



**Alternate Ohio English Language Proficiency Assessment (Alt-OELPA)**  
**Test Administration Manual**  
School Year 2023-2024  
Listening, Reading, Speaking, and Writing  
Online

Publication date: January 16, 2024

**Building Test Coordinator Contact Information**

Name:

\_\_\_\_\_

Phone:

\_\_\_\_\_

Cell:

\_\_\_\_\_

Email:

\_\_\_\_\_

\_\_\_\_\_

## Table of Contents

Alt-OELPA Overview.....	3
Technology .....	3
About the Alt-OELPA Test.....	3
Test Administrator Qualifications.....	3
Security and Professional Code of Conduct.....	3
Preliminary Planning .....	4
Administrative Considerations .....	5
Alt-OELPA Item Types and Scoring .....	6
Test Administrator Directions and Scoring Rubrics Booklets.....	9
Scheduling.....	11
Pausing a Test.....	12
Student Preparation .....	13
Providing Help During Administration of Tests.....	14
Assessment – Test Administrator Login Instructions .....	15
Student Instructions .....	18
Assessment – Directions for Administration: Listening .....	22
Assessment – Directions for Administration: Reading.....	26
Assessment – Directions for Administration: Speaking.....	30
Assessment – Directions for Administration: Writing .....	34
Test Materials Processing.....	38
User Support.....	38
Appendix A: Alt-OELPA Student Response Check and Early Stopping Rule: Test Administrator Guidelines.....	40
Appendix B: Alt-OELPA Local Scoring: Guidelines for Ensuring Valid Scores .....	46
Appendix C: How to Handle Sensitive Material.....	49
Appendix D: Student Technology Skills Checklist.....	50
Appendix E: Sample Test Security/Confidentiality Agreement.....	51
Appendix F: Test Security Chart.....	52
Change Log .....	54



District and school test coordinators are expected to follow all [Ohio's Test Security Provisions and Procedures](#) as is required of all state testing. Ohio's Test Security Provisions and Procedures are linked under *Resources* on the Department's [Testing](#) webpage.

This manual contains the directions for the administration of the Alternate Ohio English Language Proficiency Assessment ([Alt-OELPA](#)). It provides specific instructions for setup and administration, details for testing, directions for the test administrators, and a test administrator script of directions to be spoken to the student. For detailed information on loading student information, editing student or test administrator profiles, or printing test tickets, please consult the [TIDE User Guide](#) on the test portal.

### Technology

The Alt-OELPA is an online test. All student devices used in the administration of the Alt-OELPA must be set up and configured to test using the test delivery system and the [Secure Browser](#) before testing begins. More information is available in the [Technology Guide](#) on the test portal.

### About the Alt-OELPA Test

The Alt-OELPA is designed to measure the English language proficiency of English learners with the most significant cognitive disabilities as they progress through their education and achieve college and career readiness. The Alt-OELPA items are designed to gather evidence of students' progress toward or meeting the [Ohio Learning Standards-Extended for English Language Proficiency](#) adopted by the participating states (Council of Chief State School Officers, 2019). These standards, which were implemented in July 2021, highlight and amplify the critical language, knowledge about language, and skills using language in [Ohio's Learning Standards](#), including [Ohio's Learning Standards Extended](#).

### Test Administrator Qualifications

The Alt-OELPA must be administered by a district or school employee who meets Ohio's test administrator criteria. Any person administering a state test must be **an employee of the district or school and hold a license, certificate or permit issued by the Department** ([OAC 3301-13-02 \(J\)\(4\)](#)). The Alt-OELPA is best administered by test administrators who are familiar with the student and their communication needs. Test administrators and test coordinators must complete the online self-paced training and any local training required by the district or school. The Alt-OELPA training courses for test administrators and test coordinators are in the [ELPA21 training system](#), with [directions for accessing the courses](#) on the test portal. See the [User Support](#) section of this manual for information on accessing the training system.

### Security and Professional Code of Conduct

The items (test questions) on the **Alt-OELPA operational test forms are secure items**. The Alt-OELPA operational Test Administrator Directions and Scoring Rubrics Booklets are also secure documents. No portion of the test or the booklets may be documented, discussed, or duplicated at any time. The student may take notes during the test using either the embedded Digital Note tool and/or scratch paper. Test administrators must collect, account for and return all scratch paper to the building test coordinator (BTC) at the end of each testing day.

A sample Alt-OELPA Test Security/Confidentiality Agreement for human readers, scribes and translators is in [Appendix E](#) of this manual.

All online test usernames and passwords (test tickets) must be kept in a secure location and immediately returned to the building test coordinator (BTC) after the test administration for that day has completed. This Test Administration Manual (TAM) is not a secure document, and schools may print copies as necessary.

### Preliminary Planning

- Review this manual and supporting administration manuals in their entirety before administering the Alt-OELPA practice or summative assessments. Alt-OELPA resources are available from the [Alt-OELPA Resources page](#) of the test portal.
- Verify that computers are set up and configured for administering the Alt-OELPA. See [Tech Guide](#) on the test portal.
- Best practice is to ensure students take the Alt-OELPA online practice tests prior to taking the Alt-OELPA summative assessment. The online practice tests are accessed from the [Practice Test Site](#) linked on the test portal. The sample test items in the practice tests help students become familiar with the technical skills and types of items (test questions) they will encounter on the test.
- Review students' testing schedules and develop a plan to support students needing additional time.
- Refer to the [Alt-OELPA Accessibility and Accommodations Manual](#) for information related to providing tools, supports, or accommodations that make the domain tests accessible to students. The Alt-OELPA Accessibility and Accommodations Manual is specifically for the Alt-OELPA, as the accessibility features for the Alt-OELPA are different from those for the Ohio English Language Proficiency Screener (OELPS), Ohio English Language Proficiency Assessment (OELPA), Alternate Assessment for Students with the most Significant Cognitive Disabilities, and Ohio's State Tests. Contact the Department's Office of Assessment for assistance with questions at [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov) or (614)-466-1317.
- Verify that the necessary materials for each test administration are available (i.e., scratch paper).
- Locate and download the appropriate [Test Administrator Directions and Scoring Rubrics Booklet](#) for the practice test or operational test being administered. After test administration, the downloaded booklets for the **operational test** must be deleted off the test administrators' electronic devices, and the devices' trash must be emptied. If printed, the booklets must be destroyed after testing. See the [Test Administrator Directions and Scoring Rubrics Booklets](#) section of this manual for details.
- Prepare headsets **if the student prefers to use them for item audio**. Since this is a one-to-one administration and for both the student and the test administrator(s) to hear the item audio, it is better **not** to use headphones. Microphones are **not** needed for the Alt-OELPA. Spoken responses are not recorded and are scored by the test administrator(s) during the test session.
- Verify that the necessary assistive technology for communication is available for the student.
- Provide students with a quiet, well-lit, and well-ventilated workspace.
- Cover any word walls or other posted material that could provide help during the test. Post a "Testing—Secure Environment, Do Not Disturb" sign on the door to avoid interruptions.
- Clear student testing areas (desks or tables) of all non-testing materials.
- Have a secure location, away from the testing room, for the student to place non-approved electronics and personal belongings. The student must turn off all non-approved electronics (cell phones) prior to testing. Remind the student that access to non-approved electronics is not permitted.
- Charge iPads, Chromebooks, laptops, or tablets prior to testing. Devices should be fully charged or plugged in during the tests.

- Verify that if on-site printing (print on request) of individual test items is needed for the student that a local, secure printer is available. Any printed materials (including the [Test Administrator Directions and Scoring Rubrics Booklets](#)) must be securely destroyed at the end of the test session, per state policy.
- Verify student settings in the Test Information Distribution Engine (TIDE) to ensure students are assigned to the correct online tests and that their designated supports, accommodations, and domain exemptions (if applicable) are configured correctly **before** beginning any of the domain tests (reading, writing, listening, speaking).

### Administrative Considerations

Some students may need some of the following supports (optimal testing conditions) in their testing environment. These supports are all external to the testing platform. Similar to universal features and accommodations, optimal testing conditions support a meaningful and accessible assessment experience for each student. They include the setup of the testing environment, medical considerations, and other adjustments to meet individual student’s needs to participate in the assessment while ensuring assessment validity and valid score interpretations. They generally mirror what has been successful in providing the student with access during instruction and should be documented in the student’s IEP. As described in the [Alt-OELPA Accessibility and Accommodations Manual](#), the optimal testing conditions may include:

- Breaks and flexible scheduling
- Adjusted directions (clarified, highlighted, reread, simplified, underlined, or orally translated/interpreted as often as needed). [Translated test directions for the Alt-OELPA administration](#) are on the test portal.
- Focusing prompts and materials (fidgets, redirecting to test by prompting, or physical objects)
- Hearing assistive technology, sound system, FM systems, hearing aids
- Medical device(s) (glucose or heart monitor); the test administrator(s) must ensure that security is maintained if a device connects to the internet
- Test navigation assistance by the test administrator(s) (using mouse, on-screen tools, and test navigation)
- Object representations or objects (to represent a person, place, object, or activity)
- Read aloud (student reads the passage with test administrator support) for grades 2-3: including prompts, passages, and item answer choices as needed as an optimal testing condition.
- Student responds in preferred communication mode (pointing, eye gaze, tactile, cued speech, signed exact English, signing, assistive technology)
- Scratch paper, individual erasable whiteboard, or assistive technology device for notes (all notes must be shredded or deleted from devices at the end of the test session)
- Setting (separate location, school-approved secure location)
- Special lighting as indicated in IEP
- Student and item positioning as indicated in IEP
- Student reads aloud to self
- Tactile graphics or symbols
- Text navigation assistance
- Verbal encouragement that does not assist student to produce or correct responses (“keep working,” “make sure to answer every question”) or physical prompting (tapping the student’s arm or hand)

## Additional Administrative Considerations

The test administrator(s):

- May accommodate materials to meet the student’s individualized presentation and response modes, but the test administrator(s) may not modify the content of items.
- May adjust Directions for Administration (DFAs), which are the general test administrator directions in this manual, to meet the needs of the student and be consistent with the student’s method of engaging with the test (computer, augmentative and alternative communication [AAC] device, gestures).
- Must administer items exactly as written for the purpose of standardization. The test administrator(s) may not paraphrase item information or reword questions. Only the test directions may be simplified.
- May prompt the student to answer in English as needed.
- May read aloud items in all domains in grades 4–12 as a non-embedded designated support: read text to the student (including item prompts, passages, and item answer choices) or play the audio for each item.

## Alt-OELPA Item Types and Scoring

The Alt-OELPA is administered to eligible English learner students in grades K–12. The items are either machine scored or scored locally on site by the test administrator(s) using the secure, item-specific rubrics in the [Test Administrator Directions and Scoring Rubrics Booklets](#). The Alt-OELPA does not record the student’s spoken responses. Students taking the assessment interact with the following item types:

- **Selected Response (SR):** SR items are in all domain tests (listening, reading, speaking, and writing). They are either machine-scored or hand-scored using a rubric. They are worth one point at all complexity levels (low, mid, and high).
- **Constructed Response (CR):** CR items are only in the speaking and writing domain tests. They are hand-scored using a three-point rubric targeting high complexity (Performance Level Descriptors (PLDs) 3 or 4).
- **Constructed Response-Guided Prompt (CR-GP):** CR-GP items are structured writing prompts in the writing domain test. They are either machine-scored or hand-scored using a three-point rubric targeting high complexity ([Alt-OELPA Performance Level Descriptors \(PLDs\)](#) levels 3 and 4).
- **Technology-Enhanced (TE):** TE items appear in the listening, reading, and writing domain tests. They are machine-scored and worth one or two points. TE items target all complexity levels (low, mid, and high).

### Procedures for Constructed Response (CR) and Constructed Response-Guided Prompt (CR-GP) Items

The CR and CR-GP items and tasks require students to construct a spoken or written product in response to a stem or prompt. Each item is presented to the student in a standardized, scripted format, culminating in the test administrator’s scoring of the student’s response against the scoring rubric developed specifically for that item (see [example scoring rubrics](#) below). These item-specific scoring rubrics are not displayed for the student in the testing platform. The scoring rubrics are in [Test Administrator Directions and Scoring Rubrics Booklets](#) that the test administrator(s) download from the *Secure File Center* in TIDE once they are distributed by the district test coordinator or district administrator. Test administrators must use the item-specific scoring rubrics in these booklets to evaluate and enter scores for the student’s responses.

### Guidance on Administering the CR and CR-GP Items

It is essential that the test administrator be familiar with the item-specific scoring rubrics and directions for scoring student responses before administering the tests. After administering a CR or CR-GP item and the student provides an answer in English (multiple attempts are allowed if the student requires it), the student’s answer is considered final, and the student may not retake the item.

## Scoring and Entering the Student Score for Items with Rubrics

Test administrators are not required to enter student responses into the online testing platform, only the student's score. Text boxes may be in the system for writing items that allow the test administrator or student to enter a typed response if desired; however, it is there only as a helpful tool.

When an item-specific scoring rubric is present, test administrators must enter the points the student earns in the online testing platform by selecting from scoring options on the student's device.

For one-point items with a rubric, test administrators select one of the following:

- Correct
- Incorrect
- No response

For three-point items with a rubric, test administrators select one of the following:

- Based on item scoring rubric, student receives 3 points.
- Based on item scoring rubric, student receives 2 points.
- Based on item scoring rubric, student receives 1 point.
- Bas on item scoring rubric, student receives 0 points.

After selecting the number of points the student has earned, continue to the next item.

This is an example how the radio buttons appear in the online testing platform:

- A** Based on item scoring rubric, student receives 3 points.
- B** Based on item scoring rubric, student receives 2 points.
- C** Based on item scoring rubric, student receives 1 point.
- D** Based on item scoring rubric, student receives 0 points.

## Example Scoring Rubrics

Description and exemplary language will vary slightly across items.

### Constructed Response: Writing

Sample Writing Scoring Rubric		
Score Point	Description	Using preferred communication mode, student
3	The student demonstrates a <u>controlled or full</u> understanding of the English language by accurately communicating information that is <b>related</b> to the question, topic, or text.	Provides responses appropriate to the context of <b>both</b> sentences, such as <ul style="list-style-type: none"><li>• <i>Item specific exemplars placed here</i> (or variations of the above words/phrases)</li></ul>
2	The student demonstrates a <u>limited or developing</u> understanding of the English language by accurately communicating information that is <b>somewhat related</b> to the question, topic, or text.	Provides responses appropriate to the context of <b>one</b> sentence, such as <ul style="list-style-type: none"><li>• <i>Item specific exemplars placed here</i> (or a variation of the above word/phrase)</li></ul>

Sample Writing Scoring Rubric		
Score Point	Description	Using preferred communication mode, student
1	The student demonstrates <u>little to no</u> understanding of the English language by communicating information that is <b>unrelated</b> to the question, topic, or text.	Provides unrelated responses, such as <ul style="list-style-type: none"> <li>scribbling</li> <li>random letters</li> <li>words unrelated to the topic or text</li> </ul>
0	The student <b>does not respond</b> (or responds in a language other than English) or <b>does not communicate</b> in any form.	N/A

### Constructed Response: Speaking

Sample Speaking Scoring Rubric		
Score Point	Description	Using preferred communication mode, student
3	The student demonstrates a <u>controlled or full</u> understanding of the English language by accurately communicating information that is <b>related</b> to the question, topic, or text.	Provides responses appropriate to the context of the sentence, such as <ul style="list-style-type: none"> <li><i>Item specific exemplars placed here.</i></li> </ul>
2	The student demonstrates a <u>limited or developing</u> understanding of the English language by accurately communicating information that is <b>somewhat related</b> to the question, topic, or text.	Provides a response that is inappropriate to the context, such as <ul style="list-style-type: none"> <li><i>Item specific exemplars placed here.</i></li> </ul>
1	The student demonstrates <u>little to no</u> understanding of the English language by communicating information that is <b>unrelated</b> to the question, topic, or text.	Provides unrelated responses, such as <ul style="list-style-type: none"> <li>random sounds</li> <li>random letters</li> <li>words unrelated to the topic or text</li> </ul>
0	The student <b>does not respond</b> (or responds in a language other than English) or <b>does not communicate</b> in any form.	N/A

Since some Alt-OELPA items require local scoring, please refer to [Appendix B: Alt-OELPA Local Scoring: Guidelines for Ensuring Valid Scores](#).

### Student–Test Administrator Proctor Ratio

The Alt-OELPA **must** be administered individually, one student at a time, by a trained test administrator who meets Ohio’s test administrator criteria and who, ideally, is familiar with the student and their mode of communication. Since the Alt-OELPA does **not** record the student’s spoken responses, the student must not



complete the speaking and writing items independently. The test administrator must observe and score the student’s spoken and written responses using the rubrics and enter the scores on the student’s screen.

The time needed to administer the tests individually will vary by student. The test forms include a range of item complexity, and test administrators may pause and resume the test based on student needs.

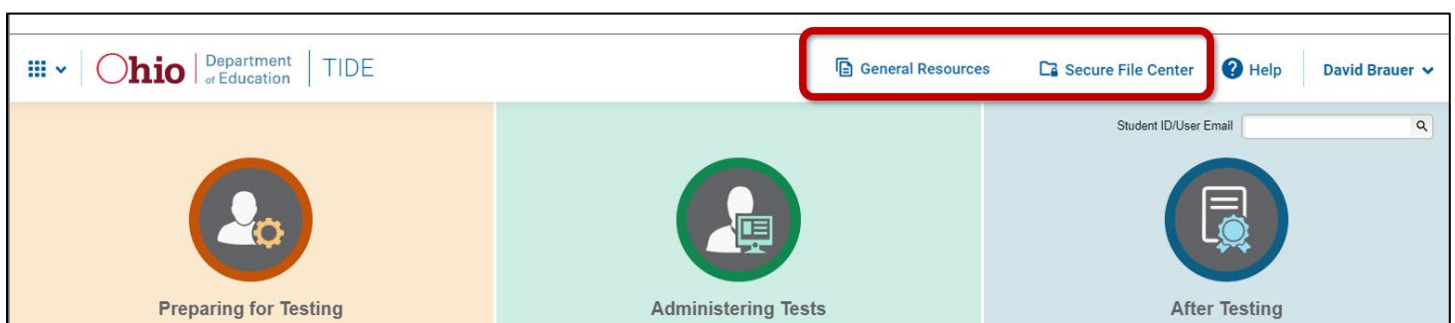
### Required Materials

- This *Alt-OELPA Test Administration Manual (TAM)*
- Test tickets (if being used). Test tickets are secure materials and must be treated as such. Return test tickets to your building test coordinator according to your school’s *Test Security and Building Plan*.
- The Directions for Administration (DFAs), which are the domain-specific test administrator directions in this manual. These [test administrator directions are available on the portal in five languages](#): Arabic, Chinese (Mandarin, simplified), Spanish, Swahili, and Vietnamese. The test administrator(s) may adjust the DFAs to meet the needs of the student and be consistent with the student’s method of engaging with the test (computer, AAC device, gestures).
- Test Administrators Directions and Scoring Rubrics Booklets (see section below for additional information).
- Scratch paper
- Access to a mouse (if students normally use one for online testing).
- If using a tablet, an external keyboard is needed to avoid the keyboard appearing on the screen.
- The student’s usual assistive devices as needed for testing and as stated in the student’s IEP.

### Test Administrator Directions and Scoring Rubrics Booklets

All Alt-OELPA domain tests have test specific directions and the script for each test form and test item, as well as item-specific scoring rubrics for the constructed response items on the speaking and writing tests. These directions are only for test administrators and are not visible to students in the test delivery system. These booklets are highly secure and must be deleted or destroyed after testing.

**Downloading and Distributing Booklets.** Before administering the Alt-OELPA, a district test coordinator or district administrator must download the booklets from the *General Resources* tab in the Test Information Distribution Engine (TIDE) and distribute the booklets to test administrators via TIDE’s *Secure File Center*. Test administrators should view the booklets on a secure, electronic device (like an iPad or tablet) during the test session and only print them if they have to. The *General Resources* tab and the *Secure File Center* in TIDE are shown in the screenshot below.



The **test administrator directions in italics and parentheses** (*like this*) are **not** to be read to the student. The student should not view the test administrator’s directions or be distracted by them. The following is an example of item-specific test administrator directions for a practice item:

Listen to Sam talk about coloring a picture. Then answer the question.

*(Play the recording. Indicate the graphic and the text.)*

**Test Administrator script**  
**Stimulus instructions/prompt**  
 - these are to be read to the student

**Test administrator directions**  
 - these are not to be read to the student

The booklets also include **test administrator scripts**, which **are to be read aloud** to the student. These scripts come in two categories: those intended for all students and those designed exclusively for students who are blind or have low vision. Examples of test administrator scripts for all students are in the preceding and following graphics.

What can Sam use to color the picture?

*(Indicate each answer option.)*

**Test Administrator Script**  
**Item instructions/prompt**  
 - these are to be read to the student

*[For students with a visual impairment, read “A. The picture shows a crayon., B. The picture shows a bicycle., C. The picture shows a sun.”]*

**Test administrator scripts for students who are blind or have low vision** are in italics and brackets [*like this*] and are designed to describe images for these students. These scripts **should not be read aloud to students who are not blind or do not have low vision**. An example of a test administrator script for students who are blind or have low vision is shown below:

What can Sam use to color the picture?

*(Indicate each answer option.)*

*[For students with a visual impairment, read “A. The picture shows a crayon., B. The picture shows a bicycle., C. The picture shows a sun.”]*

**Test Administrator scripts for students who have a visual impairment**  
 - these are only to be read aloud to students who have a **visual impairment**  
 - these **should not be read aloud** to students without visual impairments.

**For the online student practice tests**, these booklets have the following attributes:

- Are available through the test portals under Resources and are **not** secure. There is a booklet for each grade band, and each booklet contains directions and rubrics for all domain practice tests (listening, reading, speaking, and writing). See [Alt-OELPA Practice Test Resources](#) to access the booklets for the sample test items.

**For the operational Alt-OELPA administration**, these booklets have the following characteristics:

- Will be available in the Test Information Distribution Engine (TIDE) under *General Resources* **beginning January 25, 2024**. The **operational booklets are secure materials**. The booklets must be downloaded by

the district test coordinator or district administrator, distributed via TIDE's *Secure File Center* to test administrations, and, ideally, accessed from a secure electronic device during the test session.

- The **downloaded booklets must be deleted from the electronic device, and the device's trash must be emptied after the test administration. If the booklets are printed, they must be destroyed after the test administration.**
- The beginning of each live test session includes a message to the test administrator indicating which test form the student is being administered. For each grade/grade band there are four different test forms: A, B, C, and D. Once test administrators read this message, the test administrator(s) must proceed to log in to TIDE, locate the assigned test form booklet (A-D) by grade band and refer to it while the student takes the test. When accessed electronically, the booklets contain a clickable table of contents and have section pages between each form.
- There are a total of 24 booklets: four booklets by domain (listening, reading, speaking, and writing) for each of the six grade or grade bands (Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12). Each booklet contains the test administrator directions and rubrics for the four test forms.

### Scheduling

The Alt-OELPA test window for school year 2023-2024 is January 29-March 22, 2024 (eight weeks).

- The time needed to administer the test individually will vary by student. The test forms include a range of item complexity, and the test administrator(s) may pause and resume the tests based on student needs.
- The test administrator(s) need a computers to administer the practice tests and operational tests. Therefore, allow an additional 15-20 minutes to share the test ticket, set up assistive technology and optional headphones, read directions, and perform other testing activities.
- For school year 2023-2024, the Alt-OELPA consists of four separate domain tests: listening, reading, speaking, and writing. Each domain test includes one unscored warm-up item (first item) and 10-16 scored items depending on the domain test. Test administrators may administer each domain test in a separate session. If administering multiple domain tests in a day, test administrators may allow the student to take breaks between domain tests to prevent testing fatigue.
- The Alt-OELPA is an untimed test, and districts should plan for students who may need additional time.

### Additional Timing Considerations

- The Alt-OELPA must be administered individually and, ideally, by test administrators familiar to the student. Each student may have a test administrator assist them throughout the entire assessment.
- Student testing time can be affected by several factors including disability, familiarity with the online computer testing environment, English proficiency, and other factors. Test administrators may individualize student testing time.
- Time for instructions may vary by domain and grade level. Test administrators should plan for 5-10 minutes of in-test instructions at the beginning of each domain test.
- There is no set maximum number of days over which a student can test, so long as all four test domains are completed within the test window. Domain tests can be administered in separate sessions during the same day or on different days within the test window.
- The Department recommends allowing students ample time for practice to become familiar with the system and the types of test questions. Some students may need more time or multiple opportunities to practice. The practice tests also are the best way to check compatibility of assistive technology with the

test delivery system. For information about administering the sample test items, refer to the [Alt-OELPA Practice Test Resources](#) on the test portal.

### Pausing a Test

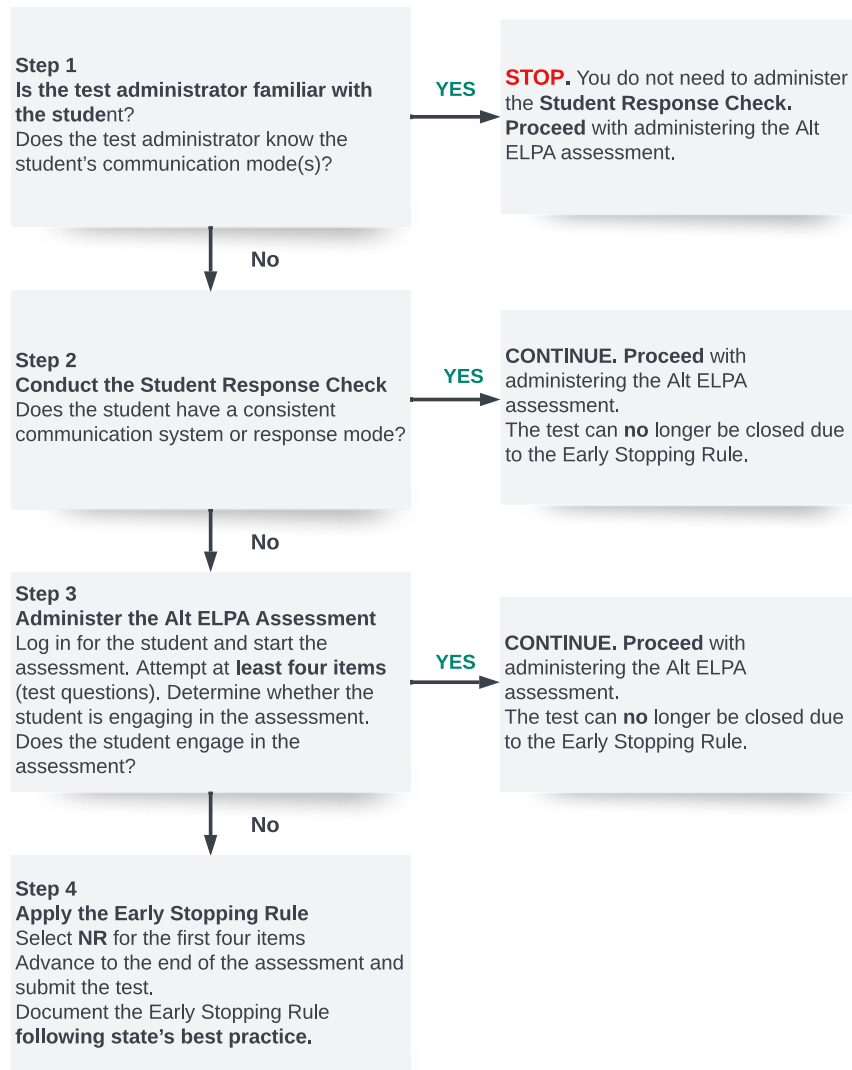
Test administrators and students should become familiar with the pause rules during the test.

- The student or the test administrator(s) can pause a test at any time. When pausing, a warning message will appear asking them to verify that they want to pause the test.
- The alert message states that they will not be able to go back to previous questions. This is a standard system message that does NOT apply to the Alt-OELPA test.
- The student is instructed to alert the test administrator(s) if they choose to pause the test. After the test administrator approves the request in the TA Interface, the student will be logged out of the test.
- When the student resumes the test, they will see the first page that contains unanswered questions. They will be able to view and change answers to questions they already answered within the current test, including previous pages. However, students **cannot go back to previously submitted or completed** domain tests.
- If a student's test is idle for 20 minutes, the system will automatically pause the test and log them out.
- To resume a student's paused test, the test administrator(s) will need to log the student back in.
- All answers are saved immediately; students do not lose answers when the test is paused.

## Using the Test Delivery System Option of No Response for Students and Early Stopping Rule

For the Alt-OELPA, test administrators are allowed to select No Response (NR) for the student's response in the test delivery system. Please refer to the flowchart below and to the detailed description of flowchart steps in [Appendix A](#) of this manual regarding the guidelines for the [Student Response Check](#) and the [Early Stopping Rule](#).

### Flowchart: Using the Student Response Check and Early Stopping Rule



## Student Preparation

### Practice Test

Sample test items are available on the Practice Test Site on the test portal. The online practice tests allow test administrators and students the opportunity to experience the test procedures, technology, some example item types, and navigation prior to the operational test. To prepare students, administer the Alt-OELPA practice test for their grade band prior to the operational test.

Test administrators are encouraged to complete the practice tests in each domain with each student using a secure practice session so that they can set up the student's online testing accommodations according to their IEPs. Students may take the practice tests as many times as needed to become familiar with the testing tools and item types. Student responses to the sample test items are not saved and are not scored.

The practice tests should be administered like the real tests, using a secure practice session with the Secure Browser. The test administrator may adjust general test directions to meet the needs of the student and be consistent with the student’s method of engaging with the test (computer, AAC device, gestures, manipulatives). All supports and accommodations the student needs on the operational test also should be present for the practice tests. Put the student at ease by encouraging them to try their best and attempt to answer every question. Explain that the test includes questions that are easy and some that are harder.

**Test administrators may assist the student with test navigation and testing buttons or may navigate the test for the student.** The [Alt-OELPA Technology Skills Checklist](#) and the [Alt-OELPA Tool Button Image and Description Sheet](#) on the test portal list the test navigation skills and tools students may encounter. Students whose IEP or 504 plans indicate they should test using designated supports and accommodations may take a personalized practice test with these features enabled. It is suggested to administer the practice test several days prior to the summative assessment. For more information, refer to the [Alt-OELPA Practice Test Resources](#) on the test portal.

### Providing Help During Administration of Tests

Test administrators are allowed to assist students with test navigation and tool selection. If necessary, assist students with online skills such as scrolling, selecting a response by clicking, dragging and dropping, and moving between screens. As students become familiar with the test platform, they may look to the test administrator(s) to verify that they have used the technology correctly. Test administrators may acknowledge that the student has used the system correctly or redirect the student in using the technology properly.

Test administrators may NOT suggest answers nor comment on or evaluate student work during the test, verbally or non-verbally.

Test administrators may NOT provide support on student responses to questions, comment on the quality or proficiency of a student response or encourage the student to try again for more points.

Unlimited replaying of audio is a universal tool, available to all students. The volume may be raised or lowered depending on the student’s needs. Also, students may use headphones. If the embedded audio is not accessible to the student, the test administrator may read verbatim and in English the audio script from the Test Administrator Directions and Scoring Rubric Booklets to the student.

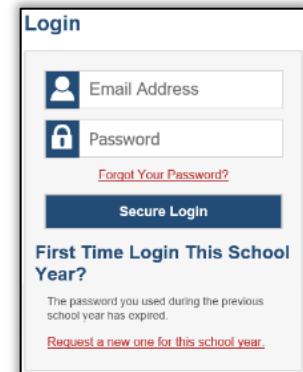
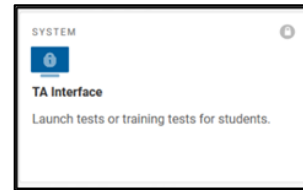
For kindergarten and grade 1, the tests are designed so that certain sections are read aloud to all students. Students in grades 2-3 will engage with the text given test administrator support (test administrator reads aloud with student—optimal testing condition). Students in grades 4-12 will engage independently with the text, but the test administrator still must administer and score the speaking and writing items. If necessary, as a designated support, the test administrator(s) may read aloud the text (all domain tests) to the student in grades 4-12.

Students and test administrators should, as applicable, practice using the assistive devices with the online testing system for compatibility. Not all assistive devices are compatible with the test delivery system. Refer to the [Assistive Technology Manual](#) on the test portal for more information.

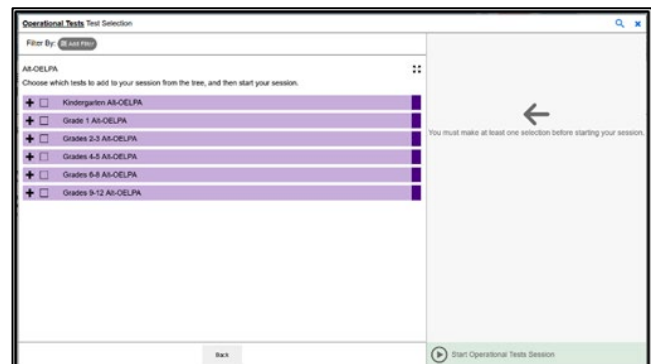
## Assessment – Test Administrator Login Instructions

The Alt-OELPA has two components, one for the test administrator and one for the student. The test administrator uses the Test Administration (TA) Interface to create and manage test sessions. The student uses the OHSecureBrowser app, to take the summative test.

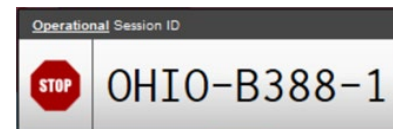
1. Access the **Ohio English Language Proficiency Tests Portal** homepage at <https://oh-oelpa.portal.cambiumast.com/index.html>.
2. Select the **Teachers and Test Administrators** card.
3. Click the **TA Interface** card to create an operational test session.
4. The **Login** page appears.
5. Test administrator logs in with their email address and password.
6. Click the **Secure Login** button.



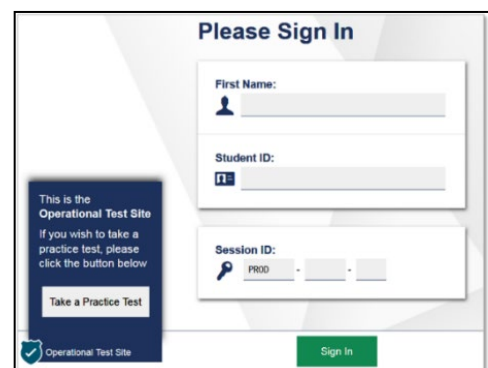
7. To begin a test session:
  - a. In the **Operational Tests Test Selection** window, select the test(s) to administer.
  - b. Click the **Start Operational Tests Session** button. The session ID appears at the top of the page.



8. Provide the **Session ID** to the student.

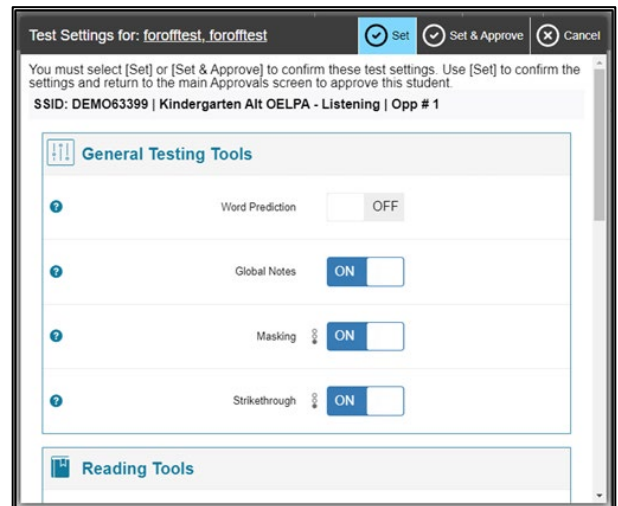
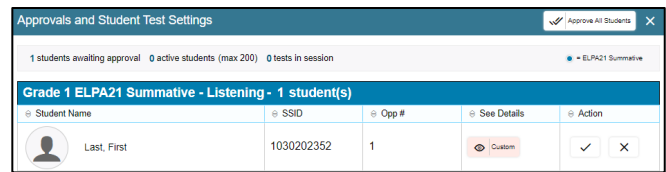


9. Using the Secure Browser, have the student log in with their first name, SSID (or Student ID for nonpublic school students), and the Session ID from Step 8 (see [Assessment – Login Instructions for Student Testing](#) section for instructions to dictate to students.) Assist students with logging in as needed.



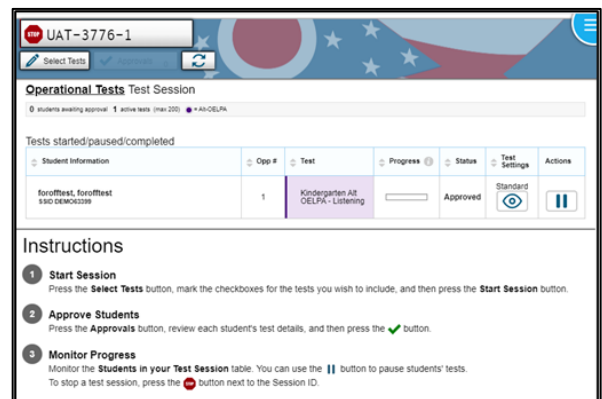
10. Next, approve the student for testing in the Test Administration Interface. Click the **Approvals** button to view the student awaiting approval.

- To review and edit a student’s test settings, accommodations, and domain exemptions, click the **Eye** button in that student’s row.
- To approve an individual student for testing, click the **Checkmark** button.
- To deny a student for testing click the **X** button and enter the reason for denial.



11. Monitor the student’s progress throughout testing. The student’s test status appears in the **Students in Your Operational Test Session** table. The student must be supervised at all times during testing by a trained test administrator.

- Statuses include the following: approved, started, in-progress, review, completed, submitted, and paused.
- The **Student Status** column indicates how many test questions the student has answered out of the total number of questions in the test.
- Click the **Pause** button to pause an individual student’s test. If a student’s test is paused for more than 20 minutes, the student will be able to view and change answers to questions in the current test; however, the student will not have access to previously submitted tests.



12. When the test session is over:

- Click the **Stop** button to end the session and automatically pause any in-progress tests in your session.
- Click the **Log Out** button to exit the Test Administration Interface.



Once a test session is stopped, it cannot be resumed. If the student needs to continue testing, the test administrator will need to start a new session.



## Assessment – Login Instructions for Student Testing

Before beginning administration of the test, gather all necessary materials, including test tickets and the [Test Administrator Directions and Scoring Rubrics Booklets](#). If you need to print test tickets, refer to the [Test Information Distribution Engine \(TIDE\) User Guide](#) or consult the building test coordinator.

Test administrator instructions for logging students in are provided here. If a test ticket is used for the student's log-in, have it ready prior to the log-in process.

For students who can work on the computer independently, instructions for what the test administrator should say to them follow in the next part of this section. Test administrator(s) may adjust the information to meet the needs of the student and be consistent with the student's method of engaging with the test (computer, AAC device, gestures, manipulatives, etc.).

### Test Administrator Instructions

On the student's device, locate the icon titled **OHSecureBrowser**  and double click it to launch the application.

The program will open to the **Student Sign-in** page. Enter the following information for the student:

- First Name (exactly as spelled in TIDE)
- SSID or Student ID number for nonpublic school students
- Session ID (from the Test Administration Interface)

Click the **Sign In** button at the bottom of the page.

Confirm that the entered information is correct on the **Is This You?** Screen. If it is, click the **Yes** button. If it is not correct, make changes to correct the information, then click the **Yes** button.

Choose the test to be administered on the **Your Tests** screen. If testing was started on a previous day, the **Resume** button will display instead of the options for the test to be administered.

Next, conduct the **Audio/Video Checks**, as follows:

- **Audio Playback Check** – click the **Sound** button to hear the sound. Click **I heard the sound** if you did. A checkmark will appear in the top right-hand corner of the window. If you did not hear the sound, adjust the speaker until you can hear the sound. Then, click the **Continue** button to move to the next screen (**Instructions and Help**).

The **Instructions and Help** screen shows the tool buttons that are available on the student's device during the test. They are the same tool buttons that were shown in the practice test. The instructions for the tools can be accessed by clicking on the **Question Mark** button (row 1) in the top right-hand corner. To close the screen, click on the **X** in the upper right-hand side of the **Help Guide** pop-up window (row 2).

Begin the appropriate test directions on the following pages to continue with the test.


- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

## Student Instructions

**These instructions are for test administrator(s) to provide to the student who will work on the computer independently with assistance as needed.** Directions to the student are called out in SAY boxes. Test administrator instructions are outside of the SAY boxes, in *italics*, and are not to be read out loud.

Test administrator(s) may adjust this information to meet the needs of the student and be consistent with the student’s method of engaging with the test (computer, AAC device, gestures, manipulatives, etc.). If the student requires significant assistance with navigating the test, the test administrator(s) may adjust the directions to the student accordingly.

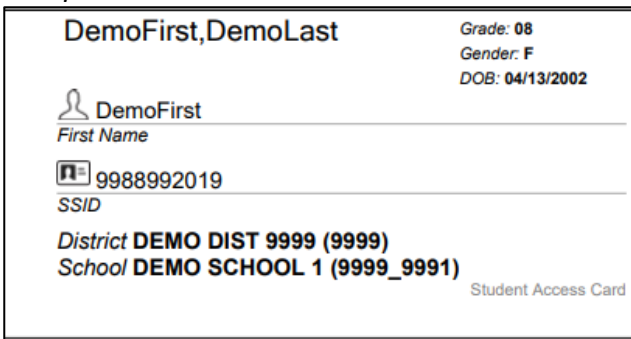
*Students or test administrators will click the **OHSecureBrowser** icon on their screen to launch the application.*

ALL SAY: On your computer screen, locate the icon titled **OHSecureBrowser** . Double-click this icon, and the program will launch. If you need help let me know and I will help you.


*Pause. Assist student as needed.*


ALL SAY: Once the program has opened, you will see the **Student Sign In** page. Do not enter anything until you have been instructed to do so. Can you see the **Student Sign In** page? If you need help, please let me know and I will help you.

*Sample Test Ticket*



DemoFirst,DemoLast      Grade: 08  
Gender: F  
DOB: 04/13/2002

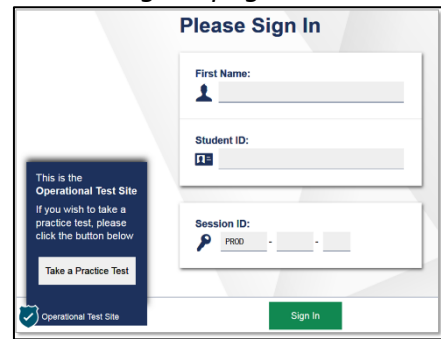
 DemoFirst  
First Name

 9988992019  
SSID

District DEMO DIST 9999 (9999)  
School DEMO SCHOOL 1 (9999\_9991)

Student Access Card

*Student Sign In page*



Please Sign In

First Name:

Student ID:

Session ID:  -  -

This is the Operational Test Site  
If you wish to take a practice test, please click the button below

Operational Test Site

*Pause. Assist student as needed.*

*Student will enter their name exactly as it appears on their test ticket (or in TIDE) and then click the **Sign In** button.*

ALL SAY: Type your first name into the field titled **First Name**.

*Pause.*

ALL SAY: Now click on the SSID field. Type in your **Student ID** number.

*Pause.*

ALL SAY: Now click on the Session ID field. Type in the **Session ID** I have written on the board. If you need help, let me know and I will help you.

*Pause. Assist student as needed.*

ALL SAY: Click the **Sign In** button at the bottom of the page to start the test.

*On the **Is This You?** Screen, the student (or the test administrator[s]) will confirm the information is correct and then click the **Yes** button.*

*Make any necessary corrections before the student begins the assessment. The test administrator(s) can then edit the student information in the Test Administration Interface.*

ALL SAY: Now you should see the **Is This You?** screen. Do you see your name on the screen? If you do not see your own name, or if your name is not spelled correctly, let me know.

Is This You?	
Please review the following information.	
First Name first	Last Name last
SSID: 9962373582	Grade 04
Date of Birth January 1, 1992	School: Demo School 1

Practice Test Site Yes No

*Pause. Assist student as needed.*

SAY: Now make sure that the rest of the information on your screen is correct.

ALL

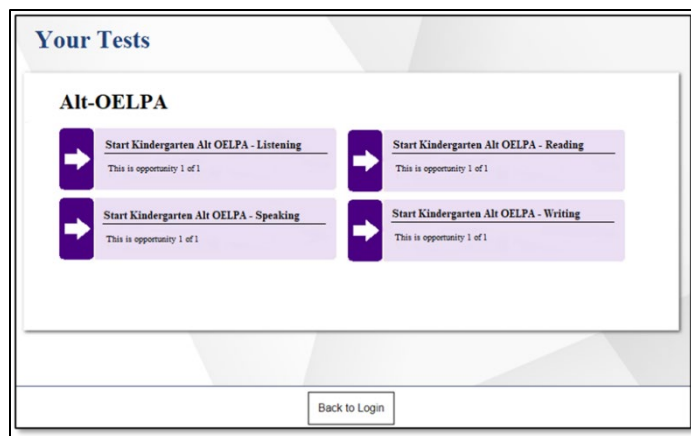
- your Grade
- your SSID
- your School

If any of the information is not correct, please let me know. If all the information is correct, you can click the **Yes** button at the bottom of the screen. Do not go past the next screen until I tell you to.

*Pause. Assist student as needed.*

*On the test screen, the student will choose the test being administered. Make sure the student has logged in and is at the **Your Tests** screen.*

ALL SAY: Now we are going to begin the test. Click on the link that says **Start Grades \_\_\_\_\_ Alt-OELPA \_\_\_\_\_**. If you need help, let me know and I will help you.



If the student started testing on a previous day, the **Resume** button will display instead of the **Start** button.

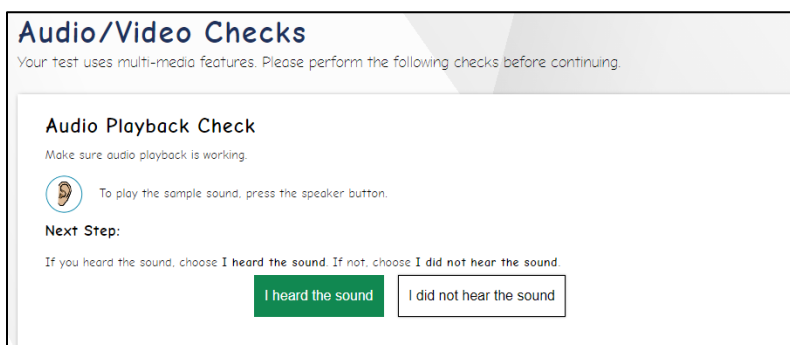
If the student had previously started a test but did not finish it, say the following:


ALL SAY: If you previously started a test but did not finish it, the link will say **Resume Grades**  
 \_\_\_\_\_ **Alt-OELPA**.

Pause. Approve the student in the Test Administration Interface for the test being administered.

ALL SAY: You should now see the **Audio/Video Checks** screen.

Pause. Make sure the student is on the **Audio/Video Checks** screen.




ALL SAY: Under **Audio Playback Check**, click on the **Sound**  button to hear the sound. If you hear the sound, click **I heard the sound**. A checkmark will appear in the top right-hand corner of the window.  
 \_\_\_\_\_  
 If you do not hear the sound, let me know.

Pause. Make sure student can hear the sound.

ALL SAY: Click the **Continue** button to move to the next screen.

ALL SAY: You should now see the **Instructions and Help** screen. Can you see the instructions? If you do not see the instructions, please let me know.

*Pause. Assist student as needed. Make sure student is on the **Instructions and Help** screen.*

ALL SAY: This screen contains the same information about the tool buttons as you saw in the practice test. You can access these instructions at any time during the test by clicking on the **Question Mark**  button in the top right-hand corner of your screen.

*Pause.*

ALL SAY: Do you have any questions about the **Instructions and Help** screen?

*Find the directions for the appropriate test on the following pages to continue with the test.*

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

At the start of the **listening test**, the test administrator(s) should:

- Have the Test Administrator Directions and Scoring Rubrics Booklet for the assigned test form (A-D) from the Test Information Distribution Engine (TIDE) system and be ready to follow. See the section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this manual to review how to access these booklets.
- Confirm the student is logged in and ready to begin the **listening test**.
- Read [Student Login Directions](#) if the student has not logged in yet.
- Prompt the student to check the sound in their headphones (if student prefers to have headphones); if the student cannot hear the sound, or they need assistance, they are asked to alert the test administrator(s).

During the **listening test**, the student will encounter selected response or technology-enhanced items, like dragging and dropping a graphic or a piece of text.

The test administrator(s):

- May provide navigation assistance (using the mouse, on-screen tools, and test navigation). The stimulus will have an audio play button that the test administrator(s) will select when appropriate for the student.
- Encourages the student to do their best and advises them to not spend too much time on any one question.
- Checks regularly to make sure the student is using the testing system properly, following instructions, and advancing through the test.
- May read aloud the text (all domains) to the student in grades 4-12, if necessary, as a designated support. Text-to-speech (TTS) is not provided because test administrators are able to read the directions and all parts of the items to the student.
- Reads all directions to the student in the SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student and be consistent with the student's method of engaging with the test (computer, AAC device, gestures, manipulatives, etc.).
- Does not read aloud to the student the directions in *italics*, which are for the test administrator.

SAY: This is a listening test. It will give you a chance to show how well you can listen to and understand English. You will hear things like conversations and presentations. Listen carefully. If you need to hear the conversation or presentation again, click on the


**Replay**  button.

ALL

It may also be read to you. You can hear a question again by clicking on the **Replay** button beside the question. If you want to hear a response read to you, click on the **Replay** button beside that response. You will answer some questions by dragging and dropping an object or a word. You can change your answer by dragging the object to a different place or by dragging a different object. You will answer other questions by clicking on the response. You can change your answer by clicking on a different response.

Do you have any questions?

*Pause. Assist the student as needed. Once all questions are answered,*

SAY: Try to answer all test questions. Keep working until you reach the end of the test. Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

ALL

*Pause.*

SAY: When you reach the **Congratulations, you reached the end of the test!** page, do not go on, please let me know, and I will help you.

ALL

When you are ready to begin this test, click the **Begin Test Now** button.


*The test administrator(s):*

- *Monitors the student as they take the test to ensure that they advance through the screens properly. The test administrator(s) may help the student with on-screen tools and general test navigation.*
- *Does not give help on specific test questions to influence the student's answer selection or response.*
- *Considers applying the Early Stopping Rule if the student is not responding to the items (see [Appendix A](#) of this manual for more information).*
- *Resumes instructions with the next SAY box when the student has reached the end of the test.*

*See the [Providing Help During Administration of Tests](#) section for additional information.*

## Ending Student Test Session

*If the student requires assistance navigating the test, the test administrator(s) should help the student end the test by following the instructions below.*

SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode and access the global menu.

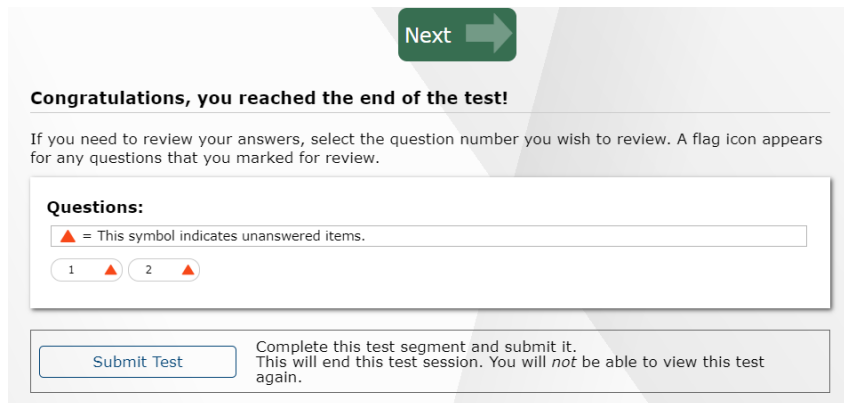
ALL

Pause.

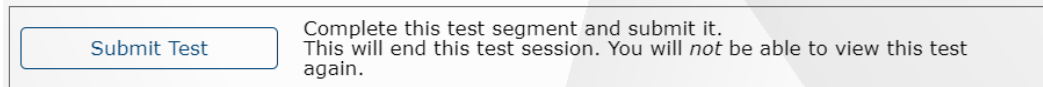
After the student is on the **Congratulations, you reached the end of the test!** screen, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



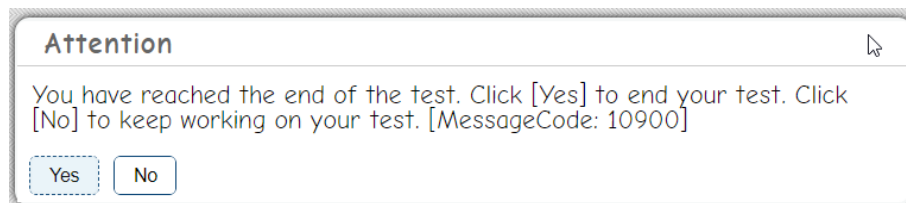
ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the **Yes** button at the bottom of your screen to end your test or click **No** to keep working on your test.

Pause.



ALL SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted and is now moving on to be scored.



# Your Results

Your test was submitted. You may review the test details below.

<b>Student Name:</b> GUEST, GUEST (Student ID: GUEST)	<b>Test Name:</b> Grades 2-3 ELPA21 Listening Practice Test
<b>Test Completed On:</b> 9/11/2023	
Scores are not shown for this test. You have finished the test. You may now log out.	
<b>Next Step:</b> To log out of the test, select <b>Log Out</b> . In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.	

Log Out



**IMPORTANT:** While the student is logging out, the test administrator(s) must review the following information.

**Administering one test in a single day:** If you are only administering the listening test today, you can log out of the Test Administration site.

**Administering more than one test in a single day:** If you are administering more than one test today, read the [Student Login Directions](#) in this manual followed by the directions for the test being administered next.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

At the start of the **reading test**, the test administrator(s) should:

- Have the Test Administrator Directions and Scoring Rubrics Booklet for the assigned test form (A-D) accessed through the Test Information Distribution Engine (TIDE) system and ready to follow. See the section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this manual to review how to access these booklets.
- Make sure that the student is logged in and ready to begin the **reading test**.
- Read [Student Login Directions](#) in this manual if the student has not logged in.

During the **reading test**:

- **Students in grades K-1** will engage with a test form that, by design, provides for the test administrator to read aloud some sections.
- **Students in grades 2-3** will engage with the text using optimal testing conditions as needed. Read aloud is an optimal testing condition external to the testing platform that can be provided if a student in these grades uses read aloud in class.
- **Students in grades 4–12** will engage independently with the text. Read Aloud is a non-embedded designated support that must be identified for use with a student prior to test administration and must be entered into the student’s Alt-OELPA Personal Needs Profile (PNP), which is a form in the appendices of the [Alt-OELPA Accessibility and Accommodations Manual](#).
- **All students:**
  - Will be presented with different types of text including short correspondence, procedural, literary, and informational passages.
  - Will encounter selected response or technology-enhanced items, like dragging and dropping a graphic or a piece of text.

The test administrator(s):

- May provide navigation assistance (using the mouse, on-screen tools, and test navigation).
- Encourages the student to do their best and advise them not to spend too much time on any one question.
- Checks regularly to make sure the student is using the testing system properly, following instructions, and advancing through the test.
- May read aloud the text (all domains) to the student in grades 4-12, if necessary, as a designated support. Text-to-speech (TTS) is not provided because test administrators are able to read the directions and items to the student.
- Reads all directions to the student in the SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student and be consistent with the student’s method of engaging with the test (computer, AAC device, gestures, manipulatives, etc.).
- Does not read aloud to the student the directions in *italics*, which are for the test administrator.

ALL SAY: This is a reading test. It will give you a chance to show how well you can read and understand English.

*Pause. The following SAY boxes include instructions for specific grades. If administering the test to a Kindergarten student read the next SAY box.*

Grade K SAY: Some questions are about a story. You will read along as you listen to me read the story. Then, you will answer the questions.

You will answer some questions by clicking on a picture. You will answer other questions by clicking on some words. It is easy to change an answer if you change your mind. Just click on a different picture or different words.

You will also answer questions by moving a word or picture. You can change your answer by moving the word to a different place or moving a different picture.

If you have a question or do not understand what to do, please let me know.

*Pause. Resume instructions with the next ALL SAY box.*

Grades 1-12 SAY: Some questions are about a passage. Read the passage first before you try to answer the questions.


You will answer some questions by dragging and dropping words. You can change your answer by dragging the words to a different place or by dragging different words.

You will answer other questions by clicking on words, pictures, or sentences. You can change your answer by clicking on different words, pictures, or sentences.

If you have a question or do not understand what to do, please let me know.

*Pause. Assist student as needed. Once all questions are answered,*

ALL SAY: Try to answer all test questions. Keep working until you reach the end of the test.

Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

*Pause.*

ALL SAY: When you reach the **Congratulations, you reached the end of the test!** page, do not go on, please let me know, and I will help you. When you are ready to begin this test, click the **Begin Test Now** button.

*The test administrator(s):*

- *Monitors the student as they take the test to ensure that they advance through the screens properly. The test administrator(s) may help the student with on-screen tools and general test navigation.*
- *Does not give help on specific test questions to influence the student's answer selection or response.*
- *Considers applying the Early Stopping Rule if the student is not responding to the items (see [Appendix A](#))*

of this manual for more information).

- Resumes instructions with the next SAY box when the student has reached the end of the test.

See the [Providing Help During Administration of Tests](#) section for additional information.

## Ending Student Test Session

If the student requires assistance navigating the test, the test administrator(s) should help the student end the test by following the instructions below.

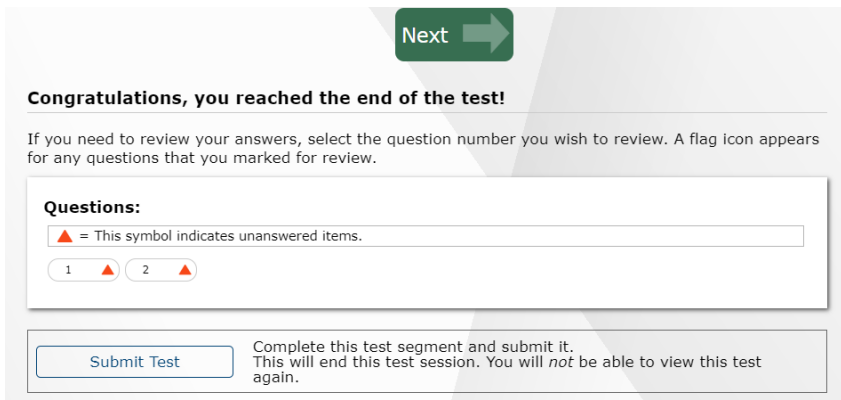
ALL SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode.

Pause.

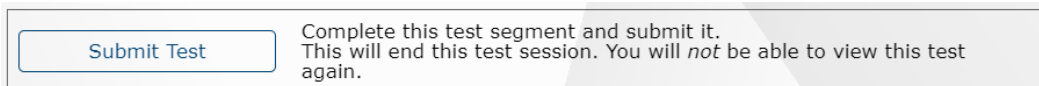
After the student is on the **Congratulations, you reached the end of the test!** screen, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the **Yes** button at the bottom of your screen to end your test or click **No** to keep working on your test.

Pause.

**Attention**

You have reached the end of the test. Click [Yes] to end your test. Click [No] to keep working on your test. [MessageCode: 10900]

**SAY:** You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted and is now moving on to be scored.

## Your Results

Your test was submitted. You may review the test details below.

<b>Student Name:</b> GUEST, GUEST (Student ID: GUEST)	<b>Test Name:</b> Grades 2-3 ELPA21 Listening Practice Test
<b>Test Completed On:</b> 9/11/2023	
Scores are not shown for this test. You have finished the test. You may now log out.	
<b>Next Step:</b> To log out of the test, select <b>Log Out</b> .	
In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.	



**IMPORTANT:** While student is logging out, the test administrator(s) must review the following information.

**Administering one test in a single day:** If you are only administering the reading test today, you can log out of the Test Administration site.

**Administering more than one test in a single day:** If you are administering more than one test today, read the [Student Login Directions](#) in this manual followed by the directions for the test being administered next.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

At the start of the **speaking test**, the test administrator(s) should:

- Have the [Test Administrator Directions and Scoring Rubrics Booklet](#) for the assigned test form (A-D) accessed through Test Information Distribution Engine (TIDE) system and ready to follow. See the section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this manual to review how to access these booklets.
- Make sure that the student is logged in and ready to begin the **speaking test**.
- Read [Student Login Directions](#) in this manual if the student has not logged in.

During the **speaking tests**, the student will encounter selected response and constructed response items (fill-in-the-blank or short answer questions).

The test administrator(s):

- Must administer the speaking test to one student at a time, sitting with the student during the assessment, in order to score the student’s responses to the speaking items.
- Will listen to the student and score during the student’s test using the item-specific scoring rubrics for the constructed response speaking items. There is **no** recording of the student’s spoken responses.
- May provide navigation assistance (using the mouse, on-screen tools, and test navigation). The stimulus will have an audio play button that the test administrator(s) will select when appropriate for the student.
- Encourages the student to do their best and advises them not to spend too much time on any one question.
- Checks regularly to make sure student is using the testing system properly, following instructions, and advancing through the test.
- May read aloud the text (all domains) to the student in grades 4-12, if necessary, as a designated support. Text-to-speech (TTS) is not provided because test administrators are able to read the directions and all parts of the items to the student.
- Reads all directions to the student are in SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student and be consistent with the student’s method of engaging with the test (computer, AAC device, gestures, manipulatives etc.).
- Does not read aloud to the student the directions in *italics*, which are for the test administrator.

---

ALL


---

SAY: This is a speaking test. It will give you a chance to show how well you can speak in English. Listen as I read the questions. If you need to hear a question again, let me know. To answer each question, please respond in English to me.

If you don’t understand what to do, please let me know.

*Pause. Assist the student as needed. Once all questions are answered,*

ALL

SAY: Try to answer all test questions. Keep working until you reach the end of the test. Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

*Pause.*

ALL

SAY: Pause after you answer each question so that I can help you. When you are ready to begin this test, click the **Begin Test Now** button.

*The test administrator(s):*

- *Monitors the student as they take the test to ensure that they advance through the screens properly. The test administrator(s) may help the student with on-screen tools and general test navigation.*
- *Does not give help on specific test questions to influence the student's answer selection or response.*
- *Considers applying the Early Stopping Rule if the student is not responding to the items (see [Appendix A](#) of this manual for more information).*
- *Enter a score for each speaking item.*
- *Resumes instructions with the next SAY box when the student has reached the end of the test.*

*For more information, refer to the Alt-OELPA Practice Test Resources on the test portal.*

*[Providing Help During Administration of Tests](#) in this manual for additional information.*

### Ending Student Test Session

*If the student requires assistance navigating the test, the test administrator(s) should help the student end the test by following the instructions below.*

ALL

SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode.

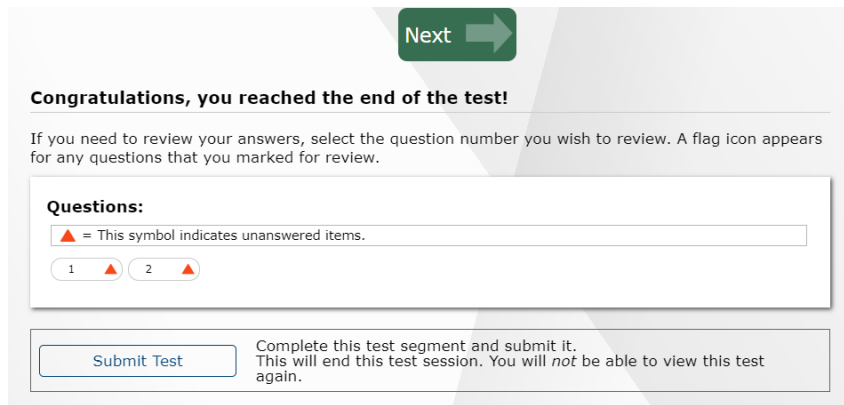
*Pause.*

*After the student is on the **Congratulations, you reached the end of the test!** screen, the student has the opportunity to review flagged items.*

ALL

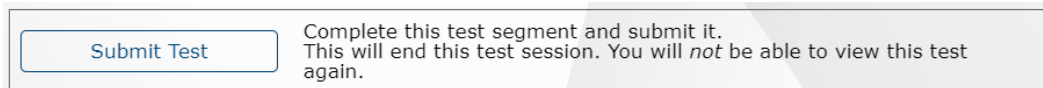
SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

*Pause.*

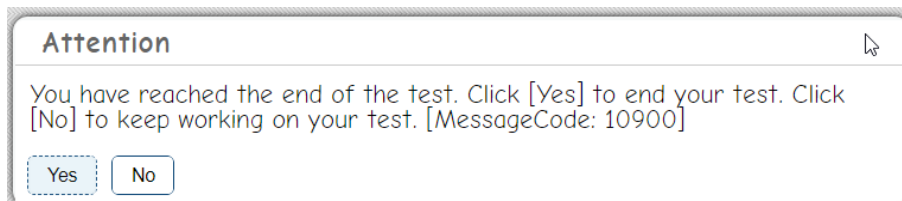


ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.

Pause.



ALL SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the **Yes** button at the bottom of your screen to end your test or click **No** to keep working on your test.



Pause.

ALL SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted and is now moving on to be scored.



## Your Results

Your test was submitted. You may review the test details below.

**Student Name:**  
GUEST, GUEST (Student ID: GUEST)

**Test Name:**  
Grades 2-3 ELPA21 Listening Practice Test

**Test Completed On:**  
9/11/2023

Scores are not shown for this test. You have finished the test. You may now log out.

**Next Step:**

To log out of the test, select **Log Out**.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

Log Out



**IMPORTANT:** While the student is logging out, the test administrator(s) must review the following information.

**Administering one test in a single day:** If you are only administering the speaking test today, you can log out of the Test Administration site.

**Administering more than one test in a single day:** If you are administering more than one test today, read the [Student Login Directions](#) in this manual followed by the directions for the test being administered next.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

At the start of the **writing test**, the test administrator(s) should:

- Have the Test Administrator Directions and Scoring Rubrics Booklet for the assigned test form (A-D) accessed through the Test Information Distribution Engine (TIDE) system and ready to follow. See the section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this manual to review how to access these booklets.
- Make sure that the student is logged in and ready to begin the **writing test**.
- Read [Student Login Directions](#) if the student has not logged in.

During the **writing test**,

The student:

- Will encounter selected response (multiple choice), constructed response, constructed response-guided prompt (structured writing prompt), or technology-enhanced items, like dragging and dropping a graphic or a piece of text.
- Responds to writing prompts either by typing or by having the test administrator scribe (accommodation) the student's response into the system (dictation of responses to the test administrator who enters them verbatim into the test platform).

The test administrator(s):

- Administers the writing test to one student at a time, sitting with the students during the assessment, in order to score the student's responses to the writing items.
- Scores student's written responses using the item-specific scoring rubric provided for the constructed response and constructed response-guided prompt writing items.
- Enters the student's scores on the student's device during the test session.
- May scribe for the student since speech-to-text (i.e., STT or dictation) is not provided as an accommodation for the Alt-OELPA
- May provide navigation assistance (using the mouse, on-screen tools, and test navigation).
- Encourages the student to do their best and advises them not to spend too much time on any one question.
- Checks regularly to make sure the student is using the testing system properly, following instructions, and advancing through the test.
- May read aloud the text (all domains) to the student in grades 4-12, if necessary, as a designated support. Text-to-speech (TTS) is not provided because test administrators are able to read the directions and all parts of the items to the student.
- Reads all directions to the student that are in SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives etc.).
- Does not read aloud directions in *italics* to the student. Italics are for the test administrator(s).

---

ALL SAY: This is a writing test. It will give you a chance to show how well you can write in English.

*Pause.*

ALL SAY: Some questions will ask you to make words or sentences by dragging and dropping letters or words.

*Pause.*

ALL SAY: Other questions will ask you to type your answer. There will be a box for you to type in.


*Pause. Read the next SAY box for students in grades 4-12.*

Grades 4-12 SAY: Some questions will ask you to choose the right word to finish a sentence by clicking on the word. Other questions will ask you to type your answer. There will be a box for you to type in.

*Pause, then read for all students.*

ALL SAY: If you have a question, or do not understand what to do, let me know.

*Pause. Assist student as needed. Once all questions are answered,*

ALL SAY: Try to answer all test questions. Keep working until you reach the end of the test. Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

*Pause.*

ALL SAY: When you reach the **Congratulations, you reached the end of the test!** page, do not go on, please let me know and I will help you. When you are ready to begin this test, click the **Begin Test Now** button.

*The test administrator(s):*

- *Monitors the student as they take the test to ensure that they advance through the screens properly. The test administrator(s) may help the student with on-screen tools and general test navigation.*
- *Does not give help on specific test questions to influence the student's answer selection or response.*
- *Score the student's response using the scoring rubrics as the student answers each constructed response test question.*
- *Considers applying the Early Stopping Rule if the student is not responding to the items (see [Appendix A](#) of this manual for more information).*
- *Resumes instructions with the next SAY box when the student has reached the end of the test.*

*For more information, refer to the Alt-OELPA Practice Test Resources on the test portal.*

*[Providing Help During Administration of Tests](#) in this manual for additional information.*

## Ending Student Test Session

If the student requires assistance navigating the test, the test administrator(s) should help the student end the test by following the instructions below.

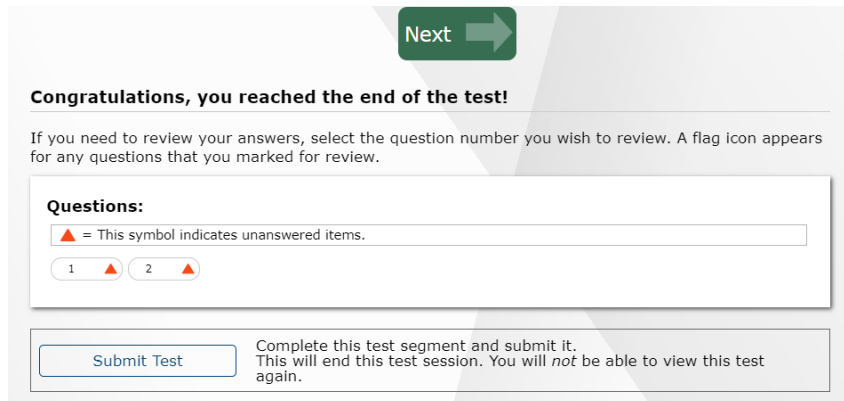
ALL SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode.

Pause.

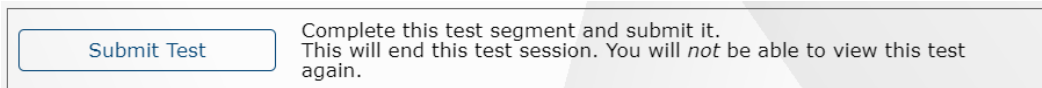
After the student is on the **Congratulations, you reached the end of the test!** screen, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



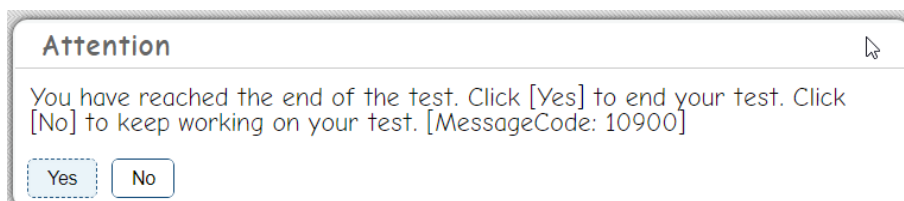
ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the **Yes** button at the bottom of your screen to end your test or click **No** to keep working on your test.

Pause.



ALL

SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted and is now moving on to be scored.

**Your Results**

Your test was submitted. You may review the test details below.

<b>Student Name:</b> GUEST, GUEST (Student ID: GUEST)	<b>Test Name:</b> Grades 2-3 ELPA21 Listening Practice Test
<b>Test Completed On:</b> 9/11/2023	

Scores are not shown for this test. You have finished the test. You may now log out.

**Next Step:**

To log out of the test, select **Log Out**.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

Log Out



**IMPORTANT:** While the student is logging out, the test administrator(s) must review the following information.

**Administering one test in a single day:** If you are only administering the writing test today, you can log out of the Test Administration site.

**Administering more than one test in a single day:** If you are administering more than one test today, read the [Student Login Directions](#) in this manual followed by the directions for the test being administered next.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

## Test Materials Processing

---

### Secure Materials

The test administrator(s) must collect and account for all ancillary materials provided to the student during the testing sessions (including any items printed on demand, scratch paper, and test tickets) prior to letting the student leave the testing area.

Test Administrator Directions and Scoring Rubrics Booklets are secure materials. The **downloaded booklets must be deleted from the electronic device, and the device's trash must be emptied after the test administration. If the booklets are printed, they must be destroyed after the test administration.** All test questions and all other testing materials are considered secure. Mishandling secure test booklets may be a test security violation.



**IMPORTANT:** All secure testing materials may not be copied and must be immediately returned to the building test coordinator (BTC) or deleted/destroyed at the end of each testing session.

### Non-Secure Materials

The following materials are **not** considered secure.

- Unused print-on-demand pre-ID student labels (destroy according to district policy)
- This Test Administration Manual (recycle after all students have been tested)

## User Support

---

### Questions regarding information in this *Alt-OELPA Test Administration Manual*:

- Test administrators and building test coordinators, contact your district test coordinator.
- District test coordinators, contact the Ohio Help Desk for technical clarifications (see contact information below).

### Policy or Test Administration Questions:

- Test administrators and building test coordinators, refer to this *Test Administration Manual*. If additional support is needed, contact your district test coordinator. District test coordinators should contact the Department's Office of Assessment at [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov) or (614) 466-1317 with any questions and concerns.

### Alt-OELPA Training Modules

- The Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP) has created two, self-paced, online training courses. There is a course for test coordinators and a course for test administrators.
- Required test administrator training and training materials are exclusively available online as a self-paced training module. The training will likely answer most questions related to the administration of the Alt-OELPA.
- The Alt-OELPA test administrator/test coordinator trainings are located on the [ELPA21 training system](#). To access these training courses, you will need to create an account on that system. There are directions on the test portal: [ELPA21 Training Courses for the Alt-OELPA](#).
- Contact [elpa21training@aelearningonline.org](mailto:elpa21training@aelearningonline.org) if you have questions or issues creating an account and finding your district. The district verification code is **elpa21** (all lowercase, no spaces).

## Technology, System, or Program Issues

- Test administrators, building test coordinators, and district test coordinators should contact the Ohio Help Desk. Test administrators and building test coordinators also must alert the district test coordinator and technology coordinators of any technology, system, or program issues.

The Ohio Help Desk is open Monday through Friday from 7:00 a.m. to 7:00 p.m. EST (except holidays or as otherwise indicated on the [test portal](#)).

<p style="text-align: center;"><b>Ohio Help Desk</b> Toll-Free Phone Support: 1-877-231-7809 Email Support: <a href="mailto:OHHelpdesk@cambiumassessment.com">OHHelpdesk@cambiumassessment.com</a></p>
--

Please provide the Ohio Help Desk with a detailed description of your problem, as well as the following:

- Name
- If the issue pertains to a student, provide student's SSID (or Student ID for nonpublic school students) and associated school and district. Do not provide any additional student information as doing so may violate FERPA policies.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test Session ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 8.1 and Firefox 60 or macOS 11 and Safari 11)
- Information about your network configuration, if known:
  - Secure browser installation (to individual devices or network)
  - Wired or wireless internet network setup

# Appendix A: Alt-OELPA Student Response Check and Early Stopping Rule: Test Administrator Guidelines

## Introduction

This appendix provides guidance for the administration of the Alt-OELPA for English learners with the most significant cognitive disabilities. It is intended to support test administrators in conducting a **Student Response Check** process to identify a communication system or observe a response mode from a student with whom the test administrator is not familiar and does not have an observable mode of communication.

This appendix also describes how to apply the Early Stopping Rule for the Alt-OELPA. This document provides guidance so that test administrators can fairly and consistently apply the Early Stopping Rule. This process is described in more detail below.

These recommendations are intended to support states in administering the Alt-OELPA with fidelity and to support the valid interpretation of assessment scores.

## Student Response Check

For a student with the most significant cognitive disabilities to meaningfully engage in the assessment, the test administrator(s) should be familiar with the student's unique communication modes. The purpose of the Student Response Check is to identify and understand the student's communication modes. Test administrators must use the Student Response Check to explore whether the student has a way of communicating with the test administrator and engaging with the assessment.

The Student Response Check is intended primarily for English learners with the most significant cognitive disabilities who do NOT have an observable response mode nor a consistent communication system. An "observable response mode" is "a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication." The test administrator(s) will attempt to determine whether the student has an observable response mode, such as gesturing, vocalizing, or eye gaze.

For students with a consistent communication system or an observable response mode, the assessment should be started normally and proceed with test administrator support.

## Early Stopping Rule

The Early Stopping Rule refers to a best practice in alternate assessments that allows test administrators to stop the test for students who are not able to participate in or engage in any way with the assessment. The Early Stopping Rule can be stated succinctly as "if the student does not engage with the first four items of a domain test, the test administrator(s) may end that domain test early."

There will be students who, despite the use of all available tools, accommodations, assistive technology, supports, test administrator assistance, and optimal testing conditions, cannot participate in the assessment at all or sufficiently to produce meaningful scores. If the student has an observable response mode, the assessment should be started normally and proceed with test administrator support.

If, after applying the Student Response Check, the student does not engage with the first four items in a domain test, then the test administrator(s) may apply the Early Stopping Rule and end that domain test, having met the minimum requirements for assessing the student in that domain.



## When to Use the Student Response Check

For instances where test administrators are **NOT** familiar with the student, and for students who do not have an observable and consistent response mode, the Student Response Check should be completed before starting the Alt-OELPA Summative assessment.

Note: If test administrators know the student and the student has an observable and consistent response mode, the test administrator(s) should proceed with test administration and follow test administration procedures. In these cases, the Student Response Check is not necessary, and the Early Stopping Rule may not be applied.

## Overview of the Student Response Check and Early Stopping Rule

The processes for conducting the Student Response Check and applying the Early Stopping Rule are shown in the [Using the Student Response Check and Early Stopping Rule flowchart](#). Each numbered step is detailed in this appendix.

Any questions about the Student Response Check, Early Stopping Rule, or documentation of either process should be directed to the Department’s Office of Assessment at [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov).

The Alt-OELPA should be administered individually by test administrators who are familiar with the student, typically the student’s teacher. English learners with the most significant cognitive disabilities will benefit from testing that meets or exceeds the optimal testing conditions and provides the student with testing accommodations, including test administrator support and/or assistive technology devices. An educator who is familiar with the student and their unique communicative means is therefore often the best person to administer the assessment.

### Step 1 Is the test administrator familiar with the student?

#### Does the test administrator know the student’s communication system or response mode?

##### Yes

If the test administrator knows the student and the student has an observable and consistent response mode, the test administrator should proceed with test administration and follow test administration procedures.

This student is **not** eligible for the Early Stopping Rule.

##### No

For instances where the test administrator is **NOT** familiar with the student, and for students who do not have an observable and consistent response mode, the Student Response Check should be completed. Proceed to Step 2.

### Step 2 Conduct the Student Response Check

To conduct the Student Response Check, the test administrator(s) will use a series of questions and observations to determine whether the student has an observable response mode. English learners with the most significant cognitive disabilities may not communicate—that is, speak, read, write, and listen—in traditional ways. Some of these students are non-verbal or rely primarily on gestures to communicate. Others communicate via assistive technology devices or physical supports such as picture boards. Thus, a communication system or response mode may take different forms depending on the student.

Because communication is so diverse for the students in this population, it is important to determine whether the student has a communication system or response mode with which they communicate. This will alert the test administrator(s) on how best to support the student to engage in the assessment.

The Student Response Check should be conducted prior to starting the Alt-OELPA. This can be done on the same day and in the same testing session as the test administration. The Student Response Check typically takes less than 10 minutes.

### **Applying the Student Response Check**

The series of questions below help test administrators determine whether the student has a means of communicating and whether what test administrators observe constitutes a consistent response mode. The presence of an observable, consistent response indicates that the student can communicate with the test administrator and can engage with the assessment.

The test administrators should engage in the following interaction with the student and observe the student's responses.

**SAY:**

I am going to ask you a few questions. Answer me in any way you can.

Tell me your name.

Where is the door?

Can you click the mouse?

If the student does not respond, vocalize, gesture, use assistive technology, or otherwise produce communication continue.

**SAY:**

Do you understand what I am asking you to do?

*[Repeat, in the student's preferred language, if possible.]*

Do you understand what I am asking you to do?

Observe if and how the student responds. If the student can speak or sign their name, or produce it using their assistive technology, this signifies that the student is communicating in their mode of communication. Other responses that signify communication may include nodding the head or otherwise gesturing, vocalizing, pointing to oneself, or tapping a finger. If the student's motor skills permit, they may click the mouse or touch the keyboard or their own assistive technology device. Students may locate the door with eye gaze, head movement, gestures, or vocalization.

### **Does the student have a consistent communication system or response mode?**

#### **Yes**

Students who have a consistent communication system or observable response mode should be able to participate in the assessment. Proceed with test administration, using the optimal testing conditions described in the *Alt-OELPA Accessibility and Accommodations Manual* and ensure that all accommodations and domain (listening, reading, speaking, and writing) exemptions in the student's IEP are configured in TIDE before the student starts testing. The most current version of the [Alt-OELPA Accessibility and Accommodations Manual](#) is on the test portal. This student is **not** eligible for the Early Stopping Rule.

## **No**

Students who do not demonstrate a communication system or response mode may still be able to engage in the assessment. The test administrator should attempt to administer the Alt-OELPA.

### **Move to Step 3.**

### **Step 3 Administer the Assessment**

States are required to assess all English learners annually to measure their growth toward grade-level proficiency in English (Every Student Succeeds Act, 2015). Therefore, all English learners, including those with the most significant cognitive disabilities, must be provided with the opportunity to participate with and engage in the annual English language proficiency assessment—in this case, the Alt-OELPA.

Test administrators should administer the Alt-OELPA in the following domain order: Listening, Reading, Speaking, and Writing.

Students who do not demonstrate a consistent communication system or response mode to the test administrator(s) should still attempt the Alt-OELPA. Occasionally students who do not demonstrate communication during the Student Response Check will communicate during an assessment. The test administrator(s) should make a reasonable attempt to elicit and support the student’s engagement with the assessment.

### **Engagement with the Alt-OELPA**

Engagement for English learners with the most significant cognitive disabilities will be as diverse as the students themselves. Engagement for these students may look like pointing, gesturing, or signaling toward an answer choice, or vocalizing when test administrators indicate an answer choice. Students may also use eye gaze or a personal communication device. Students who are blind or have low vision may use a Braille. Students may also need to have test directions read to them in their preferred language. See the [Alt-OELPA Translated Test Directions for Administration](#) on the test portal.

A student participating in the receptive modality domain tests will engage with the test by listening or reading a stimulus (or be read to) and responding to selected response and technology-enhanced test items. If the student’s motor skills permit, they can engage with the test by clicking the mouse, dragging and dropping an answer choice, or sliding a scroll bar. But the absence of these test navigation skills does not necessarily signify that the student is not engaging with the assessment. Students may need the test navigation performed for them by the test administrator(s).

A student engaging in the productive modality domain tests will engage with the test by listening to or reading a stimulus and responding to test items. Student responses to the test items will be signified by clicking, dragging and dropping, or providing a written or spoken constructed response. The presence of any of these behaviors signifies that the student is engaging with the assessment, and the assessment should proceed.

On constructed response items, a student may make a vocalization that is interpreted by a familiar test administrator as being an intentional response. The presence of any of these behaviors indicates that the student is engaging, and the assessment should proceed. The student need not get the item correct to be “engaging” with the test content.

There will be students who, despite the use of all available tools, accommodations and supports, test administrator assistance, and optimal testing conditions, cannot engage in the assessment at all or sufficiently to produce meaningful scores. The test administrator(s) should do their best to elicit the student’s response to the first four questions of the assessment.

If, after applying the Student Response Check and attempting the first four questions on the assessment (beginning with the Listening domain), the test administrator does not observe a communication system or response mode, nor do they see signs of engagement as described above, then the test administrator(s) may end the domain test, having met the minimum requirements for assessing the student in that domain.

The best practice is for the test administrator(s) to attempt to assess the student on multiple days in the following domain order: Listening, Reading, Speaking, and Writing. If test administrator(s) believe that the student would benefit from a break, or if the student would respond better to being tested on a different day, the test administrator(s) should offer breaks or reschedule the test prior to applying the Early Stopping Rule.

The Early Stopping Rule applies independently to each domain test. A student may engage with one domain but not another, therefore each domain test should be attempted.

### **Does the student engage in the assessment?**

#### **Yes**

The student is demonstrating a consistent communication system or observable response mode and is engaging in the assessment. The test administrator should proceed to test the student, encouraging them to do their best and supporting them as needed.

This student is not eligible for the Early Stopping Rule.

#### **No**

The student did not demonstrate a communication system or response mode. The student did not engage with the first four questions on the domain test. The test administrator may stop the domain test.

This student is eligible for the Early Stopping Rule.


#### **Go to Step 4**

### **Step 4 Apply the Early Stopping Rule**

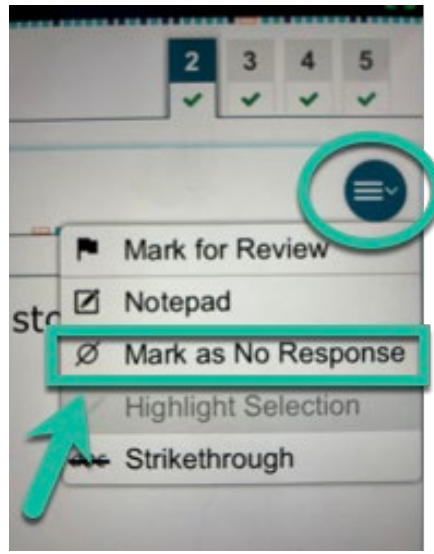
In some cases, a student will not be able to engage with the assessment. In those cases, the test administrator(s) may apply the Early Stopping Rule. The Early Stopping Rule is only an option for students who do not have a consistent communication system nor an observable response mode, who did not demonstrate an observable response to the [Student Response Check](#), and who did not engage in the assessment. If the test administrator(s) answered “No” to Steps 1, 2, and 3 (refer to the [Using the Student Response Check and Early Stopping Rule flowchart](#)), the Early Stopping Rule applies.

#### **The Early Stopping Rule**

For a student who does not have a consistent communication system nor an observable response mode, who did not demonstrate a response to the [Student Response Check](#), and who did not engage in the assessment on any of the first four items (test questions) on **all** domain tests, the test administrator(s) should follow the directions outlined below to mark those four items as “Mark as No Response” and end the domain test.

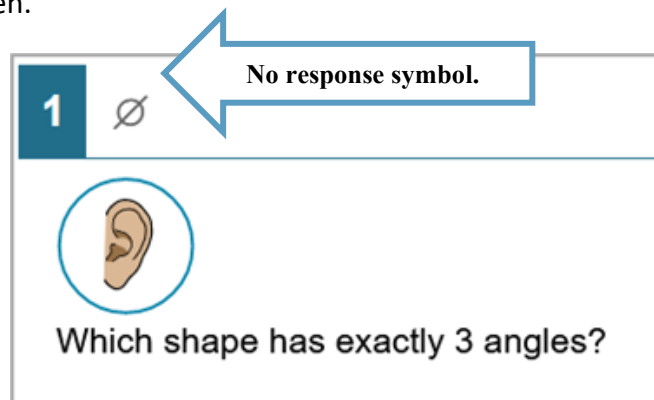
While logged into TDS, the test administrator(s) should mark the student’s first four items as “Mark as No Response” by clicking the **Context Menu**  button and choosing the **Mark as No Response** option.

This instruction applies to any domain test in which the student does not engage and the Early Stopping Rule is being applied. For the first four (4) test questions on any domain test, the test administrator(s) must indicate “Mark as No Response” via the **Context Menu** as shown below.



The test administrator(s) will be prompted with a pop-up box asking, “Are you sure?” when marking an item as Mark as No Response via the Context Menu. The test administrator(s) should respond to the pop-up question alert by choosing “Yes” and continue to the subsequent test questions, through question 4.

The image below shows what an item will look like once “Mark as No Response” is selected in the test delivery system on the student’s screen.



The same rules for the application of the Early Stopping Rule apply to all domain tests. **All Early Stopping Rule responses must be indicated as Mark as No Response via the Context Menu.**

### Step 5 End and Submit the Assessment

After completing the steps for questions 1 through 4 as outlined above, the test administrator(s) should proceed by navigating through all remaining test questions without providing answers, and then submit the assessment for the student.

## Appendix B: Alt-OELPA Local Scoring: Guidelines for Ensuring Valid Scores

### Introduction

On the Alternate Ohio English Language Proficiency Assessment (the Alt-OELPA), students demonstrate their knowledge, skills, and abilities with the English language. This assessment measures student proficiency in English according to the [Ohio Learning Standards-Extended for English Language Proficiency](#) (implemented in July 2021). The language of the Alt-OELPA is at the student's grade level and corresponds to the language demands needed to access [Ohio's Learning Standards-Extended](#) in the content areas. The assessment measures language in both the receptive (listening and reading) and productive (speaking and writing) modalities of language.

To demonstrate language skills and abilities in the productive modality, students answer open-ended test items by constructing spoken or written responses. These constructed responses are scored locally during the test session by the test administrator and a second person, an observer who is trained in using the [scoring rubrics](#). Because the student's responses are scored by the test administrator(s), these tests must be administered to one student at a time with the test administrators actively engaged during the test.

This appendix supports the test administrators and second scorer during the administration of the Alt-OELPA. Local scoring of the spoken and written responses is part of the test administrator training that is required prior to administering the productive language domain tests of the Alt-OELPA. This training helps ensure that test administration is fair and consistent and that the scores students receive on their constructed responses are accurate, valid, and fair.

### Why Do Test Administrators Score Student Constructed Responses Locally?

The students taking the Alt-OELPA may have communication systems that are best understood by a familiar listener: a professional who frequently instructs or supports the student during instruction. Therefore, a student taking the Alt-OELPA would benefit from having an educator who is familiar with the student's communication system to score the student's constructed responses.

To ensure that students receive the most accurate score for their Alt-OELPA constructed responses, the test should be administered by the student's familiar listener, as that person will best understand and be able to score the student's responses. This requires that the student's constructed responses be scored locally.

### Why Do We Observe and Validate the Local Scoring of Students' Constructed Responses on the Alt-OELPA?

Observing and validating local scoring consists of having a second person watch the student's test administration, listen to, or read the student's constructed responses, and assign scores using the scoring rubrics. Having both educators score the student's constructed responses helps ensure the constructed response items are scored accurately and that scores accurately reflect students' abilities.

Having a second educator observe and validate local scoring serves several purposes:

- Observing local scoring helps to ensure fairness to all students, including students with the most significant cognitive disabilities and those who have assistive technology and augmentative and alternate communication systems.
- Consistent use of scoring rubrics across students and states helps ensure that test scores maintain their meaning and helps reduce score inflation or deflation due to educator bias.
- Validating local scoring is an assessment best practice and a requirement of peer-reviewed Title I assessments, such as the Alt-OELPA. States must provide evidence to the U.S. Department of Education about the reliability of constructed response scoring and evidence of monitoring of local scoring for Peer Review (Critical Element 4.4).

- The overall validity of the assessment system relies on fairness, consistency, and adherence to assessment best practices.

### **Lead Scorer and Second Scorer**

To ensure score calibration, every test administrator who is administering the Alt-OELPA will be observed by a second scorer the first time they administer an Alt-OELPA Speaking or Writing Test. If the test administrator and second scorer complete a test administration in a given domain and recalibration is not required (as described below), the test administrator is considered calibrated and does not require a second scorer for further administrations of that domain in the same school year.

Both the lead and second scorer need to complete all training that is required of test administrators for the Alt-OELPA (see [Test Administrator Qualifications](#)).

Each of the two educators scoring constructed responses has a different role. The educator who knows the student best and who is more familiar with the student’s communication system and support needs during instruction will be considered the lead scorer. The other educator will be called the second scorer. Both will observe the student’s constructed responses and score them using the rubrics in the [Test Administrator Directions and Scoring Rubrics Booklets](#).

It is recommended that an English learner specialist and a special education specialist participate in scoring calibrations. One should be the lead scorer and test administrator, and the other will be the second scorer.

### **Using the Constructed Response Scoring Rubrics**

The lead scorer and second scorer will score each of the student’s constructed responses in the productive domains (speaking and writing). The raters will use the provided Constructed Response Scoring Rubrics, which are available in the [Test Administrator Directions and Scoring Rubrics Booklets](#) for the speaking and writing tests.

These booklets are available in the Test Information Distribution Engine (TIDE), from the *General Resources* tab. See [Test Administrator Directions and Scoring Rubrics Booklets](#) for instructions about the booklets. Both scorers should download the booklet for the domain being tested before administering the speaking and writing tests. Each constructed response item has its own scoring rubric.

As each item is administered and the student responds, the scorers will independently score the response. Scorers should enter the score point in the provided Alt-OELPA local scoring worksheet for that item. Scorers are encouraged to make quick notes about the student’s response on the Alt-OELPA scoring worksheet. This worksheet is located at the beginning of each [Test Administrator Directions and Scoring Rubrics Booklet](#) for the speaking and writing domain tests.

### **Comparing Scores**

After the scorers enter their score for each constructed item on the worksheet, they should silently compare scores. This can be done by the scorers showing each other the Alt-OELPA local scoring worksheet with the selected score point entered. Scorers could also hold up fingers representing the number of points they assigned.

If the two scores are the same, the test administrator will select that score point on the student’s testing screen. If the two scores do not agree, see *Resolving Disagreement in Scores*, below, for next steps.

### **Resolving Disagreement in Scores**

If the lead scorer and second scorer disagree on their scores, they should discuss and attempt to come to an agreement. Ideally, agreement should be reached within 5-10 seconds.

In cases where agreement is difficult to reach, the student’s test may be paused for up to five minutes. The two raters should move out of the student’s perceptual range to review the item and scoring rubric for the item together. A collaborative review of the scoring rubric will generally help the two scorers reach an agreement. Please be aware of the impact of this practice on the student’s testing experience (e.g., multiple transitions, extended testing time, cognitive fatigue).

If the two scorers cannot come to agreement on the score after five minutes, they should each note a brief rationale for their score in the Test Administrator Directions and Scoring Rubrics Booklets. The lead scorer’s score should be inputted for the student, and the test should proceed.

### **Using the Scoring Worksheet**

After the student’s speaking or writing test is submitted, the lead scorer should confirm that the test and student information on each worksheet matches. Each scorer should confirm their scores on the worksheet, taking care to ensure they entered the score to the correct item number on the worksheet.

If the two scorers did not reach agreement on the scores, the notes and rationale for each score should also be on the worksheet. Scorers do not need to enter their notes when their scores agreed.

If calibration was demonstrated, the test administrator should submit both scoring worksheets to the district test coordinator. If recalibration is needed, the test administrator should retain both scoring worksheets for the moment, then submit them to the district test coordinator after the recalibration exercise. It is the district test coordinator’s responsibility to independently monitor calibration for the test administrators in both the speaking and writing domains.

### **When Do Scorers Need to be Retrained?**

If the scorers disagree on more than one item during a single domain test, recalibration is required for that domain. Otherwise, calibration has been demonstrated and a second scorer is no longer required for future administrations in this domain.

To recalibrate, the lead and second scorer review their score sheets from the administration, compare notes, resolve any disagreement, and come to a common understanding of how to apply the scoring rubric. The next test administered by the test administrator in this domain will require a second scorer.

### **Secure Destruction**

The Alt-OELPA Test Administrator Directions and Scoring Rubrics Booklets for the operational test are secure. Scorers should take care to keep these booklets secure while in use. The booklets should be displayed on a digital device and securely deleted after administration. If any secure materials were printed, the booklets should be destroyed per school’s standard procedure for destroying secure testing materials.



## Appendix C: How to Handle Sensitive Material

The Alt-OELPA items are not centrally scored and are not scored by artificial intelligence (AI). All items are either machine scored or scored locally (on-site) by the test administrators during test administration with the rubrics provided in the corresponding [Alt-OELPA Test Administrator Directions Scoring Rubrics Booklets](#). If test administrators encounter any student responses that might indicate a child is in danger or is a danger to themselves or others, they must follow the school and/or district's usual child alert notification processes.

# Appendix D: Student Technology Skills Checklist



## ALT ELPA TECHNOLOGY SKILLS CHECKLIST

Students with cognitive disabilities are not expected to perform all of the skills described in the checklist and may require assistance from the test administrator. The list below is subject to change as it is based on the currently available tools. It is highly suggested that you view available practice tests and sample items on your state's testing portal.

	Technology Skill for Online Assessments	Notes/Examples
<b>General Navigation</b>	Ability to use and find navigation buttons	next, previous, login, logout, save, resume, and quit
	Double click	starting a program by double clicking the icon (laptop/desktop)
	Log in with support	logging in using a unique Username and Password
	Basic pointer skills and selection with mouse	clicking and moving a mouse / clicking and moving on a tablet
	Keyboarding (Basic)	entering brief responses requiring limited use of keyboard (letters/word)
	Keyboarding (Advanced)	entering responses requiring extended responses (sentences/multiple sentences)
	Scrolling	using scroll bars horizontally, vertically, within a page and in multiple windows
	Review	using a review screen before leaving a test section (answered, unanswered, bookmarked)
	Using an onscreen video/audio player & recorder	using online video, audio players and recorder to access and produce content
<b>Universal Features*</b>	Volume control	ability to adjust volume levels
	Strikethrough	ability to use strikethrough to eliminate answer choices
	Notepad	ability to use notepad feature as needed for responses
	Expandable passages and items	ability to use expand feature to view passages and items
	Mark for review	ability to mark items for later review
	Highlighter	ability to use highlighter tool to emphasize text
	Keyboard navigation	ability to use keyboard to navigate the assessment
	Item level zoom	ability to use zoom in and zoom out feature
<b>Designated Supports*</b>	Color choices	list of available color settings
	Line reader	highlighting individual lines of text in a reading package
	Masking	blocking off content that is not of immediate need or that may be distracting
	Mouse pointer	list of available mouse cursor sizes and colors
	Streamline mode	displays test content vertically for enhanced accessibility
	Print size / Zoom	list of all available zoom levels
<b>General Answering</b>	Constructed response & fill in the blank (limited & unlimited characters)	using finite space to fill in a blank or using a text box that will grow as you type...and knowing the difference between the two
	Drag and drop	understanding of drag and drop (drag letters, words and objects to the correct locations to answer questions)
	Hot spots	understanding that clicking on certain pictures, words or sentences provide answer selections and knowing when a hot spot has been selected
	Drop down menus	using drop down menus for selection purposes

\* Note: Universal features are available to all students on demand. Designated supports must be enabled in advance and are for students with plans that require them.

## Appendix E: Sample Test Security/Confidentiality Agreement

### **Alt-OELPA Test Security/Confidentiality Agreement for Human Readers, Scribes, and Translators**

I understand that access to these secure test materials is restricted. I understand that all test questions and all other materials related to these tests including, but not necessarily limited to, passages, prompts, charts, graphs, and tables are considered secure and are not to be: stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means. Except when explicitly allowed as described in the Alt-OELPA Accessibility and Accommodations Manual or the Alt-OELPA Directions for Administration, electronic materials used during assessment may not be printed.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. I understand that any test materials including testing tickets, scratch paper, and test items that were printed on demand must be securely destroyed according to school/district/state protocol.

Furthermore, I agree that all student-specific information obtained either prior to or during the administration will remain strictly confidential. I understand all personally identifiable education data is governed by the requirements within the Family Educational Rights and Privacy Act (FERPA), and my responsibility for maintaining the security of student information, test questions, and materials continues even after the test concludes and the test materials have been returned.

District & School: \_\_\_\_\_

Language Translator/Scribe Printed Name: \_\_\_\_\_

Language Translator/Scribe Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*The district/school must maintain a copy of this form and provide it to the Department upon request. It should not be returned with other test materials.*

## Appendix F: Test Security Chart

The Test Security Chart shows the test security incident levels and examples of each type of issue. **Test administrators must follow local processes regarding notification of breach instances. High-level, breach, incidents may have consequences beyond the school or district level. They MUST be reported to the Department of Education and Workforce’s Office of Assessment at [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov) or (614) 466-1317. Refer to *Ohio’s Test Security Provisions and Procedures* under Resources on the [Department’s Testing page](#) for additional information.**

Level	Types of Issues
<b>LOW Test Irregularity</b>	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Disruptions to a test session, such as a fire drill, power outage, earthquake, or other acts.
<b>MEDIUM Test Security Violation</b>	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using handheld electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during testing.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Administrator or coordinators leaving related instructional materials visible in the testing room.
	Administrator or coordinator failing to ensure administration and supervision of the assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or coordinator giving out their username/password (via email or otherwise), including to other authorized users.
	Administrator coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Administrator allowing anyone other than a student to log into the test unless prescribed as an allowable accommodation in the student’s IEP. This includes test administrators or other staff using student information to log in or allowing a student to log in using another student’s information.
Administrator providing a student access to another student’s work or responses.	

Level	Types of Issues
<b>HIGH Test Security Violation</b>	Administrator or coordinator modifying student responses or records at any time.
	The live student Interface or test administrator interface being used for practice instead of training or practice tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to securely store test materials.
	Administrator or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult, test coordinator, or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

## Change Log

School Year	Location	Change	Date
2022-23	Appendix A	Updated screenshot with the “Mark as No Response” icon in TDS.	12/7/22
2023-24	Throughout	Updated references to the school year on the title page and in the copyright footer.	5/17/23
2023-24	Throughout	Updated Sound and Replay icons.	5/17/23
2023-24	Throughout	Updated “Resources” to “General Resources” to match TIDE.	5/17/23
2023-24	32, 36, 44	Updated verbiage to remove references to audio files.	5/17/23
2023-24	Appendix B	Removed bullet relating to the field test.	6/16/23
2023-24	Throughout	NCEO edits to: (a) update list of Optimal Testing conditions; (b) move Early Stopping Rule flow chart up into body of text; (c) Simplify test log in directions to be easier to use. Provide some instructions for TA to log in and, if needed, a separate section of instructions for the student to log in, if appropriate; (d) simplify Assessment Directions for each domain so they are easier to read. ELPA21 edits: Domain testing information was put in the order of test administration. Minor cosmetic edits as needed.	8/30/23
2023-24	Throughout	Removed references to the “End Test” button and updated the new end test workflow.	9/21/23
2023-24	Throughout	Added back references to test forms C and D.	10/20/23
2023-24	Test Administrator Directions and Scoring Rubrics Booklets	Updated verbiage and added screenshots with labels to provide test administrators with clarification about what to read and what not to read aloud to students.	11/1/23
2023-24	Appendix A	Updated verbiage and added screenshots with labels to provide test administrators with clarification about the early stopping rule.	11/1/23
2023-24	Throughout	Updated for Alt-OELPA specific details.	11/5/23
2023-24	Throughout	Updated based on DEW edits/comments & Appendix A replaced.	12/18/23