Washington Office of Superintendent of
PUBLIC INSTRUCTION
Washington Comprehensive
Assessment Program

Student Record Management

for Assessment Accountability

User Guide

2022–2023

This manual provides District Assessment Coordinators with information on the pre-identification and data flow from OSPI systems to vendor assessment systems, as well as information regarding assessment accountability and reporting systems. The primary focus of this guide is the flow of data both into and out of the vendor systems for the general accountability assessments. A brief description of each topic is included.

Revision Log

Changes to this document made after August 15, 2022 will be noted in the table below.

Section	Page	Description of Revision	Revision Date

Table of Contents

Table of Tables

Section I: Student Record Data Flow from CEDARS to TIDE

Overview

The ability to identify students for assessments is a critical element of the process of doing formative assessment for instruction. Washington districts now have an unprecedented capacity to track students' academic progress over time, as measured by standardized interim and summative assessments, and report back to teachers to inform instruction.

The Test Information Distribution Engine (TIDE) is the vendor system used to manage student information and user accounts for all of Washington's state general assessments. TIDE is a part of our general assessment vendor Cambium Assessment Incorporated's (CAI) suite of systems. After your district's first Comprehensive Education Data and Research System (CEDARS) submission, OSPI sends records for enrolled students from CEDARS to TIDE on a regular basis. Students must have a record in TIDE to participate in state assessments (i.e. Smarter Balanced Assessments (SBA), Washington Comprehensive Assessment of Science (WCAS).

This section outlines how this routine data transmission occurs, as well as the steps to take for fringe cases including non-enrolled students participating in state assessments.

In addition to CEDARS records, District Assessment Coordinators can also use the "Send Student to TIDE" tool in the Washington Assessment Management System (WAMS) application within the Education Data System (EDS) to send individual student records to TIDE. This tool and additional instructions are found in WAMS by navigating through: Assessment Operations > Pre-Id > Nightly File Extracts > Send Student to TIDE. There are also instructions in the section Non-Enrolled and New Students, instructions 1.b.

Enrolled Student Extract Logic

A nightly student record file is sent to TIDE to add, update, or remove student records. The goal is to keep TIDE synchronized with CEDARS, given that each school district submits data to CEDARS on an individual schedule.

Currently enrolled student records are identified through CEDARS (Element C10: IsPrimarySchool='Y'), or in the case of a student with only a non-primary record, the non-primary school enrollment is extracted and sent to TIDE.

Here is the current student record pull logic:

1) Currently enrolled students (students with no school exit date) who are primary = yes (this is referring to the CEDARS Element discussed above).

2) Currently enrolled students (students with no school exit date) on the date of the extract with **no** primary school enrollment and only **one** non-primary school enrollment.

3) If a State Student Identifier (SSID) number representing a currently enrolled student is associated with multiple records:

    a. One SSID school enrollment record is primary, and all others are not primary: keep **only** the primary enrollment record and send it to TIDE.

    b. Multiple SSIDs with school enrollment records that are primary: all records are sent to TIDE.

    c. No SSID school enrollment records are primary: – set aside as duplicates and **no** student enrollment records are sent to TIDE for that SSID

A student record in a school persists in TIDE until that school reports, via CEDARS, that the student has exited. Once an exit date is reported for a student, the student's record will be sent with a "delete" indicator to TIDE, and the record will no longer be visible or editable in TIDE by the district that reported the exit date.

How That Works Operationally

For the 2022–2023 assessment cycle, initial enrollment records begin to populate in TIDE within 24 hours of a successful CEDARS submission.

Three nightly file extract reports are available to view which students are being sent to TIDE under which schools and districts: "Last sent to Vendor", "Duplicate SSIDs", and "Dual Primary". The "Duplicate SSIDs" report shows students with multiple non-primary records that cannot be sent to TIDE as all enrollments reported as primary are sent to TIDE. The "Dual Primary" report indicates that another district is reporting the student as primarily enrolled or that there is a potential shared SSID across two students.

When records in the list of duplicates represent a shared SSID that requires a split, the district's CEDARS District Administrator must request an SSID split through OSPI's Customer Support office at customersupport@k12.wa.us. Splitting the SSID results in two new unique SSIDs issued in CEDARS. Once the new unique SSID(s) is reported to CEDARS, the record(s) are loaded to TIDE and the old SSID is no longer sent to TIDE.

For assistance with the process to split an SSID, please have the appropriate staff refer to the SSID User Guide.

In the instance of a student with primary enrollment in multiple districts in CEDARS, resolution requires finding out which district ought to be reporting the student as primary and which should be reporting as non-primary. The enrollment record(s) must then be updated via a CEDARS submission. This may require staff from multiple districts to contact one another directly to resolve the issue. DC contact information can be found on the Test Administration page of the OSPI website.

Example scenario 1: Student A is a 5th grader enrolled at a school in District A from September through December. Student A leaves District A on January 2 and enrolls in District B the next day. District B reports Student A as enrolled to CEDARS on that same day, through a routine CEDARS submission:

1. Because Student A had a unique SSID and an active enrollment record in CEDARS at some point during the year, Student A has a record in TIDE and can access the assessments.

2. During the window in which District A has yet to add an exit date in CEDARS for Student A, and District B is simultaneously reporting Student A as enrolled, both districts can see Student A's record in TIDE.

   a. Both Districts A and B would have the ability to modify test settings in TIDE until District A reports an exit date in CEDARS.

   b. Any test settings and completed test information for Student A will be preserved as part of Student A's assessment record in TIDE.

3. Once District A reports Student A as having exited to CEDARS, a TIDE record with a "delete" flag will be transmitted and. District A will no longer see Student A's record in TIDE.

Example scenario 2: Student A is a 5th grader enrolled at a school in District A all year. Student A also takes some online classes through a school in District B. Both Districts have reported Student A as primary all year in CEDARS:

1. Because the data in CEDARS shows that Student A is primary in two Districts, Student A's record will be visible to both districts with both having the ability to modify test settings.

2. District staff need to periodically check the "Dual Primary" report in WAMS to identify students with dual primary enrollment reported.

3. Only one district should be reporting Student A as primary. It may be necessary for staff from both Districts to review any inter-district agreements regarding primary responsibility for the student and determine which district should be reporting as non-primary to update CEDARS accordingly.

What a Student Needs to Test

Students must have a record in TIDE to access the state assessments. On the date of testing, students need to log in using their SSID, first name (as it appears in TIDE, which is directly pulled from CEDARS), and the test session ID, generated by the TA at the time of test administration.

A record in TIDE is what allows a student to test. A record in TIDE does not inherently mean a student is enrolled in the same school the student is associated to in TIDE, nor does it mean a student must take a specific test for graduation or accountability purposes. The presence of an unused record in TIDE does not necessarily mean a student will aggregate on the Washington State Report Card or within the Washington School Improvement Framework as a non-participant.

Example scenario 3: Student A is a 5th grader enrolled all year at a school in District A. Student B moved to District B from another state in February. Due to an error in SSID issuance upon Student B's arrival in District B, Student B is issued Student A's SSID number:

1. Because Student A has a unique SSID and an active enrollment record in CEDARS, Student A can access the assessment.

2. Once the SSID is reported by both Districts A and B in CEDARS at the same time, the student identifiers and demographics on the record will update to reflect the most recent information attached to the SSID:

    a. Both districts will both see the SSID in their system, but both districts will see "Student B" until the shared SSID issue is resolved.

    b. A CEDARS District Administrator needs to contact OSPI's CEDARS Customer Support Team to resolve the shared SSID issue.

3. If this error is not identified prior to testing, both students may attempt to test under the incorrect SSID.

    a. The student who first accesses any portion of a summative test with the shared SSID will be able to access that test portion. The other student will not.

4. One of the students will have trouble accessing the test because either the student information on the screen that the student must validate will be incorrect ("Is this you?" screen that appears before the test can begin) or the test system will not allow any further opportunities for the student. It is likely that one district will initiate the act of splitting the SSID. Regardless of who finds the error first, the resolution is to split the SSID with OSPI Customer Support, then work with the CAI Washington helpdesk to reassign the test to the correct student at 1-844-560-7366 or wahelpdesk@cambiumassessment.com.

Non-Enrolled and New Students

Non-enrolled students routinely participate in state assessments (i.e., home school, private school students). Students also may need to test after moving to a new school, but before the student record is sent to CEDARS as part of a routine submission. Since these students do not have current CEDARS enrollment records in the district in which they will test, no record will exist for them in TIDE, and one must be created. A student must have a record in TIDE associated with an SSID to access state assessments.

OSPI strongly advises districts to create firm policies regarding the amount of advanced notice that is needed for a non-enrolled student to participate in testing. The following protocol should be followed prior to testing non-enrolled students:

A non-enrolled student arrives at your school to participate in testing, or a student enrolls but has yet to have that enrollment reported to CEDARS:

1. The District Assessment Coordinator or school staff with appropriate access must search CEDARS to check if a current school year enrollment record exists for the student anywhere in the state.

a. If a current student enrollment record with an SSID **is** found, the student can test using that SSID and no special action is needed. If a current student enrollment record with an SSID is **not** found, no SSID exists for the student in the state. In this case, the CEDARS District Administrator (or individual in the district who manages SSIDs) must request an SSID for the student through the CEDARS Screen Entry or Bulk Upload process. For assistance with the SSID issuance process, please have the appropriate staff refer to the SSID User Guide.

b. Access the feature in WAMS called "Send Student to TIDE" (Pre-ID > Nightly File Extracts > Send Student to TIDE) and search for the student by SSID. From this screen, if the record is returned for the student, indicate the school where the student will test and the grade level of the student, as well as any applicable program flags for students with IEPs or 504 plans and for multilingual students by selecting 'yes' for those radio buttons. A record will be sent overnight to TIDE to create a record in TIDE associated with that school. The record appears in TIDE the following morning.

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In the rare event of a student arriving the same day of testing, contact OSPI's Assessment Data Analysts (assessmentanalysts@k12.wa.us or 360-725-6109) to transmit the new student information to TIDE (after steps A and B) above. The analysts will run a validation of the SSIDs against known student information in CEDARS and SSID Issuance to ensure the validity of the SSIDs. If data is validated and accurate, load the data to TIDE. Districts can set their own policies regarding the amount of notice needed to provide guest testers with a testing opportunity, and with proper planning locally, manually adding a TIDE record on the day of testing should **only** be necessary as a last resort.

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1. If nobody at the school level has the appropriate role to search CEDARS, school level staff must contact their District Assessment Coordinator or District Administrator (as determined locally) to repeat step 1.

2. Additionally, should a student be sent in error via this feature in WAMS, or need to be removed for another reason (e.g. the student never actually enrolled in the district/school, etc.) students that are sent via WAMS to TIDE have the ability be removed from TIDE via WAMS. This functionality is utilized through the Remove Record from TIDE feature (WAMS > Pre-ID > Nightly File Extracts > Remove Record from TIDE). To remove a record from TIDE, you enter the student SSID into the SSID bar and click the "Search" button. From there, confirm the School and Grade level of the record returned for the student, and click the "Remove From TIDE" button. This generates a delete record to be sent overnight to TIDE for this student, removing them from that school in TIDE.

Removing "No-Show" Students

Student records are removed from TIDE as part of the nightly file exchange when an exit date is reported in CEDARS. When a record is sent to TIDE through WAMS for a student that is never reported to CEDARS, or when a student record is submitted to CEDARS and is later removed when a student intends to enroll but ultimately does not, no exit date is provided for the student and no automatic mechanism removes those students from TIDE. The 'Remove Record from TIDE' tool in WAMS lets users remove these students' records from TIDE on a one-by-one basis. There is no bulk student delete function in WAMS.

Section II: Pre-ID Details

Smarter Balanced ELA and Math in grades 3–8 and High School

All students in grades 3–8 and 10 must take the Smarter Balanced ELA and math Assessments. Students are automatically identified by OSPI for testing based on grade level.

Washington Comprehensive Assessment of Science

All students in grades 5, 8, and 11 must take the Washington Comprehensive Assessment of Science (WCAS). Students are automatically identified by OSPI for testing based on grade level.

Online Administrations

Pre-Identification (pre-ID) for Smarter Balanced ELA and math assessments occurs automatically by OSPI based on student enrollment in CEDARS. Any students that are currently being reported in CEDARS in grades 3–8 and 10 are loaded to TIDE and are eligible to take ELA and math tests. Students in grades 11 and 12 also have records in TIDE to facilitate assessment graduation purposes, if relevant to the student's graduation pathway.

Students in grades 5, 8, and 11 are also pre-ID by OSPI to take the Washington Comprehensive Assessment of Science (WCAS).

Accessibility features (tools, supports, and accommodations) must align to the _Guidelines on Tools, Supports & Accommodations_ (GTSA). Accessibility features must be assigned in TIDE, through the "View/Edit Student" page. They may also be uploaded for multiple students using the "Upload Test Settings and Tools" tab. See the _TIDE User Guide_ for more guidance on uploading student accessibility features. Table 1: Online Administration Pre-ID Shows a list of all online administrations, including any required actions and where the actions need to be taken at the district and/or school level to pre-ID students. For federal accountability, students must also be assessed in grade 11 with the science assessment and grade 10 with the ELA and math assessments.

Table 1: Online Administration Pre-ID

Administration	Testing Begins	Where to Pre-ID	Pre-ID List Location
Smarter ELA and Math	Gr 3–8 & 10 March 6, 2023	**No action needed.** All students reported in CEDARS (grades 3–8 & 10) will be pre-identified to take ELA and Math	WAMS > Pre-ID > Nightly File Extracts **Or** TIDE
WCAS Science	Gr 5, 8, &11 April 10, 2023	**No action needed.** All students reported in CEDARS (grades 5 & 8) are pre-identified to take science	WAMS > Pre-ID > Nightly File Extracts **Or** TIDE— View all grade 5, 8, or 11 students

Paper-Pencil (Accommodated Forms) Administrations

Initial orders of paper-pencil test forms for all general assessments must be identified directly through TIDE. This includes standard print, large print, and Braille forms for ELA, math, and WCAS. It also includes Spanish paper-pencil test booklets for math and WCAS. The paper-pencil test forms are an accommodation that must be listed in the student's IEP or 504 Plan.

Districts users with the appropriate user role must update the non-embedded accommodations for the student in the relevant subjects/test within the student's profile in TIDE by a specific date outlined in Table 2: Paper Administrations Pre-ID. If this is done, then districts will receive pre-ID labels along with the initial order of accommodated materials.

Additional orders (AOs) of materials may be placed in TIDE after the initial orders are received in district. Refer to the WCAP Portal for AO schedules. If you need materials after the below dates indicated for initial orders, districts will need to utilize the appropriate AO window for the specific assessment needed.

Instructions on finding students and editing their information (such as non-embedded accommodations) for the initial orders, ordering additional materials, and printing pre-ID labels are available in the TIDE User Guide.

Table 2: Paper Administrations Pre-ID

Administration	Testing Begins	Where to Pre-ID	Pre-ID Location
Smarter ELA and Math	Gr 3–8, HS April 10, 2023	**Action needed.** Register in TIDE (student level) by **January 27, 2023.**	TIDE > Preparing for Testing > View/Edit/Export Students> Student Profile
WCAS Science	Gr 5, 8, HS April 10, 2023	**Action needed.** Register in TIDE (student level) by **January 27, 2023.**	TIDE > Preparing for Testing > View/Edit/Export Students> Student Profile

Alternate Testing Sites

Districts may need to accommodate "guest testers" (e.g., online school program students or primarily homebased students). Each district can define which test sessions are open to guest testers and/or are offered outside normal school hours through WAMS and leverage the application to produce rosters of guest testers for tracking purposes. Enrolled Site (ALE/Online Program) must:

1. For online tests, print and ship/fax test tickets

2. For paper tests, print and ship Pre-ID labels

3. Assign any off-grade tests, supports, and accommodations before the start of testing; communicate those to test site coordinators by having students complete off-site test registration: https://eds.ospi.k12.wa.us/TestRegistration/.

Table 3: Non-Standard Registration

Registration	Window	Location	Required Action
Alternate test site registration	Open August 15, Annually (tentative) Ongoing	WAMS > Pre-ID > Alternate Site Registration	(Voluntary) Identify any sites and test session times within your district that are open to guest testers (e.g. homeschool students, online school program students, Running Start students) and/or are available outside normal school hours to accommodate guest testers with irregular schedules (e.g. Running Start students).
Online school program students testing at alternate sites	Open August 15, annually (tentative) Ongoing must complete prior to testing	https://eds.ospi.k12.wa.us/TestRegistration/	Online school program coordinators are responsible for identifying students to be assessed at a district other than their primary district along with date/time of test session. Online school programs may contact the test site directly (not using WAMS) to arrange testing, as well.
Running start students testing at non-resident site	Open August 15, annually (tentative) Ongoing must complete prior to testing	https://eds.ospi.k12.wa.us/TestRegistration/	Running Start Students in high school arrange with their testing site to take any remaining required assessments for accountability purposes.
Non-enrolled students needing tests	Ongoing	CEDARS> SSID **AND** WAMS> Send Student to TIDE	Non-enrolled students who need to participate in testing (e.g. create a record in TIDE for online testing or generate a pre-ID label from TIDE for paper tests) must have an SSID and a record sent via WAMS to TIDE.
Review students with dual enrollment	Ongoing	WAMS > Pre-ID > Nightly File Extracts **Type of list:** Dual Primary	Review student enrollment to ensure any students with conflicting primary enrollment across districts are resolved by having one of the districts report to CEDARS as non-primary. If conflict is due to a shared SSID, work with CEDARS admin and OSPI Customer Support to resolve the issue. If this conflict is caused by a student's former district not yet reporting the student as exited, no further action is necessary.

Section III: Participation Calculations and Reason Not Tested

The Goals

To capture student non-participation on assessments, the goals are to create a set of attempt codes that:

1. Make sense for a test administered over multiple days throughout a long testing window that includes makeup testing opportunities.

2. Reduce the burden on districts to document factors that do not have a downstream impact on reporting or accountability outcomes.

3. Recognize and diminish the impact of standardized assessments on staff and technology resources during the final 12 weeks of the school year.

4. Are compliant with federal exceptions to participation rules, specifically medical exemptions and requirements for Recently Arrived English Learners (RAEL).

Full process diagrams defining the current and proposed processing of attempt codes from a default 'No Booklet' status to a result are available at the end of this document, starting on page 15.

The federal definition of a 'Participant' is a student that generates a valid score on a test. All enrolled students are expected to sit for assessments and are considered "non-participants" unless a valid score is obtained, or the student meets exemption criteria. Only students who generate a valid score during an administration or who are retained in a grade after having earned a level 3 or 4 during a previous administration at the same grade level can be considered participants.

Exemptions for students enrolled only for part of the test window: 'Partially Enrolled' students

The state testing window for Smarter Balanced ELA and math is calculated by referencing the last day of school at each school in the state as reported to CEDARS. Then walking back 12 weeks depending on the grade of the student expected to test and bounding the earliest and latest possible test dates to fixed dates in the year (e.g., testing could begin no earlier than March 7 and end no later than June 3 in the 2022–2023 assessment cycle). The WCAS test window defined annually as a fixed set of dates.

OSPI recognizes that while districts are obligated to test all enrolled students, there comes a point in the school year where it is no longer reasonable to expect a school to devote the staff time required to administer two or more multi-day assessments to students arriving particularly late in the school year. The compromise solution is to reserve the 'PE' exemption for students who exit more than or enter less than 3 weeks (21 calendar days) prior to the last day of school or June 9, whichever is earlier. This exemption should not be read as 'not able to complete all portions of the test prior to 21 days before school ends.' Students enrolling 22 days before the last day of school would still be required to test for accountability purposes within the remainder of the testing window.

OSPI uses students' entry and exit dates for the purposes of calculating an exemption for students who exit during the window or enter particularly late. OSPI expects districts to make every effort to test all students as assessment data is valuable, and generally districts have make-up testing times available. A similar calculated exemption exists for the WA-AIM to document students, for whom the state alternate assessment is identified in the Individual Education Program (IEP) but who also enroll too late in the year to complete the final WA-AIM data collection prior to the submission deadline. This exemption will be applied to students who are newly enrolled in the district within 3 weeks prior to the posted spring WA-AIM window close date.

Status Calculation for Recently Arrived English Learners

New, Non-English Proficient or "NN" is a one-time status granted to students who are eligible for Transitional Bilingual Program services and in their first 12 months of schooling in the US (fifty states plus DC – does **not** include territories or protectorates). These students have different testing requirements relative to state and federal accountability per the Every Student Succeeds Act (ESSA); ESSA also relabels these students "Recently Arrived English Learners." A student is defined as RAEL if their first date enrolled in a US school as reported to CEDARS is within 12 months of the start of their school's testing window and the student has not exhausted their RAEL status for a previous year.

Medical Exemption (ME)

Medical Exemptions continue to be documented locally and submitted to OSPI through the Assessment Reporting Management System (ARMS). Students are only excluded from all aggregate calculations for accountability purposes if the state approves the request for exemption.

Students Who Move During Testing

A student who moves during testing will create different outcomes in terms of accountability depending on the situation. OSPI uses CEDARS enrollment extract data to define the students' enrollment during the testing window.

The data we receive from the vendor is merged with that CEDARS extract, using the SSID and School information to match the record. The School the vendor attached to the student record we receive is the school the student was in when they finished the test. That school is the school the student was most recently sent to TIDE in (e.g. the one from either CEDARS or WAMS indicated by the district which was reported most recently).

The below examples assume that a student moves between School A and School B after hitting the 150-day threshold. For a student's state testing scores to be included in the Washington School Improvement Framework (WSIF) accountability data, a student must be enrolled in the school as of October 1st and meet the 150 days requirement. These 150 days do not have to occur prior to testing.

- For a student who began testing in a subject in School A, where they have been for 150+ days and moves to school B where they complete testing in that subject, the score file would resolve to match the enrollment record at School B. WSIF would not register scores at either school.

- For a student who finishes one completed test in a content area in School A and then the other content area in School B, each test would be attributed separately.

- For a student who completes all tests at school A and moves to School B during the testing window all tests are included with School A in the score file and for both Report Card and WSIF.

Table 4: Attempt Code Scheme 2022–23

Attempt Code	Numerator [a]	Denominator [b]	Definition	Source
TS = Tested	Y	Y	Student generates a valid score	SBA & WCAS: attemptednessIndicator =Y AIM: status code = TS
IC = Incomplete	N	Y	Student participates in only one part of the test (CAT or PT)	SBA & WCAS: attemptednessIndicator = N AIM: status code = IC
IV = Invalid	N	Y	Test invalidated due to impropriety or ineligibility to take alternate assessment	SBA & WCAS: teststatus = invalidated AIM: not applicable

Attempt Code	Numerator [a]	Denominator [b]	Definition	Source
IG = Incorrect Grade	N	Y	Student inappropriately tests at a grade level other than the enrolled grade	SBA & WCAS: CEDARS enrolled grade =/ tested grade generally AIM: not applicable
PP = Previously Passed	Y	Y	Student met grade level standard in a previous administration	References data from WA Query and CAA / CIA database
BL = Blank Booklet	N	Y	Booklet returned without any items answered; Online test with login to both CAT and PT but no items answered	SBA & WCAS: attemptednessIndicator = P AIM not applicable
NB = No Booklet Returned	N	Y	Student expected to test for accountability, no test returned and no documented exemption	SBA & WCAS: CEDARS phantom record AIM not applicable
NT = Not Tested (WA-AIM Only)	N	Y	Student expected to test for accountability, no test returned, and no reason given, student completed other content area on alternate assessment	SBA & WCAS: not applicable AIM: status code = NT
ME = Medically Exempt	N	N	Medical emergency prevents student from participating in enough of the assessment to generate a valid score (OSPI	SBA, WCAS, & AIM: ARMS medically exempt ME
NN = New Non-English Proficient	N	N	RAEL student new to country (within last 12 months) and is eligible for Transitional Bilingual Program services per data submitted to CEDARS	SBA, WCAS, & AIM: 365 days from the start of test window
NE = Not Enrolled	N	N	Student exits school prior to start or exits after end of testing window	SBA, WCAS, & AIM: CEDARS enrolledInWindow = N
PE = Partially Enrolled	N	N	Student exits during the test window and prior to testing, or student exits either 21 days before school ends or prior to the state test window ending, whichever is sooner.	SBA & WCAS: CEDARS enrolledInWindow = P AIM: PE, enrolledInWindow = P for phantom record (not BL)

[A] *When "Y" = counts as participant in Numerator*

[B] *When "Y" = students expected to test for participation in Denominator*

How Attempt Codes are Processed

The amount of work a student does on a test establishes the base attempt code. Table 5: Attempt Code Processing provides definitions of how a student record appears in the Student Data File (SDF) received by OSPI and how those data are used to establish a base attempt.

Additionally, in these Attempt Code Tables, NNEP applies to all subjects. If one subject is marked "Y" for NNEP, then all subjects are flagged NNEP. When a test score meets standard for an individual subject flagged NNEP, that individual subject is treated as if it were not NNEP and the final test status will be TS. For reference, "N" and blank are synonymous in this document.

The Attempt Code Definitions are as follows:

- **Tested** – TS=Tested

- **Not Tested** – IC=Incomplete; NB=No Test; IV=Invalid; AU=Absent Unexcused; AX=Absent Excused; RFP=Refusal Parent; RFS=Refusal Student; BL=Blank; IG=Incorrect Grade

Exemptions – NE=Not Enrolled; PE=Partially Enrolled; NN=New Non-English Proficient; ME=Medical Exemption; PP=Previously Passed; F1=Student attending school on F1 Visa; P1=Private School Student no ALE funding; P2=Private School Student with ALE funding < 0.8 FTE; H1=Homebased no ALE funding; H2= Homebased with ALE funding < 0.8 FTE

Table 5: Attempt Code Processing

	Test Status	Definition detail	OSPI Base Attempt	Generates Overall Score?
A1	Non-Participant (w/o test data)	No test score record received from testing vendor. These are non-participant accountability records generated by OSPI. As this status does not generate a valid score, the record cannot count toward participation.	NB: No booklet / test NT: Student registered for WA-AIM but no test returned	No
A2	Non-Participant (w/ test data)	1. Smarter ELA/Math: A student who only had activity on a single part of the test – CAT or PT, but not both (flag 'N') 2. WCAS: student answers only one question 3: WA-AIM (n/a)	IC: Incomplete	No
A3	Participant (Smarter ELA/Math ONLY)	A student who logged into both parts of the test but did not respond to anything on at least one part of the test. The "Participant" label is a Smarter Balanced and CAI label that does not match the federal definition of participation as this status does not generate a valid score. The record cannot count toward participation in Washington State metrics.	BL: Blank test returned	No
A4	Attempted	1. Smarter ELA/Math: A student who logged into both CAT and PT and responded to at least one item in each test part 2. WCAS: student logged in and responded to at least 2 items 3. WA-AIM: Content areas that have a valid attempt for one or more content standards shall be a valid attempt for the content area	TS: Tested - generated score	Yes

Table 6: Processing of Incorrect Grade Level

	Reporting Grade	Start Value	Description	End Value
B1	All	NB, NT	Any	NB, NT
B2	3–8	TS, IC, BL	SBA, WA-AIM, WCAS: Reporting Grade = Test Grade	TS, IC, BL
B3	3–8	TS, IC, BL	SBA, WA-AIM, WCAS: Reporting Grade ≠ Test Grade	IG
B4	9	TS, IC, BL	SBA, WCAS: Test Grade = HS*	TS, IC, BL
B5	9	TS, IC, BL	WA-AIM: Test Grade ≠ HS* and (SpEd = Y)	TS, IC, BL
B6	10, 11, 12	TS, IC, BL	Reporting Grade = Test Grade and (SpEd=Y)	TS, IC, BL
B7	10, 11, 12	TS, IC, BL	SBA, WA-AIM, WCAS: Test Grade ≠ HS* and (SpEd = N or blank)	IG
B8	10, 11, 12	TS, IC, BL	SBA, WA-AIM, WCAS: Test Grade ≠ HS* and (SpEd = Y)	TS, IC, BL

10th grade is the federal accountability testing grade for the Smarter Balanced Assessments (SBA) in High School. 11th grade is the federal accountability testing grade for the Washington Comprehensive Assessment of Science (WCAS) in High School.

Table 7: Processing of Previously Passed Data from Enrollment File

	Start Value	PP Enrollment Flag	End Value
C1	TS, IG	Y, N	TS, IG
C2	IC, BL, NB, NT	Y	PP
C3	IC, BL, NB, NT	N	IC, BL, NB, NT

Table 8: Processing of Medical Exemption Data from Enrollment File

	Start Value	ME Enrollment Flag	End Value
D1	TS	TS, IG	TS
D2	IC, BL, NB, NT, IG	PP	ME
D3	IC, BL, NB, NT, IG	IC, BL, NB	IC, BL, NB, NT, IG

Table 9: Processing of Partially Enrolled and Not Enrolled Data from Enrollment File

	Start Value	Enrolled Enrollment Flag	End Value
F1	IC, BL, NB, NT	N	NE
F2	IC, BL, NB, NT	Y	IC, BL, NB, NT
F3	IC, BL, NB, NT	P	PE
F4	TS, PP, ME, IG	Y, N, P	TS, PP, ME, IG

Table 10: Processing New Non-English Proficiency Status

NNEP status calculated by looking at whether student's 1st day in US school is within 365 days of start of admin and student has not used NN exemption previously.

	Start Value	NNEP Test Flag	Standard Enrollment Flag	End Value
E1	TS	Y, N	Y	TS
E2	TS	Y	N	NN
E3	TS	N	Y/N	TS
E4	IC, BL, NB, NT	Y		NN
E5	IC, BL, NB, NT	N		IS, IC, BL, NB, NT
E6	PP, ME, PE, NE, IG	Y, N		PP, ME, PE, NE, IG

Table 10: Processing of Invalidation Data from Test

	Start Value	IV Test Flag	End Value
G1	TS, IC, BL	Y	IV
G2	TS, IC, BL	N	TS, IC, BL
G3	PP, ME, PE, NE, NN, NB, NT, IG	Y, N	PP, ME, PE, NE, NN, NB, NT, IG

Section IV: Reporting

OSPI's Assessment Data Reporting Tools

As OSPI rolls out the preliminary views of the public-facing State Report Card for preview by district staff, questions may arise if the figures differ between the Report Card and Smarter Reporting System (SRS), and create uncertainty as to which figures to use. In short, in SRS, the unit of analysis is the student and the intended audience is school and district staff. In Report Card, the unit of analysis is the school and the intended audience is parents. SRS is a good tool for quick reporting on Smarter Balanced ELA and mathematics, as well as the WCAS. In situations where the tested population is almost identical to the full student population, the numbers will be very similar between the Report Card and SRS.

Facts and/or tips for looking across platforms and purposes are listed in Table 12: Reporting Differences between SRS and OSPI Systems.

Table 11: Reporting Differences between SRS and OSPI Systems

Category	SRS	Report Card
Purpose	Looking at student data, provides some on-the-fly aggregate data	Looking at aggregate data that helps summarize qualities of a school
Students included	Variable by when students were served at a school or by a teacher. Flexibility to display data by assigned student groups	Variable by when students were served at a school.
Proficiency Rate Calculation	Numerator: #students met standard Denominator: #students tested	Numerator: #students met standard Denominator: #students tested AND not tested
Relationship to accountability	Shares no business rules with accountability calculations	Attempts to provide greater detail on within-year looks at student proficiency calculations used in WSIF
Relationship to WaQuery	Shares no business rules with WaQuery aggregate calculations	Shares student-to-school aggregation rules, but not school-to-district rules regarding school type

Section V: Support Contacts

For additional information and assistance with student records management and pre-ID, contact the Assessment Analysts. For additional support and assistance with questions surrounding test administration procedures and policy, the WCAP Portal, and ARMS contact the Assessment Operations office. Please provide a detailed description of your problem.

Assistance is available Monday through Friday from 8:00 a.m. to 5:00 p.m. Pacific Time (except holidays).

You can contact the OSPI Assessment Analysts and Assessment Operations the following ways:

Assessment Analysts

Toll-Free Phone Support: 1-800-725-4311 Option 4

360-725-6109 or Email Support: AssessmentAnalysts@k12.wa.us

Assessment Operations

Toll-Free Phone Support: 1-800-725-4311 Option 3

360-725-6348 or Email Support: Assessment@k12.wa.us