



Ohio Achievement Tests



Reading

Directions for Administration

October 2008



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Introduction

This Directions for Administration (DFA) manual for Ohio's Grade 3 Reading Achievement Test contains general information about the Ohio Achievement Test program and specific information about administering the October 2008 Grade 3 Reading Ohio Achievement Test.

Before administering this test, Test Administrators (TAs) are encouraged to review the information in this manual to familiarize themselves with the test administration procedures. This information is essential to the successful administration of the Grade 3 Reading Ohio Achievement Test. Please read this manual carefully before administering the test.

General Information for Test Administrators

This section of the manual provides the general information that is necessary to effectively administer the Grade 3 Reading Ohio Achievement Test. There is only one form of the October 2008 Grade 3 Reading Ohio Achievement Test.

Security Concerns and Procedures

Maintaining test security is one of your most important responsibilities as a TA. At all times, the district's and the state's written procedures for protecting secure test materials must be followed. For the Grade 3 Reading Ohio Achievement Test, the secure test materials consist of all test booklets, which contain test questions, student information and student responses. Secure test materials also include all special versions of the test (Braille, Large-Print and English Audio CD Materials). It is illegal and unethical to reproduce or disclose any of those materials or cause them to be reproduced or disclosed in any format. Test security is vital to the successful administration of the test. The TA is responsible for ensuring the security of not only the physical test booklets but also the individual test questions and materials. Your responsibility for maintaining the security of the test questions and materials continues even after the test booklets have been returned to the School Test Coordinator (STC).

Under Ohio law, releasing any test questions or other contents of a test to students or helping students cheat in any other way may result in invalidation of test scores, termination of employment, suspension of certificates to teach, and/or prosecution. Violations of test security provisions in the district's written procedures may be punishable by penalties specified by the district. If you have questions or concerns about your responsibility for test security, consult the STC.

All electronic devices (cell phone, iPod, etc.) must be collected from students prior to the test administration. Students must be told that electronic devices are prohibited during the test administration. Use of an electronic device during a test administration is a security violation.

Test booklets are sent to schools in shrink-wrapped packages. **Shrink-wrapped packages must not be opened until the day of test administration.**

Before and after a test administration, both scorable and nonscorable test materials must be kept in a secure location designated by the STC. Unless otherwise directed by the STC, the TA is responsible for returning secure test materials to the storage area after each day's administration. Only those individuals authorized by district policy should have access to these materials. **Under no circumstances should students have access to test materials before or after the test session.**

During test administration, you must be in the room at all times. If students are allowed to leave the room while testing is in progress, they must first turn in their test materials. You must account for all test materials before dismissing students.

The TA must be an employee of the district and hold a license/certificate issued by the Ohio Department of Education (ODE). For any group of more than 30 students, a monitor must assist the TA. The ratio of TAs/monitors to students is one TA/monitor to 30 students in any testing room.

When test administration is complete and you have accounted for all materials, you must return them immediately to the STC.

The following are **security violations** (this is not an exhaustive list).

Before or during an administration:

- Reviewing the test before the administration and creating a study guide or in some way releasing the test questions to the students;
- Describing the test questions in a letter, discussing the test questions or photocopying the test questions prior to the public release of the test questions when they are posted on the ODE Web site;
- Standing by a student's desk and indicating in some manner that the student's answer is incorrect, blank or deficient in some manner.

After the administration:

- Discussing test questions with colleagues or students after the test has been administered but before the test is released to the public, which may affect students who were absent or allow students to change answers on a test in the same booklet prior to the public release of the test questions when they are posted on the ODE Web site;
- Describing the test questions in a letter, discussing the test questions or photocopying the test questions prior to the public release of the test questions when they are posted on the ODE Web site;
- Altering a student's response after the student has turned in the test booklet.

At any point, if you believe that a violation of test security has occurred, contact the STC regarding alleged test security violations. Then, follow the procedures established by your school district for handling alleged test security violations.

Standards for the Ethical Use of Tests

The State Board of Education has adopted Standards for the Ethical Use of Tests to assist anyone involved in test administration with performing his or her responsibilities with "honesty, integrity, due care, and fairness to all and to ensure the integrity of the assessment process and the reliability and validity of inferences made from the assessment results."

The standards govern testing related to, but not limited to, standardized achievement testing, state proficiency testing and any other grade-level or age-level assessments administered schoolwide or districtwide.

The standards are grouped according to various stages in the assessment process: (1) standards associated with communicating the ethical standards to and monitoring the educational practices of staff members who are assigned assessment responsibilities; (2) ethical standards associated with practices in preparing students for an assessment; (3) ethical standards associated with administering and scoring assessments; and (4) ethical standards associated with interpreting and using assessment results.

Although the Standards for the Ethical Use of Tests provides examples of unethical practices at each stage of the assessment process, these examples are not an exhaustive list of all possible unethical practices. Good professional judgment should be used if a situation arises that is not addressed by the Standards for the Ethical Use of Tests. You can find the Standards for the Ethical Use of Tests in Appendix A and on the Internet; log on to <http://www.ode.state.oh.us/>, keywords "Ohio Administrative Code."

Testing Schedule and Time Allotments

The October 2008 administration of the Grade 3 Reading Achievement Test will take place from **October 6–10, 2008, to include make-up testing**. The STC will establish the testing schedule for each school.

To ensure that all students have sufficient time to complete the test, the time allotment for the Grade 3 Reading Achievement Test is 2½ hours, excluding breaks. LEP- and IEP/504-identified students may have extended time while taking the assessment; however, the test must be completed in a single day.

Students identified as Limited English Proficient (LEP) may have the use of a dictionary while taking the assessment.

A situation may arise in which it is necessary to move some students to another testing location. For example, the majority of students finish the test early, but a few students require the full amount of time and may need to move to another room to complete the test. If students move to another location within the school, you must collect all their test materials and redistribute them at the new location. Students must not carry tests. Test security must be maintained throughout the transition. The transition time is **not** included in the allotted time noted above.

Testing Room Preparation

Arrive at the testing room early to make sure that it is ready for the testing session. Be sure there is an area in the room where test materials not in use can be stored securely and away from students.

Check the testing room for possible test question “clues” prior to each testing session. Charts, maps and other materials in the classroom that could assist students with test items should be covered or removed before the test administration. The Ohio Academic Content Standards can help you determine what materials should be removed.

Give each student a work space that is large enough to accommodate an open test booklet. Work spaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand. **Students must not use pens, colored pencils or markers to complete their responses.** Students may use their silent work after their test materials have been collected. It is advisable to have some generic silent work on hand for students who forget to bring their own.

Oral Script Use

To ensure standardized administration conditions throughout Ohio, this manual contains directions that need to be read to students. These directions contain information that students need to know about the test. Please do not deviate from the oral script.

Read the appropriate script to your students, paying careful attention to the instructions to the Test Administrator that are inserted among the oral directions to the students. All information to be read aloud to students is printed in **bold** type. Instructions to the Test Administrator are printed in nonbold type.

Procedures During Test Administration

Marking Instructions

Students should be encouraged to complete all written exercises and questions and not leave anything blank. It is to their benefit to answer all questions and complete all written exercises. However, once the student has turned in the test booklet, the TA should not review the test booklet for missing answers. The TA must not return the test booklet to the student. This may result in a security violation.

Remind students that they must complete their responses with a No. 2 pencil only.

Please review the following points with students on how to properly fill in the bubbles in their general student test booklet.

- Fill in each bubble completely.
- Erase completely any marks that you wish to change.
- Avoid marking too closely to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended.
- Use a No. 2 pencil to write all responses.
- Avoid using mechanical pencils.
- Do not use an ink or ballpoint pen, colored pencils, or markers to write a response. Using pens, colored pencils, or markers to write a response will result in the test **not** being scored.

When testing has begun, check that students are marking and writing their answers in the appropriate places on their test booklets using No. 2 pencils. Be careful not to interfere with the students' concentration as you check their progress.

If an error has occurred, give the student a new test booklet. The student's responses must be transcribed into the new test booklet. Do not erase the student's responses. Always have a witness present when transferring the responses to the second booklet.

Proper and Improper Marking Practices

For multiple-choice test questions, students should refrain from marking or "crossing out" the answer bubbles considered incorrect, filling in the correct answer, and erasing the marks over the incorrect choice bubbles. Figure 1 below shows an example of this practice. This practice is risky because students may inadvertently leave pencil marks in the scanned areas, thus jeopardizing their scores. This practice will generate a letter from ODE requesting the TA to stop teaching the practice.

Figure 1. An example of improper marks in the scanned areas of a Grade 3 Reading Achievement Test.

R
Reading
Use Pencil Please

Directions: Carefully read each question. Fill in the circle next to the correct answer.

1. What word is an antonym for cool?

A. warm

B. mild

C. damp

Improper strategy marking of incorrect responses that intrude into the scanned area

Students should be directed to mark any incorrect answer choice with a mark that is far from the scanned bubbles. One suggestion is to place a small “X” at the end of the incorrect choice in the test booklet to the right of the end of the answer option. Figure 2 below shows an example of this practice.

Figure 2. An example of proper way to mark incorrect choices on a Grade 3 Reading Achievement Test.

Directions: Carefully read each question. Fill in the circle next to the correct answer.

1. What word is an antonym for cool?

A. warm

B. mild X

C. damp X

Proper strategy marking of incorrect responses well away from the scanned area

Breaks

If the district allows breaks, it is the TA’s responsibility to provide them for students during the administration of the test. We recommend providing at least a five-minute break every 30 minutes, but it is left up to the judgment of the TA to provide as many breaks as students need. These breaks are not part of the testing time. The TA should tell students before testing what they may do during the breaks (e.g., stand up and stretch). It is a security violation to have a lunch or recess break during the test administration.

Follow the directions below when providing a break.

- Tell students when the break will occur. Make an announcement five minutes before the break occurs.
- Keep students in the testing room. Lunch or recess will not occur as a break.
- **Do not allow talking during the break.**
- Encourage students to stand and stretch at their desks.
- Do not allow students to take out any additional materials during a break. Only the test booklet (closed and face down) and pencils may be on each desk.
- When the entire class (group) has had a break, direct students to resume the test.
- At any time during the test administration, a student may leave the room for a restroom break, but to ensure test security, only one student should leave at any one time. **The entire class (group) may not use the restroom at the same time.**
- The student should be monitored during the break to ensure the student does not discuss the test or obtain an answer key.

Students are not allowed to talk during the test administration. Direct students to raise their hands if they finish a test before the other students have finished. Collect their test booklets and direct them to take out their silent work.

Toward the end of the testing period, but while students still have their test booklets, it is good testing practice to remind students to complete the entire test. Do not review a student’s test booklet after it is handed in, and do not give it back to the student with instructions to complete the test. It is a violation of the Ohio Revised Code to give students information about correct and incorrect answers or to provide hints that lead them to correct answers.

Students under an IEP or 504 Plan or LEP students who have extended time as an accommodation should be allowed a lunch break. The students should be observed during the lunch break to ensure they do not discuss the test.

Procedures Following Test Administration

When the allotted time for a test has elapsed, collect the remaining test booklets. Do not allow any student to leave the room until his or her test booklet has been collected. Collect a test booklet from each student individually. Do not allow students to “pass around” test materials. Do not allow students to use any electronic devices until all tests have been collected.

Immediately after testing, and before dismissing students, carefully count the test booklets to ensure that you have collected all student materials.

After test administration, TAs must affix the pre-identification label or complete the demographic information on the back cover of the test booklet. For students who do not have pre-identification labels, demographic information can be hand-gridded or entered online through use of the Generic Labels. In addition, mark the following sections for any qualified student:

- Section J, “LEP/IEP Status,” if the student is receiving services via an IEP or 504 Plan or if the student is identified as Limited English Proficient (LEP);
- Section K, “Accommodations,” if the student is using any accommodations;
- Section L, “Special version of the test, if applicable,” if the student was administered a special version of the achievement tests.

Students Who Become Sick

A student who becomes ill and vomits on her or his test booklet and is able to continue the test should be given a new test booklet so that she or he can continue. Later, the student’s responses and demographic information must be transcribed into the new test booklet, which will be the copy of the test to be scored. The soiled test booklet should be placed in a zip-lock bag and returned to the STC with the unused materials.

A student who becomes ill and vomits on her or his test booklet and is not able to continue the test should not be given a new test booklet. Put the soiled test booklet in a zip-lock bag, seal the bag and return it to the DTC. The district will decide if the student will continue the test when she/he returns to school or the test may be invalidated. If the student continues the test, the student must resume the test at the place where she/he stopped. The time must be determined from the total 2½ hours. The completed responses must be transcribed from the soiled to the new test booklet. Always have a witness present when transferring responses to the second test booklet.

Incomplete or Defective Test Materials

If a student receives an incomplete or defective test booklet, follow the steps below:

- Give him or her a new booklet that you have verified as accurate and complete.
- Direct the student to print his or her name on the new test booklet.
- Tell the student that you will write on his or her defective test materials so that what has happened will be clear to anyone.
- Direct the student to continue with the new test booklet (assuming that he or she discovered the defect after testing had begun).
- Later, transfer all responses from the first (defective) booklet to the second, which will be the copy of the test used for scoring. Always have a witness present when transferring the responses to the second test booklet.

As the TA, complete the steps below to cross-reference all the materials used by a student.

- Write in large, bold letters the word “**Defective**” on the cover of the flawed test booklet. Make sure the defective materials are not distributed again but are put aside for later return with nonscorable secure materials.
- Mark a large “X” and the words “DO NOT SCORE” on the front cover of the defective booklet.

Things to Remember

Before beginning:

- Verify that you have received the correct number of test materials from the STC.
- Gather and organize all necessary materials:
 - Student test booklets (the TA does not have a copy of the test booklet).
 - Supply of sharpened No. 2 pencils (pens, colored pencils, or markers must **not** be used to write responses—tests will **not** be scored)
 - This administration manual
 - Watch or clock
 - Silent work for students who do not bring their own
- Decide when to give students breaks (if relevant) during the testing session. The time for breaks and directions is **not** included in the testing time. Students may not talk with each other during breaks.
- Be aware that a single TA may be alone with 30 students but that a monitor must also be present in the testing room with more than 30 students. The ratio of TAs/monitors to students is one TA/monitor to 30 students in any testing room.

While administering the test:

- Use the script in this manual. The script is written in **bold** type.
- You may answer questions to clarify general directions, but you may not provide prompts for individual tasks or questions. Other than the general directions, you may not read any test material to students. This includes the reading selections, items and answer choices.
- Stay in the classroom during the entire test. It is a security violation to leave students unattended during the test administration.

After administering the test:

- Collect all student test booklets. Before returning them to the STC, affix the pre-identification labels or complete the demographic information on the back of the test booklets. Mark Sections J, K and L for applicable students.

ADMINISTERING THE GRADE 3 READING OHIO ACHIEVEMENT TEST

Introduction

This section of the manual provides instructions for administering the Grade 3 Reading Ohio Achievement Test. The oral directions are in the form of a script that contains portions to be read aloud to students, as well as instructions for the TA. It is important that the TA becomes familiar with the contents of this manual before administering the test.

The Grade 3 Reading Ohio Achievement Test Overview

The Grade 3 Reading Ohio Achievement Test has been designed to measure students' understanding of concepts and skills in reading at the grade 3 level.

Description of Test Materials

The test booklet for the Grade 3 Reading Ohio Achievement Test is designed so that students can write their responses in the test booklet.

Students will be expected to show all work and write all answers in the test booklet. Additional pages or papers added to the test booklet **will not be scored**.

Students will print their first and last names on the front cover of the test booklet.

Materials Needed for Testing

For the test administration, please have the following items available:

- Student test booklet for each student (the TA does not have a copy of the test booklet);
- A supply of sharpened No. 2 pencils (pens, colored pencils, or markers must **not** be used to write responses—tests will **not** be scored);
- This administration manual;
- A watch or clock;
- Silent work for students who do not bring their own.

Silent work may be either a book or work that is **not related to the test**. This book or work should be chosen before the day of testing. The student will take out this work only when he or she has finished the test and his or her test booklet has been collected.

Time Allotment

Test Administrators should allot 2½ hours of student work time for the administration of the Grade 3 Reading Ohio Achievement Test. The 2½ hours does **not** include any break time that TAs elect to schedule as part of the testing.

Key Steps for Administering the Test

- Give a test booklet and a No. 2 pencil to each student.
- Explain to students that they will be taking a reading test.
- Inform them that they need to be quiet during the test and that if they have questions, they should raise their hand.
- Let students know that you will provide breaks (if applicable).
- Let students know that this is a chance to show what they know.
- Instruct students to write their first and last names on the front cover of their test booklets.

Reminder

- Students with disabilities are allowed accommodations that are based on their IEP or 504 plan.
- Limited English proficient (LEP) students may have extended time and/or the use of an English and/or bilingual dictionary. However, the test must be completed in one school day.

Administering the Test

Read aloud word for word the material that is printed in **bold** type. The material in regular type is information for you and should not be read to students. You may repeat any part of these directions as many times as needed. However, do not suggest answers and do not evaluate student work.


Students are **not** permitted to use reference materials, such as print or electronic forms of dictionaries, thesauruses or spell-check software (except LEP students, who may use English and/or bilingual dictionaries).

Students' desks should be cleared of all materials except pencils before testing begins. All electronic devices (cell phones, iPods, etc.) **must** be collected before testing begins.

Please remind students to avoid making any stray marks too close to multiple-choice bubbles. Stray marks may cause the scanner to record a response not intended by the student. Please remind each student that all scorable responses must be written with a No. 2 pencil.

After students are seated in the desired arrangement, read aloud the following script **before** distributing the test booklets.

Script

 You are now going to take the **Grade 3 Reading Ohio Achievement Test. This is a test of how well you understand what you read. It is important that you do your best work on this test. Otherwise, it will not really show how well you can do in reading. You can make sure your test scores give a true picture of what you know and what you can do by doing your best on the test. Remember to do your own work. You are not to copy or share your work with anyone.**

You should have a book to read or some work that you can do at your desk in case you finish early. I will refer to this book or work as your silent work. Place your silent work where you can find it easily, but you are not to take it out at any time during the test. After you have completed the test and I have collected your test booklet, you can take out your silent work.

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. If you need to change an answer, make sure that you completely erase the answer you do not want.

Are there any questions?

Answer any questions.

I will hand out the test booklets now. Do not open your test booklet until I tell you to do so.

Make sure that each student receives a test booklet and has a pencil. Hold up a test booklet and point to the place on the cover where students are to print their names.

Print your first and last name carefully on the line provided on the front cover of the test booklet.

Allow time for students to print their names.

Turn over your test booklet to the back cover.

Hold up a test booklet and point to Section A on the back cover where students are to print their names.

Print your first and last name carefully on the line provided in Section A on the back cover of the test booklet.

Allow time for students to print their names.

Turn to Page 1 in your test booklet and read along as I read the directions.

Directions:

Today you will be taking the Grade 3 Reading Ohio Achievement Test. This is a test of how well you understand what you read. The test consists of vocabulary questions and reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.
2. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.
3. When you write your answers, write them neatly and clearly in the space provided using a pencil.
4. When you answer a multiple choice question, make sure you fill in the circle next to the answer. Mark only one answer.
5. If you do not know the answer to a question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.
6. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.

If your district DOES NOT offer a break, say:

After you begin, you should continue until you see the word “STOP” in your Student Test Booklet. You should look over the pages of the test to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

If your district DOES offer a break, say:

After you begin, you should continue until you see the word “STOP” in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word “STOP” in your Student Test Booklet, you should look over the pages of the test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

Are there any questions?

Pause for students’ questions.

We are now ready to begin. You may turn to Page 2 in your test booklets and start working.

Record the start time in the box below.

Remember, you may answer questions about the general directions, but you may not suggest ideas or answers or clarify specific test question directions. You may not evaluate a student’s work.

Observe students to determine that they understand the directions. First, help those students who have questions. Then circulate among the students, checking that they are recording their answers properly.

Remember to allow 2½ hours for students who need the maximum amount of time to complete the test.

Walk around the room periodically to make sure students are working unaided and are using No. 2 pencils. Do not examine the test booklets for answers.

If you are taking a break, five minutes before the break say:

We will take a short break in five minutes.

After five minutes, say:

Stop working, put down your pencil and close your test booklet. Do not take anything out. You may not work on the test or on your silent work at this time. During the break, you may not talk to other students.

Observe the time and write it down. (Breaks are optional)	Start time _____
	1st break time _____
	1st resume time _____
	2nd break time _____
	2nd resume time _____
	3rd break time _____
	3rd resume time _____
	Stop time _____

Give students a five-minute break. Test Booklets may remain on students' desks but must be closed. When the break is over, resume the script at this point. Say:

Now we are going to complete the reading test. Turn to the page where you stopped before the break. Does everyone have the right place?

Pause.

After you begin, you should continue until you see the word "STOP" in your Student Test Booklet or until I announce that it is time to stop for a short break. If you see the word "STOP" in your Student Test Booklet, you should look over the pages of the test you just completed to make sure that you have answered all the questions. Please make sure that you have completed the entire test. When you are finished, raise your hand so that I can collect your Student Test Booklet.

You may begin.

Mark the resume time in the box.

Collecting Student Test Booklets

As students complete the test, they should raise their hands so that you can collect their test booklets. Make sure that each student has printed his or her first and last name on the front and back covers. Allow students who have finished the test early to do their silent work at their desks. Have a supply of generic silent work to distribute to students who do not bring their own.

When only a few students are still working, you may wish to follow your district's plan for moving students who need additional time to another area in the building. The transition time is **not** included in the 2½ hour maximum amount of time allowed for each student.

For students who require the maximum amount of time, at the end of the 2½ hours, say:

Stop. Put your pencil down and close your test booklet. I will now collect the test booklets.

Collect the test booklets. All materials should be returned to secure storage or secured as directed by the STC.

Test Administrator Comment Form

It is not necessary to complete this form if there are no comments. If you have any comments, concerns or suggestions about OAT administrations, please complete and submit the Test Administrator Comment Form, which can be found at <http://www.ohiodocs.org/OAT.htm>.

The purpose of the form is to collect comments and suggestions for improving test materials and procedures.

Do **not** send a paper form. These will not be reviewed or returned to you. Please use the online form.

APPENDIX A

STANDARDS FOR THE ETHICAL USE OF TESTS

3301-7-01 STANDARDS FOR THE ETHICAL USE OF TESTS

Effective 12/21/07

- (A) These standards of ethical assessment practice shall be used in determining whether or not a practice related to assessment is consistent with the principles of performing one's duties with honesty, integrity, due care, and fairness to all and ensuring the integrity of the assessment process and the reliability and validity of any inference made from any result of an assessment. Except as otherwise specified, the following definitions shall be used in this rule:
- (1) "Assessment" shall include secure and non-secure standardized achievement tests, the Ohio graduation tests, state proficiency tests, the English language proficiency test, diagnostic tests as required by section 3301.0715 of the Revised Code, and secure alternate measurement instruments provided by the department of education. Assessment shall also include district and school-wide standardized assessment including norm referenced tests. Assessment shall include the test instrument itself and any part of the process of assessing or testing a student;
 - (2) "Participating school" shall mean any city, exempted village, local, cooperative education, or joint vocational school districts any community or any chartered nonpublic school which participates in assessment; the state school for the blind; the state school for the deaf; or any school operated by the departments of youth services or rehabilitation and corrections; or any entity that tests its students with the statewide assessments;
 - (3) "Appropriate staff" shall include any designated certificated or non-certificated employee of a participating school who has direct access to an assessment or participates in any activity related to preparing a student for an assessment, administering or scoring an assessment, and/or interpreting or using any result of an assessment;
 - (4) "Secure assessment" shall include any assessment, whether state or national, that is administered to the entire or a portion of the entire state student population and/or that is provided by the state, the results of which are included in Ohio's accountability system, are included as part of a student's course, are part of the pre-college admission process, or are required by state and/or federal law. Secure assessments shall be treated as secure materials until released by the test developer and/or the department of education. They do not include any diagnostic assessment required to be administered pursuant to section 3301.0715 of the Revised Code, any practice Ohio graduation test required to be prescribed by the state board of education pursuant to section 3301.0710 of the Revised Code, any practice achievement test, or any assessment that already has been released to the public by the test developer or by the department of education as a public record following the school year that the assessment actually was administered; and
 - (5) "Statewide tests" means any assessment that is provided by the department of education for use in all participating schools in the state.
- (B) Each participating school and district shall ensure that all appropriate staff have knowledge of these standards of ethical assessment practice and shall monitor the practices of all appropriate staff to ensure compliance with these standards. Each participating school's and district's duties shall include, but not be limited to, the following:
- (1) Communicate in writing to all appropriate staff at least once annually the standards defining what is an unethical and/or inappropriate practice that are contained in paragraphs (C) through (E) of this rule as well as any additional standards of ethical assessment practice adopted by a participating school and district;

- (2) Clearly define and communicate in writing at least once annually to all appropriate staff how the standards shall be monitored and what sanctions shall apply for any violations of the standards and under what circumstances such sanctions will apply;
 - (3) Clearly define and communicate to all appropriate staff prior to each assessment the purpose(s) for each assessment;
 - (4) Clearly define and communicate in writing to all appropriate staff at least once annually all security procedures established by a participating school for each type of secure assessment identified in paragraph (A) of this rule, which shall include, but not be limited to, the test security provisions required by rule 3301-13-05 of the Administrative Code;
 - (5) Provide any other information and training as may be necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment;
 - (6) Establish written procedures for reviewing what materials and practices shall be used in a participating school to prepare students for an assessment, and clearly communicate in writing these procedures, materials, and practices at least once annually to all appropriate staff;
 - (7) Periodically review materials and practices related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment in order to ensure that the materials and practices are up-to-date, and clearly communicate in writing any additions or changes at least once annually to all appropriate staff;
 - (8) Provide channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice any concern about any practice they consider unethical and/or inappropriate; and
 - (9) Establish written procedures for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, ensuring protection of the rights of an individual, the integrity of an assessment, and any result of an assessment.
- (C) In monitoring practices related to preparing students for a state-wide assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
 - (2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
 - (3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
 - (4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
 - (5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;

- (6) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and
 - (7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.
- (D) Except as specifically permitted by written instructions provided by the developer of an assessment, by the department of education, or by Chapter 3301-13 of the Administrative Code pertaining to accommodations and/or alternate assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices related to administering and/or scoring assessments that are unethical and/or inappropriate:
- (1) Any assessment used for purposes other than that for which it was intended;
 - (2) Any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;
 - (3) Except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;
 - (4) Any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score an assessment;
 - (5) Any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;
 - (6) Any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;
 - (7) Any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;
 - (8) Except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;
 - (9) Any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and
 - (10) Any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment.
- (E) In monitoring practices related to interpreting and/or using any result of an assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:
- (1) Providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;

- (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;
 - (3) Any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;
 - (4) Any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;
 - (5) Any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result; and
 - (6) Any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways.
- (F) Each participating school shall cooperate with the state board of education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule.