

# State Testing Information for Lorain City School Families



## Why do students take state tests?

State achievement tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. These tests help guide and strengthen future teaching so we can be sure that we are preparing our students for long-term success in school, college, careers and life. Test results also allow citizens to know how their local schools are performing compared to others around the state.

## Which tests will be given for what grade level?

### GRADES 3-8

	English language arts	Mathematics	Science
<b>Grade 3</b>	✓	✓	
<b>Grade 4</b>	✓	✓	
<b>Grade 5</b>	✓	✓	✓
<b>Grade 6</b>	✓	✓	
<b>Grade 7</b>	✓	✓	
<b>Grade 8</b>	✓	✓	✓

### HIGH SCHOOL COURSES

**Classes of 2018 and beyond** – End-of-course tests in English language arts I and II, algebra I, geometry (or integrated mathematics I and II), biology or physical science (class of 2018 only), American history and American government.

# Guidance for Schools

## Student Participation in Testing

Federal and state laws require all districts and schools to test all students in specific grades and courses. There is no law that allows a parent or student to opt out of state testing, and there is no state test opt-out procedure or form. If a parent withdraws a child from participation in certain state tests, there may be consequences for the student, the student's teacher, and the school and district.

To help parents make informed decisions, schools should provide in writing the possible consequences of opting out, which are included in this guidance, as well information about other district consequences. Schools are not required to — but may want to — request that a parent place in writing a decision to withdraw his or her student, so there is a record of why the student was not tested.

### WHY ARE STATE TESTS IMPORTANT?

State tests are critical for measuring student learning and ensuring that every Ohio student receives a high-quality education. The results from state tests are how we hold districts, schools and teachers accountable.

### SAFE HARBOR

The Ohio General Assembly has enacted a safe harbor provision for districts, teachers and students as Ohio transitions to its new assessment system. Under safe harbor, districts are exempt from some consequences based on their students' test scores for the 2014-2015, 2015-2016 and 2016-2017 school years. Districts cannot use student scores as a factor in a decision to promote or retain a student, except under the Third Grade Reading Guarantee. Districts also cannot use student scores as a factor in a decision to deny a student course credit. However, [state law](#) does allow a local school board of education to create local policy that denies promotion if students do not participate in required state tests.

Safe harbor only applies to educators who use value-added ratings from state tests. Safe harbor does not apply to teachers or principals exclusively using vendor tests or other local student growth measures. Please note, teachers and principals will use value-added results from state tests administered in the 2016-17 school year for spring 2018 evaluation ratings.

### POSSIBLE CONSEQUENCES FOR STUDENTS WHEN THEY DO NOT TAKE STATE TESTS

Schools must administer state tests and students are expected to take them. If a student does not participate in state testing, there may be consequences for the student, the student's teacher, and the school and district.

1. Third Grade Reading Guarantee
  - a. A student who does not take the state's grade 3 English language arts test will not have a score on that test and may not be promoted to the fourth grade as part of the Third Grade Reading Guarantee, unless an exemption applies. For more information on exemptions, visit the [Department's website](#).
2. High School Graduation Requirements
  - a. A student who entered ninth grade for the first time before *July 1, 2014*, must meet curriculum requirements and take and pass the Ohio Graduation Tests or meet one of the three graduation options for the Class of 2018 and beyond to earn a high school diploma.
  - b. A student who entered ninth grade for the first time *on or after July 1, 2014*, must meet curriculum requirements and take and reach the needed score on the tests for at least one graduation option to earn a high school diploma. More information on the graduation requirements are on the [Department's website](#).

These options include:

- i. Cumulative performance earned on the state end-of-course tests or their approved substitutes;
  - ii. A remediation-free score on the ACT or SAT college admissions test; or
  - iii. A workforce ready score on the WorkKeys test, in combination with an approved industry-recognized credential.
3. English learners
    - a. A student who does not take the Ohio English Language Proficiency Assessment cannot exit the English as a Second Language program.
  4. Students at eSchools
    - a. A student who does not participate in state testing in the spring for any required assessment for two consecutive years will be unenrolled in the school of attendance.
  5. Scholarship students:
    - a. For the majority of students who receive a state scholarship (EdChoice, Jon Peterson, or Cleveland Scholarship) participation in state testing or an approved alternative test is required. A student who does not participate in testing will not have their scholarship renewed the following year. Please direct questions to [Chartered.Nonpublic.Schools@education.ohio.gov](mailto:Chartered.Nonpublic.Schools@education.ohio.gov)

## **POSSIBLE CONSEQUENCES FOR DISTRICTS, SCHOOLS AND TEACHERS WHEN STUDENTS DO NOT TAKE STATE TESTS**

1. Districts and schools receive no credit when a student doesn't participate in state testing. This can negatively impact a district's state A-F report card grades.
  - a. Families and businesses often consult A-F grades in choosing where to live, locate a business and how to vote on tax levies.
  - b. These grades also may impact school choice programs, flexibility on how funding is spent and which schools receive extra help from the state.
  - c. If student participation in a district drops below 95 percent overall or for specific subgroups of students, the district could face new restrictions on how it spends its money pursuant to federal law. Additionally, the district or school will receive demotions on their Gap Closing report card measure.
  - d. Students who do not participate in the required state tests will earn no points towards the school's performance index score.
  - e. In the future, the Every Student Succeeds Act (ESSA) will require schools and districts that do not meet the 95 percent participation requirement to develop a corrective action plan. They must use stakeholder input to develop a plan that will improve their participation rate.
2. Districts and schools cannot count students who do not take all required state tests in their average daily membership (ADM) for state funding, unless they obtain a waiver from the Department.
3. Teachers may be evaluated based, in part, on student test scores from the 2016-2017 school year. If a student does not take a state test, that student's growth will not be included in the teacher's evaluation.
4. Teachers will not have access to advanced diagnostic information from state tests, such as student growth projections, to help inform instruction.

## **OHIO'S STUDENTS WITH DISABILITIES ALSO PARTICIPATE IN STATE TESTS**

The individualized education program (IEP) team is responsible for determining how a student with a disability will participate in the state assessments. The student's IEP team decides whether a student needs accessibility features, including accommodations, on district and statewide tests. For students with significant cognitive disabilities, the IEP team may determine that Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities is the appropriate test.

Please direct questions to [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov).

## Ohio's State Tests Scores

### Scale Scores and Performance Levels

Ohio reports five performance standards: Limited, Basic, Proficient, Accelerated, and Advanced. The scale score ranges in the tables below define each level. The Accelerated level of performance suggests that a student is on track for college and career readiness. For accountability purposes, “passing” includes the Proficient, Accelerated, and Advanced levels.

**Table 1: Scale Score Ranges in Science**

Grade/Subject	Limited	Basic	Proficient	Accelerated	Advanced
Grade 5	559-663	664-699	700-724	725-752	753-845
Grade 8	575-673	674-699	700-724	725-765	766-868
Biology	617-684	685-699	700-724	725-734	735-823

**Table 2: Scale Score Ranges in Social Studies**

Grade/Subject	Limited	Basic	Proficient	Accelerated	Advanced
American history	619-683	684-699	700-724	725-737	738-800
American government	642-686	687-699	700-724	725-738	739-774

**Table 3: Scale Score Ranges in English Language Arts**

Grade/Subject	Limited	Basic	Proficient	Accelerated	Advanced
Grade 3	545-671	672-699	700-724	725-751	752-863
Grade 4	549-673	674-699	700-724	725-752	753-846
Grade 5	552-668	669-699	700-724	725-754	755-848
Grade 6	555-667	668-699	700-724	725-750	751-851
Grade 7	568-669	670-699	700-724	725-748	749-833
Grade 8	586-681	682-699	700-724	725-743	744-805
English language arts I	606-682	683-699	700-724	725-738	739-800
English language arts II	597-678	679-699	700-724	725-741	742-808

In addition to the scale score ranges for grade 3 English language arts in Table 3 above, Table 4 below summarizes the grade 3 reading promotion performance standard for the 2019–2020 school year. As indicated in the table below, the 2019–2020 promotion score for the Third Grade Reading Guarantee is an English language arts scale score of 683. The Department has approved the use of the state test reading subscore as an alternative reading assessment. Students who do not reach the English language arts subscore of 683 but do earn a score of 46 or higher on the reading subscore will also be eligible for promotion at the end of the year.

**Table 4. Third Grade Reading Guarantee Performance Level Scale Score Ranges**

	Does Not Meet Promotion Standard	Meets Promotion Standard
Grade 3 English language arts Scale Score	Below 683	At or Above 683

**Table 5: Scale Score Ranges in Mathematics**

<b>Grade/Subject</b>	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accelerated</b>	<b>Advanced</b>
Grade 3	587-682	683-699	700-724	725-752	753-818
Grade 4	605-685	686-699	700-724	725-758	759-835
Grade 5	624-686	687-699	700-724	725-748	749-804
Grade 6	616-681	682-699	700-724	725-743	744-790
Grade 7	605-683	684-699	700-724	725-754	755-806
Grade 8	633-689	690-699	700-724	725-743	744-774
Algebra I	618-681	682-699	700-724	725-753	754-814
Geometry	604-677	678-699	700-724	725-755	756-810
Integrated math I	618-681	682-699	700-724	725-753	754-814
Integrated math II	594-676	677-699	700-724	725-757	758-813

For a summary of what Ohio’s Learning Standards expect students to know and do at each level, refer to the [Performance Level Descriptors](#) available on the Ohio’s State Tests Portal.

### Reporting Category Indicators

Each test has three to five reporting categories. Reporting categories represent groups of similar student skills or learning standards assessed within each grade and subject. For example, a reporting category within grade 8 science is life science.

Student performance on the subset of items associated with a reporting category is reported with an indicator, rather than with scale scores. These indicators are:

- Below proficient
- Near proficient
- Above proficient

Each test’s reporting categories are listed in the blueprints, which are in the General Resources folder on the [Ohio’s State Tests Portal](#).

### Codes for No Data Reported

The following abbreviations may appear on some reports:

- **DNA** — Did Not Attempt
- **INV** — Invalidated

A student will receive a DNA if he or she answered at least one item but did not meet the Department’s criteria for having attempted the test. The Department defines a test as attempted if the student responded to five items or achieved five points.

A record will reflect INV if both parts of the student’s test were invalidated or if the student only took one part of the test and that part was invalidated. If the student took both parts of the test and only one part of the test was invalidated, the student will receive a score based on the non-invalidated test part.

If a student receives a condition code, the parent or student should consult the student’s designated guidance counselor.

## Testing Times for Ohio's State Tests

### Fall Administrations

Test	Part 1	Part 2	Total (Parts 1 & 2)
Grade 3 English Language Arts	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Algebra I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Geometry	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics II	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
*English Language Arts I	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
*English Language Arts II	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
American History	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
American Government	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Biology	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Physical Science	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)

### Spring Grades 3-8 Administrations

Test	Part 1	Part 2	Total (Parts 1 & 2)
Grade 3 English Language Arts	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Grade 3 Mathematics	75 min (1 hr 15 min)	75 min (1 hr 15 min)	150 min (2.5 hrs)
Grade 4 English Language Arts	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Grade 4 Mathematics	75 min (1 hr 15 min)	75 min (1 hr 15 min)	150 min (2.5 hrs)
Grade 5 English Language Arts	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Grade 5 Mathematics	75 min (1 hr 15 min)	75 min (1 hr 15 min)	150 min (2.5 hrs)
Grade 5 Science	75 min (1 hr 15 min)	75 min (1 hr 15 min)	150 min (2.5 hrs)
*Grade 6 English Language Arts	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
Grade 6 Mathematics	90 min (1 hr 30 min)	90 min (1 hr 30 min)	180 min (3 hrs)
*Grade 7 English Language Arts	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
Grade 7 Mathematics	90 min (1 hr 30 min)	90 min (1 hr 30 min)	180 min (3 hrs)
*Grade 8 English Language Arts	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
Grade 8 Mathematics	90 min (1 hr 30 min)	90 min (1 hr 30 min)	180 min (3 hrs)
Grade 8 Science	75 min (1 hr 15 min)	75 min (1 hr 15 min)	150 min (2.5 hrs)

### Spring End-of-Course Administrations

Test	Part 1	Part 2	Total (Parts 1 & 2)
Algebra I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Geometry	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics II	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
*English Language Arts I	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
*English Language Arts II	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
American History	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
American Government	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Biology	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Physical Science	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)

## Summer Administrations

Test	Part 1	Part 2	Total (Parts 1 & 2)
Grade 3 English Language Arts	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Algebra I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Geometry	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics I	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Integrated Mathematics II	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
*English Language Arts I	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
*English Language Arts II	105 min (1 hr 45 min)	105 min (1 hr 45 min)	210 min (3.5 hrs)
American History	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
American Government	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Biology	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)
Physical Science	90 min (1.5 hrs)	90 min (1.5 hrs)	180 min (3 hrs)

\*These English Language Arts tests (grades 6-8, ELA I and ELA II) will have two writing prompts as described in the Ohio Blueprint. Students need adequate time to organize and support their responses with facts from the reading passages. The testing time noted above for these ELA tests are divided into two sessions of 1 hour and 45 minutes each. Students needing additional time to complete the test may be allowed, at each district's discretion, 30 additional minutes (15 minutes per session for a total of two hours per session). Not all students will need this additional time and, in some sessions, no students will need this time. Schools also should provide students with disabilities additional time as needed, according to their individualized education programs.



### Purpose

The Rules Book provides the following:

- A reference for school officials responsible for state testing in a district or building;
- A general overview of Ohio's state testing program; and
- Specific information pertaining to the testing at each grade level.

The information provided addresses these tests:

- Grades 3-8 and End-of-Course Tests;
- Ohio English Language Proficiency Assessment (OELPA);
- Ohio English Language Proficiency Screener (OELPS);
- Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD);
- Diagnostic Tests;
- Kindergarten Readiness Assessment (KRA); and
- Ohio Graduation Tests (OGT).

The Rules Book presents policy information regarding the K-12 assessment program. It is not intended to present administration procedures and requirements that may be found in the test administration manuals that are located on the [Ohio's State Tests portal](#). The Rules Book does not present technical specifications or details on how to use online systems. Test coordinators must refer to the technical specifications, user guides, and *Test Administration Manuals*, available on the portal. Because of the volume and complexity of these topics, the *Rules Book* has been designed to take advantage of electronic document features. The *Rules Book* is located on the Department [Rules Book web page](#) or it can be accessed by way of the [Testing web page](#) as a downloadable PDF file, which includes hyperlinks and online cross-references.

### Changes Posted on Website

The *Rules Book* is posted once annually. Changes to the Rules Book will not be posted in the master document, which remains the static version. Changes will be posted on the [Rules Book web page](#) under the heading Updates. Please check periodically to determine if changes have been made and add any changes to the original copy. Minor edits to grammar, spelling, etc. will not be listed on the change page.

### Text Used Throughout Rules Book

The term *district* will be used throughout the Rules Book to refer to any city district, exempted village district, local district, cooperative education and/or career and technology center, community school, chartered nonpublic school, the state school for the blind, the state school for the deaf, any school operated by the Department of Youth Services or the Department of Rehabilitation and Corrections, or any entity that participates in the state tests. Information that refers to a specific type school is noted.



## Assessment Schedule 2019-2020

Test	Administration	Date
Ohio State Tests (OST)		
Grade 3: English language arts	Five consecutive school days, including makeups	Oct. 21-Nov. 1, 2019
High school: End-of-course	Fifteen consecutive school days, including makeups	Dec. 2, 2019-Jan. 10, 2020
Grades 3-8 and high school: English language arts	Fifteen consecutive school days, including makeups	March 23-April 24, 2020
Grades 3-8: Mathematics Grades 5 and 8: Science High School: Mathematics, science, and social studies	Fifteen consecutive school days, including makeups	March 30-May 8, 2020
Grade 3: English language arts <i>optional</i>	Summer	July 6-10, 2020
High school: End-of-course <i>optional</i>	Summer	July 13-24, 2020
Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) grades 3-10	Operational Test 2020	Feb. 18-April 10
Ohio Graduation Tests (OGT) online administration	District sets schedule within window	Sept. 3-July 31
OGT paper administrations	Opportunity 1 earliest start September 3, 2019	
	Opportunity 2 earliest start: October 21, 2019	
	Opportunity 3 earliest start date: November 25, 2019	
Kindergarten Readiness Assessment (KRA)	Must be administered to all first-time kindergarten students no earlier than the first day of school and no later than the first day of November.	
K-3 reading diagnostic	Kindergarten: no later than Nov. 1 Grades 1-3: no later than Sept. 30	
Ohio English Language Proficiency Screener (OELPS) K-12	Aug. 5, 2019-July 12, 2020	
Ohio English Language Proficiency Assessment (OELPA) K-12	Feb. 3-March 27, 2020	
<a href="#">2019-2020 testing dates are posted on the test dates web page</a>		

### Test Windows for Ohio's State Tests

The dates a district selects within the state's testing windows apply for all schools within a district.

- For fall administrations, districts will choose five consecutive school days for grade 3 English language arts, and 15 consecutive school days for high school end-of-course tests;
- For spring administrations, districts will choose 15 consecutive school days for English language arts, and 15 consecutive school days for mathematics, science, and social studies tests; and
- For summer administrations, there is a set five-day window for grade 3 English language arts, and a set 10-day window for high school end-of-course tests.

**Note:** Districts are to select consecutive **school** days (days when school is in session). There are not separate windows for paper and online testing.

## State Policy

### Student Participation Requirements

Public school districts and community schools (called "charter schools" in other states) are required by law to administer all required state tests to all students enrolled in each designated grade. This includes any retained students (repeating a grade level) who are enrolled in grades 3-8 and who previously may have passed a

state test. Students who wish to do so may retake the end-of-course tests to obtain a higher point towards the total required for graduation.

Students having an IEP or a 504 Plan shall take the general state tests with allowable accommodations. Students with significant cognitive disabilities may take an alternate assessment, if they [qualify](#), and if it is specified in writing in their IEPs.

Ohio's State Tests (OST) are the achievement tests for grades 3-8 and high school. The high school tests are referred to as end-of-course tests (EOC). The rules in this chapter apply to all of the Ohio's State Tests.

The tests for elementary students are:

- Grades 3-8 English language arts (ELA) and mathematics tests; and
- Grades 5 and 8 science tests.

The tests for high school are:

- English language arts I; English language arts II;
- Algebra; geometry; integrated mathematics I; integrated mathematics II;
- Biology;
- American history; American government.

Schools must account for and report any student who did not take a required state test. More information about how student scores are entered in the Education Management Information System (EMIS) is in the [EMIS Manual](#).

## Retaking End-of-Course Tests

Regardless of the students' previous scores, a student may retake any end-of-course test prescribed under division (B)(2) of section [3301.0712](#) of the Ohio Revised Code during the student's academic career at a time designated by the Department. If, for any reason, a student does not take an end-of-course test on the scheduled administration date, the Department shall make available to the student the test for which the student was absent, or a substantially similar examination as determined by the Department, so that the student may take the test or a substantially similar examination later in the student's academic career [ORC 3301.0728](#).

## World History

Students who began ninth grade after July 1, 2017 must earn ½ unit in world history and civilizations. An end-of-course test for world history will not be developed or administered.

## Student Opt-Out

There is no law that allows a parent or student to opt out of participating in state tests, and there is no state procedure or form for nonparticipation. If a parent prohibits a child from participating in certain state tests, there may be consequences for the child, the child's teacher and the district, including consequences on the Ohio School Report Cards. To help parents make informed decisions, districts should provide in writing the possible consequences of failing to test, as well as information about other district consequences. Districts are not required to but may want to request that a parent place in writing a decision not to participate to provide a record of why the student was not tested. Please review [Guidance for Schools: Student Participation in Testing](#).

It is important to understand that while students can meet their requirements to graduate without taking some or all state tests, districts are still held accountable on the Ohio School Report Cards for all state tests required by state law.

State tests are critical for measuring student learning and ensuring that every Ohio student receives a high-quality education. The results from state tests are how districts, schools and teachers are held accountable. Ohio School Report Cards give your community a clear picture of the progress of your district and schools in raising achievement and preparing students for the future. Report cards show how well schools and districts are performing, not students.

### **Home Instruction Students (exception in the [KRA section](#))**

Home instruction refers to a student who is enrolled in a district but who is temporarily receiving instructional services at home, often for health reasons. Any student receiving home instruction is required to take state tests. Administration of tests to home instruction students must follow the same rules and procedures as applied in the district. The test may be administered in a student's home if it is administered by a test administrator who meets the criteria (employee of the district and holds a license, certificate or permit issued by the Department) and that all security procedures are properly followed.

### **Home Education or Home School Students**

A home-schooled student is a student receiving instruction outside of an established school environment. Such a student is **not enrolled** full time in a school and does not receive an Ohio diploma after successful completion of all curriculum requirements. Since a home-schooled student is not part of a school's full-time enrollment, he or she is not required to take state tests. If the parent chooses to participate in the district's established testing program, there is no cost to the parent. In such cases, the district should share with the home-schooled student's parents the student's ability to participate in the state tests, along with the vendor's registration requirements, including the ability to participate in the accepted standardized tests approved by the Ohio Department of Education and used by the district.

Both the school district and the home-schooled student's parent may mutually agree to allow a home-schooled student to take any of the tests; however, the tests must be taken under the same rules and procedures as an enrolled student, with the district ultimately making the final decision. A district who allows a home-schooled student to take a state assessment with the district-enrolled students should mark the home-school attribute in the student's pre-ID in TIDE to keep the home-schooled student's results separate from the district-enrolled students' results. [Information is available](#) on the student ID for home-education students who take the state tests. E-schools are not home school programs and do not follow home school program rules.

If a home-schooled student is enrolled in a public school in a course in which there is a state test at that grade, the student is required to take that test (grades 3-8, End-of-Course and OGT). If a home-schooled student is enrolled only in a course in which there is no state test (e.g., art), the student would not be required to take any state tests but may do so if the district permits it and the parent agrees.

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

### **Parent Review of Test**

General procedures for online and paper tests:

- Parent submits in writing he/she wants to review their child's test. This should include the student's name, where the child is enrolled and what test they would like to review (ex., fall 2018 grade 3 ELA).
- District/school sends/emails a letter on district letterhead stating:
  - student is enrolled in their district,
  - participated in a specific test administration including mode (online/paper),
  - include student SSID,
  - confirm parents' names,
  - district's IRN and
  - school's IRN.

- Parents come to the Department to review the tests.
- Parents sign nondisclosure agreement. Parents may take notes that are general and not item-specific. The notes must be shared at the end of the review to be sure secure information is not inadvertently contained in them.

## Foreign-Exchange Students Taking End-of-Course Tests

- All enrolled foreign-exchange students must take the same state tests as any peer in their class/course would take. Any person to whom all of the following apply shall be exempted from attaining the applicable score on the test in social studies designated under any American history end-of-course test and any American government end-of-course test required under [ORC 3301.0712 \(B\)](#) if such an exemption is prescribed by rule of the state board under [ORC 3301.0712 \(D\)\(3\)](#): The person is not a citizen of the United States;
- The person is not a permanent resident of the United States; and
- The person indicates no intention to reside in the United States after the completion of high school.

Please review the information for [transfer students](#) including foreign-exchange students on the Department website.

## District Policies/Procedures

Each district, community school and chartered nonpublic school shall adopt written policies and procedures that address the following:

- Participation of students with disabilities, pursuant to [OAC 3301-13-03](#) for public schools, [OAC 3301-13-10](#) for chartered nonpublic schools;
- Testing of accelerated students;
- Test security, pursuant to [OAC 3301-13-05](#);
- Access to individual students' state test results, in accordance with [ORC 3319.321](#), "Confidentiality of student information; law enforcement and military recruitment use."

Each school is responsible, ***immediately upon request*** by an official of a new school, to provide the record of a student's state testing results as well as other student records, including when that student enrolls in the new school. The school last attended shall provide to the new school these documents:

- All records of the student's current state test status as specified by [OAC 3301-13-02 \(M\)](#). Please review the list below of information that shall be maintained in student records or transcript;
- Grade promotion and retention issues, including non-promotion of students having more than 10 percent truancy and failing two or more required course subject areas, e.g., English and history; and
- Intervention services, including procedures for using diagnostic tests, a plan for the design of classroom-based intervention services, procedures for the regular collection of student performance data, as well as procedures for using student performance data to evaluate the effectiveness of intervention services.

Procedural issues that are addressed at the local level, not at the state level, include but are not limited to allowing students who have not passed the required graduation tests to participate in the graduation ceremony with their classmates, and how to respond to parents who refuse to permit their child to take a state test.

## Transferring Student Records to Another School/District

Whenever a student who has taken any Ohio state test in one school leaves that school to enroll in another school in the same or a different district, the school last attended shall provide, ***immediately upon request*** by a school official at the new school, all applicable student records including all state test information and the

SSID (as stated in the list below) for that student to the requesting school/district. These records may **not** be withheld for any reason per [OAC 3301-13-02 \(N\)](#).

### **State Test Information/Student's Record**

The following is the state test information that must be documented in either the student record or the transcript for each test that is part of the state assessment system in accordance with [OAC 3301-13-02 \(M\)](#).

- Statewide Student Identifier (SSIC)
- Tests required or not required
- Tests taken or not taken (each administration period)
- Test scores received
- Attainment of designated level of performance

### **Chartered Nonpublic Schools**

A chartered nonpublic school is a private school that holds a valid charter issued by the Ohio State Board of Education and maintains compliance with the Operating Standards for Ohio's Schools ([OAC 3301-35-12](#)). Please review the information on [chartered nonpublic schools and state testing](#). A chartered nonpublic school graduation [FAQ](#) is available.

### **Chartered Nonpublic Student Identifiers for State Tests**

Students who attend chartered nonpublic schools and do not have a Statewide Student Identifier (SSID) must enter a student ID to participate in the following state tests: Ohio's State Tests, Alternate Assessment for Students with Significant Cognitive Disabilities, Ohio's English Language Proficiency Screener and Ohio's English Language Proficiency Assessment. Please review the process to assign the [student ID or SSID](#) for students enrolled in a chartered nonpublic school.

### **Chartered Nonpublic Schools – Scholarship Program**

House Bill 166 amended [ORC 3301.0711 \(K\)](#) by addressing the testing of state scholarship students enrolled in chartered nonpublic schools.

Beginning in the 2019-2020 school year, any chartered nonpublic school that enrolls students participating in state scholarship programs may administer an alternative standardized assessment determined by the Department instead of Ohio's State Tests in grades 3-8.

Chartered nonpublic schools may continue to use Ohio's State Tests for the assessment of their scholarship students, provided the school filed the Intent to Participate for the 2019-2020 school year by the August 1 statutory deadline. There is no cost for administering the state tests. Costs for administering alternative assessments will be the responsibility of the school.

For grade 3 scholarship students assessed in English language arts (ELA), schools may administer the state grade 3 ELA test, an approved Third Grade Reading Guarantee alternative assessment or both. If a chartered nonpublic school decides not to administer the state grade 3 ELA test to its scholarship students, the school may administer an approved Third Grade Reading Guarantee alternative assessment twice during the school year and once during the summer. High school students attending chartered nonpublic schools on state scholarship programs will continue to follow testing requirements for their graduating class. The Department approved [high school alternative assessments for 2019-2020 are listed here](#).

The Department is working to determine further guidance on which alternative standardized assessments are approved for scholarship renewal purposes for the 2019-2020 school year.