</u>
ELA – GB	*, A, B, D, F, <u>H, J</u> , M , R, S
End of Course – GE	*, A, B, C, D, E, F, G, H, I, J, <u>M, P</u> , W, X, Y, 2, <u>5</u>
Industry Cred – GW	*
International Bac – IB	*
KRA – GO	*, A, B, C, D, E, F, H, J, K, M , Q, R, S

Assessment Type	Valid Score Not Reported Options
MAP – GD	*, A, B, C, D, E, F, H, I, J, L, M , <u>5</u>
OELPA – GF	*, A, B, C, D, E, F, H, I, J, L, <u>5</u>
Ohio’s Tests – GN	*, A, B, C, D, E, F, H, I, J, K, M , N , <u>P</u> , <u>5</u>
SAT – SA	*, A, B, C, D, E, F, H, I, J, K, L, 3, 4, <u>5</u>
WorkKeys – WK	*, <u>H</u> , <u>5</u>

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

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

Option J. This “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~~when there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE Department’s website for further information.

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

Option R. Report this 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.~~

Option X. For students who are using the completion of a CCP course in lieu of a CTE Technical Assessment (i.e., a WebXam), see the guidance on the Office of Career Technical Education’s website under Career-Technical Education College Credit Plus Assessment for information reporting the appropriate proficiency level to report for the Score.

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

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

 **Test Date**

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

Valid Options

YYYYMM Year, Month

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

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

Table 6. Two digit month value(s) valid for each assessment for each valid administration window. Report the month the assessment was actually administered. Note that the date ranges used to populate the Missing Lists may be more restrictive than the dates shown. For exact administration dates for each assessment for each year, see the Department’s website. Final column indicates whether results from previous fiscal years can be reported for each Assessment Type.

Assessment	Fall	Spring	Year-round	Can results from previous FYs be reported?
ACT – ACT	—	—	01-12	Y
Advanced Placement – AP	—	—	01-12	Y
Alternate Assessments				
3-8 Alt Assess – GA	—	02-03	—	N
High School Alt – GX	—	02-03	—	Y
COS – GM	—	—	01-12	04-06 only
CTE Tech Assess – GY	—	—	09-06	Y
ELA – GB	08-11	02-05	—	N
End of Course – GE	12-01	03-05	—	Y
Industry Cred – GW	—	—	01-12	Y
International Bac – IB	—	—	01-12	Y
KRA – GO	07-11	—	—	N
MAP – GD	—	—	08-06	N
OELPA – GF	—	01-03	—	N
Ohio’s Tests – GN	11–3rd ELA only	03-05	—	N
SAT – SA	—	—	01-12	Y
WorkKeys – WK	—	—	01-12	Y

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)

Assessment Type	Assessment Window	Valid Month Values
	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)
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), ~~GX (Standard OGT only, not High School Alt), and GD (MAP).~~ 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.

Table 7

Assessment	Valid Test Grade Level values
ACT – ACT	**
Advanced Placement – AP	03-12, **
Alternate Assessments	
3-8 Alt Assess – GA	03- 0812
High School Alt – GX	10
COS – GM	PS
CTE Tech Assess – GY	**
ELA – GB	PS
End of Course – GE	**
Industry Cred – GW	**
International Bac – IB	03-12, **
KRA – GO	KG
MAP – GD	**
OELPA – GF	**
Ohio’s Tests – GN	03- 0812

Assessment	Valid Test Grade Level values
SAT – SA	**
WorkKeys – WK	**

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
GX	10

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

 **Type of Accommodation**

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

Valid Options

- ** Not Applicable, student did not take the assessment being reported or accommodations not reported on assessment taken
- NO Student did not receive accommodations on the standard assessment (STR) or took an alternate assessment (ALT)
- Y1 Student took the standard (STR) format of the assessment with 504 plan accommodations
- Y2 Student took the standard (STR) format of the assessment with IEP accommodations
- Y3 Student took the standard (STR) format of the assessment with 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.

Table 8. Type of Accommodation options valid for each Assessment Type.

Assessment	Valid Type of Accommodation
ACT – ACT	**
Advanced Placement – AP	**
Alternate Assessments	
3-8 Alt Assess – GA	Any <u>NO</u>

Assessment	Valid Type of Accommodation
High School Alt – GX	Any NO
COS – GM	**
CTE Tech Assess – GY	**
ELA – GB	** , NO, Y3
End of Course – GE	Any
Industry Cred – GW	**
International Bac – IB	**
KRA – GO	** , NO, Y3
MAP – GD	Any
OELPA – GF	** , NO, Y1, Y2
Ohio’s Tests – GN	Any
SAT – SA	**
WorkKeys – WK	**

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 (CCYMM)	PIC X(6)
FA212	46-47	Test Day of the Month	PIC X(2)
FA215	48-50	Required Test Type	PIC X(3)
FA220	51-52	Grade Level of Student at time of test	PIC X(2)
FA225	53-54	Type of Accommodation	PIC X(2)
FA235	55	Score Not Reported	PIC X
FA240	56-58	Score	PIC X(3)