



## 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 as 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.

*To read more on the topic.*

### 2024-2025 Testing Dates

#### MAP Window

Fall	Winter	Spring
Sept. 10th - 20th ELA Sept 10th Math Sept 12th	Dec. 10th - 19th ELA Dec. 10th Math Dec. 12th	May 6th - 16th ELA May 6th Math May 8th

#### NNAT3

For Gifted Identification	Grades 2 and 5	February 25
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## State Testing 2024-2025

### Fall Testing

TEST	DISTRICT WINDOW	STATE WINDOW
KRA-R	August 13th - September 11th	August 1-November 1
OST-grade 3 ELA (take within a 5-day window)	October 16	October 15-November 3
HS-EOC-1st semester	December 3-19	November 27 - January 12

### Spring Testing

TEST	DISTRICT WINDOW	STATE WINDOW
OELPA	Feb 3rd - March 28th	same
Alternately Assessed	February 26-April 19	same
OST -ELA 3-12	April 11-26	March 25 - April 26
OST -Math, Science, SS	April 3-30	April 1 - May 10
ACT	TBD	

## **MORE ABOUT OUR TESTING PROGRAM**

**Kindergarten:** A Readiness Assessment is given to all incoming Kindergarten students the first few weeks of school. It is based on six components: social skills, mathematics, science, social studies, language and literacy, and physical well-being and motor development. This assessment allows the teachers to build upon skills that the student already has mastered and to know how to plan the learning opportunities for each student. Results are used at the classroom and district level for planning an instructional program to support all learners. Diagnostics assessments are also administered. The areas of the diagnostic assessment are Reading (including phonics and phonemic awareness). The primary purpose of the diagnostic assessments is to provide a tool for teachers, parents, and students in checking the progress of the students toward meeting the standards. Results are used at the classroom and district level for planning an instructional program to support all learners. Results are shared throughout the school year.

All students in Kindergarten are required to be screened for characteristics of dyslexia using a state of Ohio Department of Education screener. The screen is designed to identify areas of concern in specific components of reading that identify your child as being below or well below grade level expectations. This is not a comprehensive dyslexia assessment designed to diagnose your child with dyslexia. This screener can be requested by parents for upper grade levels.

**Grades 1-2:** Diagnostics assessments are administered in these grades. The areas of the diagnostic assessment are Reading (including phonics and phonemic awareness). The primary purpose of the diagnostic assessments is to provide a tool for teachers, parents, and students in checking the progress of the students toward meeting the standards. Results are used at the classroom and district level for planning an

instructional program to support all learners. Results are shared throughout the school year.

**Grades 3:** The English Language Arts Assessment, required by the state, is administered in the 3rd grade and given in both October and Spring. The test may last up to 2 ½ hours. A passing cut score will be used to determine the tests the student takes later in the year. A Mathematics test is given at the end of the year. It is scored as advanced, accelerated, proficient, basic and limited. Spring results are sent home in summer explaining the student's results.

**Grade 4:** Two areas are tested: English Language Arts and Math. Each test is divided into multiple parts and administered. It is scored as advanced, accelerated, proficient, basic and limited. Information is sent home in summer explaining the student's results.

**Grade 5:** Three areas are tested: English Language Arts, Math and Science. Each test is divided into multiple parts and administered. It is scored as advanced, accelerated, proficient, basic and limited. Information is sent home in summer explaining the student's results.

**Grade 6:** Two areas are tested: English Language Arts and Math. Each test is divided into multiple parts. Each test is divided into multiple parts and administered in Spring. It is scored as advanced, accelerated, proficient, basic and limited. Information is sent home in summer explaining the student's results.

**Grade 7:** Two areas are tested: English Language Arts, and Math. Each test is divided into multiple parts and administered. It is scored as advanced, accelerated, proficient, basic and limited. Information is sent home in summer explaining the student's results.

**Grade 8:** Three areas are tested: English Language Arts, Math and Science. Each test is divided into multiple parts and administered. It is scored as advanced, accelerated, proficient, basic and limited. Information is sent home in summer explaining the student's results.

**High School:** Multiple content areas are required to be tested at the high school for students. For the Classes of 2023 and beyond English Language Arts II, Algebra I, Geometry, Biology, American History and American Government are tested. It is scored as advanced, accelerated, proficient, basic and limited in each area.

**Local Testing:** The NNAT3 Assessment is given twice during the elementary grades (grade 2 and 5). This assessment includes verbal reasoning, sequences, analogies and quantitative reasoning. Parents are sent a letter informing them of the test results and an explanation of those results. The State of Ohio also uses the results for "gifted" identification. We also administer the MAP (Measure of Academic Progress) assessment in grades 2-8 in the area of reading and math to identify areas to work on with students as well as areas to enrich. This assessment is also used for gifted identification.