EMIS Change 24-67

This change adds guidance for reporting reading diagnostics. Elements are being deleted, elements are being updated, and reporting guidance is being included. This change updates EMIS Manual Sections 2.6, 2.8, and 2.8.1.

2.6 STUDENT ATTRIBUTES–NO DATE (FN) RECORD

Required Collections

The Student Attributes–No Date (FN) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	S All Retention	S Traditional Initial	Mid	Final	S CS/STEM Initial	Final	G
~~FN370~~	~~*Reading Diagnostic Result*~~			~~✓~~	~~✓~~		~~✓~~	

☼ ~~*Reading Diagnostic Result*~~

~~Record Field Number~~	~~FN370~~
~~Definition~~	~~Result of the student's reading diagnostic assessment.~~

~~*Valid Options*~~
~~**   Not required~~
~~EX   Exempt from Diagnostic Assessment~~
~~RN   Required, not assessed~~
~~AO   Assessed, on track~~
~~NO   Assessed, not on track~~

~~*Reporting Instructions.* Districts and community schools are required to administer a reading diagnostic assessment for students in grades K-3 and report whether the student is "on track" or "not on track". A diagnostic result of "Assessed, on track" ("AO") indicates the student has been assessed and determined to be at grade level for reading. A result of "Assessed, not on track" ("NO") indicates the student has been assessed, but the results identify the student as not reading at grade level.~~

~~Reading Improvement and Monitoring Plans are required for students identified as "Assessed, not on track" ("NO"). Districts/community schools must report the associated reading improvement interventions/programs in EMIS (see Intervention Program Codes in the Student Program (GQ) Record, EMIS Manual Section 2.9).~~

~~If a student is assessed for reading more than once during the school year, report only the initial assessment results. For EMIS reporting, students not on track per the initial assessment will remain not on track until scoring on track on the following school year's reading diagnostic assessment.~~

~~*Reporting Students not Assessed.* Report "**" for students in Preschool and grades 4 and above. For Kindergarten through grade 3, only report "**" if the student is enrolled in the district for fewer than 30 days and was not assessed or if the student is enrolled in a chartered non-public school on a scholarship~~

~~(Ed Choice, Cleveland Tutoring and Scholarship Program, Jon Peterson, and Autism Scholarships). Report "EX" if the K-3 student has significant cognitive disabilities and is exempt from the TGRG Reading Diagnostic Assessment by law (ORC §3313.608(B)(1)). Option "EX" is also used for home-schooled students in grades K-3 who attend the public district on a part-time basis and are not taking English language arts or reading at the district.~~

~~For any K-3 students in the district for 30 or more days who have not been assessed and do not meet the exceptions listed above, report "RN".~~

~~***Reporting Transfer Students.*** If a K-3 student transfers at any point during the school year having completed a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving school may use that diagnostic's "on-track"/"not-on-track" results. For kindergarten transfer students without evidence of a completed reading diagnostic, the new school must administer an approved reading diagnostic within 30 days. For grade 1-3 transfer students without evidence of a completed reading diagnostic, the new school must administer the same diagnostic used for its other students within 30 days, unless the student transferred near the beginning of the school year, in which case the new school would have the longer of 30 days or the September 30 deadline.~~

2.6 STUDENT ATTRIBUTES–NO DATE (FN) RECORD FILE LAYOUT

Number	Position	Name	PIC/Size
~~FN370~~	~~127-128~~	~~Reading Diagnostic Result~~	~~PIC X(2)~~

2.8 STUDENT ASSESSMENT (FA) RECORD

Required Collections

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

Assessment Name (Assessment Short Name) – Assessment Type Code	Assessment (A)	Graduation (G)
Reading Diagnostic – RD	√	

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 Department business office listed below.

Unit of Literacy Achievement and Reading Success. Please refer to the Department's website for additional information regarding the Tier I Dyslexia Screeners (DS) and the Reading Diagnostics (RD).

Standard Assessments

Reading Diagnostic (RD). Based on the Third Grade Reading Guarantee, districts/schools must administer a reading diagnostic assessment to all students in grades K-3. The reading diagnostic must be administered by September 30 for grades 1-3 and by the twentieth day of instruction for kindergarten students.

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 RD is reported in the Reading Diagnostic (A) Collection. The particular test given to a student is reported via the appropriate Assessment Area Code.

Star Assessments (Star; GD). Dropout Prevention and Recovery (DPR) programs report student results from the Star Assessments, provided by Renaissance Learning. All results for the current school year should be reported.

Entities that give the Star Assessments for internal uses should not report the Star results to EMIS. Entities that give the Star Assessments for Third Grade Reading Guarantee purposes should report the results to EMIS via the Reading Diagnostic (RD) assessment type. Entities that give the Star Assessments as a dyslexia screener should report the results to EMIS via the Tier 1 Dyslexia Screener (DS) assessment type. ~~Other entities that give the Star Assessments – for internal uses or as an alternative assessment for Third Grade Reading Guarantee purposes – should not report Star results to EMIS.~~

Dropout prevention and recovery community schools report Star results during the DPR Growth Assessment (A) Collection.

Table 1. Assessment Types that can be reported in each Assessment Collection.

Assessment Collection	Assessment Types Included
Reading Diagnostic Collection	RD

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.~~ For the Reading Diagnostic and the Tier 1 Dyslexia Screener, the Assessment Area Code will be used to indicate which assessment the student took.

☼ *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 the Department.

Valid Options
RD   Reading Diagnostic

☼ *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.

Table 2. Valid student grade level or grade-level range for each Assessment Type.

Assessment	Grade Level at Time of Test, Valid Options
Reading Diagnostic – RD	KG-03

☼ *Score*

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

Valid Options
APP   Approaching
ATR   At Risk
BL   Below level
BLW   Below
ECD   Exceeds
FLG   Flagged
HGH   High risk
LOW   Low risk
MED   Medium risk
MTS   Meets
NAR   Not at Risk
NBL   Not below level
NFL   Not Flagged

Reporting Instructions.

Table 3. For each Assessment Type, the format and type of score reported.

Assessment Type	Alpha or Numeric	Type of Score
Reading Diagnostic – RD	Alpha or Numeric	Varies by assessment (see table below)

Table 4. The format and type of score reported for each Reading Diagnostic (RD) and Tier 1 Screener (DS). Note that if one assessment is used for both purposes, then two records must be reported: one for Assessment Type RD and one for Assessment Type DS.

Area Code	Name of Product	Reading Diagnostic (RD)		Tier 1 Screener (DS)	
		Alpha or Numeric	*Type of Score*	*Alpha or Numeric*	*Type of Score*
AEDD	DIBELS Data System (DDS) with DIBELS 8th Edition	*Numeric*	*Score*	—	—
AEMC	mCLASS DIBELS 8th Edition	*Numeric*	*Score*	Alpha	At Risk/Not at Risk
ALRE	Acadience Reading K-6	*Numeric*	*Score*	Alpha	At Risk/Not at Risk
CADF	Literacy Tasks for Pseudoword Decoding Fluency	*Alpha*	*Below Level/ Not Below Level*	Alpha	Below Level/ Not Below Level
CADI	i-Ready® Diagnostic for Reading	*Numeric*	*Overall Score*	Numeric	Overall Score
CAIR	i-Ready® Assessment	*Numeric*	*Overall Score*	—	—
CAML	Literacy Tasks for Mixed Case Letter Naming Fluency	*Alpha*	*Below Level/ Not Below Level*	Alpha	Below Level/ Not Below Level
CAPR	Literacy Tasks for Passage Reading Fluency	*Numeric*	*National Percentile*	Numeric	National Percentile
DERD	Ohio Reading Diagnostic	*Numeric*	*Score*	—	—
EDEP	Exact Path	*Alpha*	*Performance Level*	—	—
HMAD	Amira Dyslexia Screener	—	—	Numeric	DRI Score
ISER	Istation's Indicators of Progress Early Reading (ISIP ER)	*Numeric*	*National Percentile*	Alpha	Low, Moderate, or High Risk
LVRE	Acadience Reading K-6 (formerly DIBELS Next)	*Numeric*	*Score*	Alpha	At Risk/Not at Risk
NWMG	MAP Growth	*Numeric*	*RIT Score*	—	—
NWMR	MAP Reading Fluency	*Numeric*	*Score*	Alpha	Flagged/ Not Flagged
OTH1	As communicated by an EMIS Newsflash. In most years this code will not be valid.	*Alpha or Numeric*	*Score*	Alpha or Numeric	Score
OTH2	As communicated by an EMIS Newsflash. In most years this code will not be valid.	*Alpha or Numeric*	*Score*	Alpha or Numeric	Score

Area Code	Name of Product	Reading Diagnostic (RD)		Tier 1 Screener (DS)	
		Alpha or Numeric	Type of Score	Alpha or Numeric	Type of Score
OTH3	As communicated by an EMIS Newsflash. In most years this code will not be valid.	Alpha or Numeric	Score	Alpha or Numeric	Score
PCAI	aimswebPlus	Numeric	National Percentile	Alpha	At Risk/Not at Risk
RIIA	The Iowa Assessments™	Numeric	Score	—	—
RIIF	IowaFlex™	Numeric	Raw score (grades KG-1) or Standard Score (grades 2-3)	—	—
RLCB	Star CBM	Numeric	Score	Numeric	National Percentile
RLEL	Star Early Literacy	Numeric	Percentile Rank	—	—
RLFB	FastBridge	Numeric	National Percentile	Numeric	National Percentile
RLRD	Star Reading	Numeric	Percentile Rank	—	—

☼ 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	Absent during test administration window
F	Other (reason not listed)
J	Student moved in or out of district before test administered
K	Not required in this district because student is part-time 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

Reporting Instructions.

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

Assessment Type	Valid Score Not Reported Options
Reading Diagnostic – RD	*, A, B, C, D, E, F, J, K, L

☼ Test Date

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

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?
Reading Diagnostic – RD	—	—	01-12	N

☼ *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 the Department may need to receive more than one set of results for assessments that occurred in the same month or when the specific date the assessment was given is needed for implementing a business rule. Currently, the only assessment types where this is allowed are AC (ACT), GD (Star), GM (COS), RD (Reading Diagnostic), and SA (SAT). 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.

This element must be reported with a valid day of the month for the GD (Star) and GM (COS). If a valid option is not reported or if the element is left blank, the record will fatal.

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.

Table 7.

Assessment	Valid Test Grade Level values
Reading Diagnostic – RD	**

☼ *Type of Accommodation*

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

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

Assessment	Valid Type of Accommodation
Reading Diagnostic – RD	**

SECTION 2.8.1: ASSESSMENT AREA CODES

CURRENTLY VALID CODES

Table x. Reading Diagnostic

Assessment Area Code	Vendor	Name of Product
AEDD	Amplify Education, Inc.	DIBELS Data System (DDS) with DIBELS 8th Edition
AEMC	Amplify Education, Inc.	mCLASS DIBELS 8th Edition
ALRE	Acadience Learning Inc. (dba Dynamic Measurement Group)	Acadience Reading K-6
CADF	Curriculum Associates, LLC	Literacy Tasks for Pseudoword Decoding Fluency
CADI	Curriculum Associates, LLC	i-Ready® Diagnostic for Reading
CAIR	Curriculum Associates, LLC	i-Ready® Assessment
CAML	Curriculum Associates, LLC	Literacy Tasks for Mixed Case Letter Naming Fluency
CAPR	Curriculum Associates, LLC	Literacy Tasks for Passage Reading Fluency
DERD	Ohio Department of Education	Ohio Reading Diagnostic
EDEP	Edmentum, inc	Exact Path
ISER	Istation	Istation's Indicators of Progress Early Reading (ISIP ER)
LVRE	Lexia Voyager Sopris, Inc.	Acadience Reading K-6 (formerly DIBELS Next)
NWMG	NWEA	MAP Growth
NWMR	NWEA	MAP Reading Fluency
OTH1	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
OTH2	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
OTH3	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
PCAI	Pearson Clinical Assessment	aimswebPlus
RIIA	Riverside Insights	The Iowa Assessments™

EMIS Change 24-67: Adds guidance for collecting reading diagnostics
Public Comment open from May 15 through June 13

Assessment Area Code	Vendor	Name of Product
RIIF	Riverside Insights	IowaFlex™
RLCB	Renaissance Learning, Inc.	Star CBM
RLEL	Renaissance Learning, Inc.	Star Early Literacy
RLFB	Renaissance Learning, Inc.	FastBridge
RLRD	Renaissance Learning, Inc.	Star Reading