Ohio English Language Proficiency Assessment

Test Coordinator Manual - Spring 2024

Ohio | Department of Education

Testing Support

For assistance with…	District test coordinators should contact…	Building test coordinators should contact…
Testing resources, manuals, user guides, guidance documents, technical specifications, practice materials and Test Status Requests such as reset, reopen or invalidation	Ohio English Language Proficiency Tests Portal https://oh-oelpa.portal.cambiumast.com/	District Test Coordinator
Test window and administration issues	Appendix B: What to Do When Troubleshooting for Online Testing Ohio Department of Education Office of Assessment (614) 466-1317 statetests@education.ohio.gov Paula Mahaley, (614) 466-0217 paula.mahaley@education.ohio.gov David Brauer, (614) 387-7586 david.brauer@education.ohio.gov	District Test Coordinator
Identifying which tests to administer to students		
Identifying which students need paper tests		
Scheduling test administrations		
Significantly impactful interference or disruptions that could affect testing, such as emergency school closures during the test window		
Locating test materials		
Accessibility and assessment accommodations for students with documented disabilities and Section 504 Plans	Accessibility Manual for OELPS and OELPA David Brauer, 614-387-7586 david.brauer@education.ohio.gov	District Test Coordinator
Security cases and test incidents	Kurt Taube, (614) 752-4874 kurt.taube@education.ohio.gov	District Test Coordinator
Obtaining a Student ID for chartered nonpublic students and for homeschooled students	Anthony Newberry, (614) 644-7356 tony.newberry@education.ohio.gov	District Test Coordinator
Obtaining an SSID for newly enrolled students	The district's Education Management Information System (EMIS) coordinator or the student's prior district or school	District Test Coordinator
Submitting Pre-ID data	Cambium Assessment, Inc. (877) 231-7809 OHHelpDesk@cambiumassessment.com	District Test Coordinator
Marking accessibility features in student records under the test settings		
User accounts and access to assessment systems (user roles, login and passwords)		
The Secure Browser, SecureTestBrowser and Take a Test App	Cambium Assessment, Inc. (877) 231-7809 OHHelpdesk@cambiumassessment.com	
Error messages during online test administrations		
Paper test materials (receiving, returning, shipping, and missing test materials)	Measurement Incorporated (877) 231-7809	District Test Coordinator

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Table of Contents

1. Introduction

1.1 About This Manual

The *Ohio English Language Proficiency Assessment Test Coordinator Manual* covers policies and procedures for districts and schools administering the Ohio English Language Proficiency Assessment (OELPA) online or via paper tests for the spring 2024 test administration. **District test coordinators and building test coordinators must review the information in this manual prior to administering the test and prepare their test administrators to administer the OELPA.**

For technical specifications, including how to use online systems or step-by-step test administration directions, test coordinators and/or technology coordinators should refer to the Tech Guide, system user guides and *OELPA Test Administration Manual for Online Tests*, available on the Ohio English Language Proficiency Tests portal. The *OELPA Test Coordinator Manual (TCM)* and the *OELPA Test Administration Manual (TAM) for Online Tests* are not secure and do not need to be returned.

Throughout this manual, "districts and schools" refers to any traditional school district, community school, or nonpublic school administering the OELPA. In addition, district schools are referred to as "buildings," and "chartered nonpublic schools" is stated specifically where appropriate.

1.2 About the Test

The Ohio English Language Proficiency Assessment (OELPA) is the state summative test that districts and schools administer to determine an English learner's progress toward English language proficiency and readiness to exit from the English language development program. The OELPA is aligned to Ohio's K-12 English Language Proficiency Standards. Administering the OELPA satisfies state and federal requirements of an annual assessment of English proficiency measuring the domains of listening, speaking, reading and writing.

Districts and community schools must include all English learners in Ohio's English language proficiency assessment program annually. Districts and community schools may not exclude any English learners. Districts and schools may administer the Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) to eligible English learners with the most significant cognitive disabilities. Please visit the Alt-OELPA webpage for more information about Ohio's alternate assessment of English language proficiency.

The OELPA is administered in six grade bands: kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8 and grades 9–12. Each grade band includes four domain tests: listening, speaking, reading and writing. **The OELPA must be administered in person and cannot be administered remotely.**

The OELPA is an online assessment for most students. Over 99% of English learners are administered the OELPA online. Paper tests (paper-pencil, large-print and braille) are available for students, districts and schools that cannot test online and for students with documented accessibility needs. The paper tests contain the four domain tests in one test booklet. Districts and schools must **submit OELPA paper orders with a reason in TIDE** for Department approval.

2. Test Administration

2.1 Key Dates

The following table lists key test administration dates.

Activity	Dates
Registration window for the spring 2024 OELPA administration: o All students administered the OELPA must be preidentified in the Test Information Distribution Engine [TIDE] before administering the test o Mark the OELPS/OELPA mode in TIDE for each student as *Paper* or *Online*	August 2, 2023–March 22, 2024
Initial order window for paper tests (paper-pencil, large-print and braille) in TIDE	November 13–17, 2023
Paper test materials due in districts and schools	January 16, 2024
Additional order window for paper tests in TIDE – materials delivered two-three days after additional order is placed and approved by the Department	January 17-March 18, 2024
OELPA Test Administration Window	**January 29–March 22, 2024**
OELPA User Survey, an optional survey for all user roles available from the test portal to collect feedback for system and program improvement	January 29-April 5, 2024
Deadline for submitting Test Status Requests to reopen, reset and invalidate tests in TIDE	March 21, 2024
Deadline for submitting student responses from the paper tests in the Data Entry Interface (DEI)	March 22, 2024
Deadline for returning scorable paper test materials	Immediately after testing and no later than March 26, 2024
Deadline for returning non-scorable paper test materials to Measurement Incorporated (MI)	April 1, 2024
OELPA results scheduled to be reported in the Centralized Reporting System	May 13, 2024
OELPA Rescore and Verification Window	May 13–June 24, 2024
OELPA Family Reports delivered	Week of June 10, 2024

2.2   Estimated Time for Students to Complete the OELPA

Estimated testing times are available on the OELPA webpage; however, these estimated testing times are for student work time only. Test administrators should allow an additional 15–20 minutes to distribute test tickets, set up equipment (student testing devices, headsets, headphones, microphones), read directions to students and perform other testing activities. Students must be allowed the time needed to complete each domain test. If breaks are planned during the test, test administrators should allot time accordingly. **Students should complete each domain test on the same day it was started.**

2.3   Scheduling Administrations

Tests can be scheduled at any time during the test window. If in-service, professional days and spring breaks occur during the test window, those days would reduce the number of test days available in the test window.

Districts and schools cannot test students outside the published test administration window and doing so is a test security violation. Therefore, districts and schools should begin testing students as early as possible to ensure that all students are tested before the test window closes.

Scheduling the Four Domain Tests. Districts and schools may administer the domain tests in any order. Districts and schools also may schedule one or more domain tests on the same day, or each domain test on a separate day. The Department recommends administering all domain tests on the same day, although it is possible.

Students should complete a domain test on the day it is started; therefore, districts and schools should avoid scheduling tests that start late in the day to ensure that each student has enough time. If domain tests are incomplete at the end of the test window, they will be scored as they are. Since the OELPA is not a timed test, districts and schools should plan for students who may need more time.

On occasion, extraordinary circumstances may interrupt or stop a test session. Under these exceptional circumstances, the student may resume the test on another day. To do so, the district test coordinator or district administrator must submit a Test Status Request in TIDE. Please refer to *Section 2.8 – Test Status Requests* of this manual for more information.

Scheduling Speaking Tests. When scheduling and administering the speaking test, test administrators must consider that students speak their responses aloud. Therefore, to maintain test validity and security, districts and schools must administer the speaking test in large quiet spaces and/or in small groups to prevent students from hearing one another and recordings from picking up other voices. Districts and schools administering the speaking test to groups of students may provide students with headphones and microphones to ensure that the students' recordings are audible and clear. The Department recommends administering the speaking test one-to-one, with one student and one test administrator, whenever possible.

Scheduling Practice Tests. When scheduling practice tests, the Department recommends scheduling time for all students testing online to use the Student Practice Site on the portal.

Completing the practice tests familiarizes students with the online testing platform and the types of items and tasks they will encounter on the operational test. The practice tests also provide an opportunity to test the equipment students will use during the operational test.

Students taking the paper tests also should have time to use the Student Practice Site to familiarize themselves with the elements of the operational test. Items on the paper tests will differ from the online test, as not all online items can be rendered on paper. While there is no available paper practice test for the OELPA, students and test administrators may print practice test items on request from proctored practice sessions. Refer to the Practice Site Guidance Document for more information.

2.4   Test Administration Procedures

For online tests, test administrators need to prepare the testing room, establish test sessions, configure test settings, approve students to test, assist students with logging in to the test and read scripted directions to the student(s). For paper tests, preparation includes the time needed to set up the testing room, distribute materials and read the scripted directions. OELPA test directions (the test administrator's script) are available in Arabic, Somali and Spanish on the OELPA portal for students who would understand the test better with translated directions.

The Department expects districts and schools that administer online tests to have the necessary test equipment and technology prepared before the test window opens. The Department also expects that students have time to become familiar with the test environment. Districts and schools administering online tests should review the Technology Resources on the portal for detailed instructions on preparing for online testing. Direct questions regarding test equipment and technology to the Ohio Help Desk at OHHelpdesk@cambiumassessment.com or (877) 231-7809.

2.4.1   Domain Exemptions

Domain exemptions are available for the OELPA. Districts and schools may exempt a student from **up to three of the four domain tests** if the student's disability is such that they cannot participate in the domain per their Individualized Education Program (IEP) or Section 504 Plan, even with available accommodations and assistance from the test administrator. Like assessment accommodations, districts and schools must document the domain exemption(s) in the student's IEP or Section 504 Plan and then configure the student test settings.

Students will receive an overall designation of Proficient if they receive a performance level of 4 and/or 5 on all nonexempt domain tests. Students cannot receive an overall designation of Proficient if any nonexempt domain is untested or invalidated after testing. Additional information on domain exemptions is in the *Accessibility Manual for OELPS and OELPA*.

For example, an IEP team might determine that an English learner who is deaf or hard of hearing could be exempt from taking the listening test, or a nonverbal English learner could be exempt from taking the speaking test. However, an English learner reading below grade level is considered a reader and would **not** qualify for a domain exemption from the reading test. At least one domain must be attempted to meet the Department's participation requirements.

Districts and schools must configure domain exemptions in TIDE under Test Settings before the student begins testing. If the domain exemption is not marked before test administration, the items from that domain will appear during testing**.** If a student begins or submits a domain test that should have been exempted and the test window still is open, the district test coordinator or district administrator should submit a Test Status Request in TIDE to reset the test. Resetting the test allows the district or school to mark the domain exemptions in TIDE before the student again begins the test. **If districts and schools do not address the error, the test will be scored and the results will be reported in the Centralized Reporting System.** Please refer to the *[TIDE User Guide](#)* for instructions on manually editing or uploading test settings.

2.5   Interruptions during Testing

2.5.1   *Disruptive Students*

If a student is disruptive during testing, the test administrator should pause testing for all affected students and have the disruptive student removed by another staff member. The test administrator must remain with the students who continue testing. Once the disruptive student has been removed, the other students may resume testing.

If the district or school allows the disruptive student to finish testing, and if test security was maintained, the student may complete testing on the same day. If time does not allow the student to finish testing on the same day, the student may resume the test on the next possible day. The district test coordinator or district administrator may have to submit a Test Status Request TIDE to reopen the domain test that was in progress. The test administrator must ensure that the student does not return to previously viewed or answered items.

2.5.2   *Students Who Become Ill*

If a student becomes ill and is unable to continue testing on the scheduled test day, the test administrator must either ensure that the online test is logged off or collect the student's paper test materials and store them securely. The student should then complete the test on another day during the test window. A Test Status Request will have to be submitted in TIDE to reopen the test if the student resumes the online test on a subsequent day.

2.6   Makeup Testing

Makeup testing must occur within the test window and is scheduled by the district or school. The following conditions apply to scheduling makeup tests:

- If a student is absent on a scheduled testing day, the district or school will schedule another testing day within the test window.

- If a student misses the entire test window and returns after the test window has closed, the district or school will not be able to test the student that year and the appropriate *Score Not Reported* code should be entered into EMIS.

2.7   Testing Session Breaks

Local policy dictates whether breaks are permitted during testing sessions. Test administrators must maintain test security during breaks. If students have been testing for a long time, test administrators may permit students to take individual breaks as needed. However, students must be supervised and not allowed to talk about secure test content during breaks. Therefore, it may be helpful to assign a proctor to monitor students and ensure that they abide by these guidelines, as well as to ensure that the test administrator remains in the testing room with any students not taking a break.

The following guidelines **must** be considered when students take a break:

Breaks during Online Tests

- Students and/or test administrators may pause an online test when taking a break.
- If a test is idle for more than 20 minutes, the system will automatically pause the test and log the student out.
- When pausing an online test, the Test Delivery System (TDS) saves all responses, ensuring that students do not lose previously answered responses.

Breaks during Paper Tests

- Students are not allowed to remove any test-related materials (including scratch paper) from the testing room. Students must leave all paper test materials in the testing room with the test administrator during the break.
- If the student(s) and the test administrator leave the testing room, the test administrator must store all test materials securely.

Testing through a Lunch Period

- If the test session continues through a lunch period, the student may have lunch in the testing room or go to the lunchroom with the test administrator or proctor.
- The online test will be paused and/or the paper test materials will be secured if the student and test administrator leave the testing room for lunch.
- The test administrator or proctor must ensure that the student does not discuss the test with other students or seek answers to test items during the break.

2.8   Test Status Requests

There may be times when district test coordinators must ask the Department to make exceptions to testing rules. To request an exception, district test coordinators or district administrators submit Test Status Requests using the *Test Status Request* task in TIDE. When submitting the request, a detailed rationale must be included in the comments section to explain the reason for the request. District test coordinators also can call the Department to discuss the situation and allowable options. District test coordinators can request a *Reopen*, *Reset* or *Invalidation* for each domain test, one domain test at a time. Refer to the following table for exceptions and Test Status Request types.

Testing Action	Test Status Request Type
Allow a student to log back into a test that has been submitted	**Reopen a test** To submit a reopen request, the test must be in paused, completed, expired, submitted, scored, reported or invalidated status.
Allow a student to restart a test by removing all student responses or marks	**Reset a test** To submit a reset request, the test can be in any status.
Invalidate a student's online domain test(s) and remove their test opportunity	**Invalidate a test** To submit an invalidation request, the test must be in completed, denied, expired, paused, submitted, scored or reported status.

Note: **If a student takes the OELPA under another student's Statewide Student Identifier (SSID), the district or school must contact the [Ohio Help Desk](). DO NOT request a reopen or reset for this situation.**

2.8.1 Reopen a Test

If a student's test is submitted in error, either by accident or due to an interruption (illness, loss of Internet connectivity), the district test coordinator can submit a request to reopen the test. After the Department approves the request, the student will have access to all test questions the next time they log in to the Student Interface. It is not necessary to request to reopen a test if the student stops testing but will **resume on the same day.**

2.8.2 Resets

Resetting a student's test removes that test from the system and enables the student to start the test anew (without losing their test opportunity). The student's previously submitted responses associated with a test that has been reset are erased from the system. Districts and schools should request a reset if a student is administered one or more domain tests unnecessarily, such as the students already had exited English learner status in a previous year or inadvertently was administered the OELPS.

2.8.3 Invalidations

An invalidation is required when a student has cheated or a test has been compromised. If a test has been compromised by a student, the test administrator or an unauthorized party, the district test coordinator should contact the Department to discuss the situation. Invalidating a domain test cancels the student's test opportunity for that domain. **There are no breach test options for the OELPA. Consequently, an invalidation will result in no assessment of that domain in that school year, which precludes the possibility of that student reaching proficiency.**

Note: If the OELPA was administered erroneously (student not identified as English learner, student exited program), do not invalidate the test. An invalidated test will be scored and results will remain. Request a reset to erase student responses and the test will not be scored.

2.9   After Test Administration

2.9.1   Releasing Students Before the Test Session Ends

Districts and schools should establish a local policy for students who complete the test before the end of the scheduled testing time. Districts and schools may decide that all students, including those students who finish early, will stay in the testing room for the duration of the test session.

If local policy does not allow test administrators to release students who finish and submit their tests before the test session ends, test administrators should provide students with pre-prepared quiet tasks to keep them occupied until the test session is over.

Districts and schools also may decide to release those students early. If this is the policy, then the building test coordinators must ensure that other school staff are aware of the test administration times and locations and where students will be released after submitting their tests.

2.9.2   The Next Steps Once a Test Session Ends

When a test session ends, ensure that the following tasks are performed:

Online Testing

- After students have finished testing and reviewing their responses, they must submit their tests and log out of the testing platform.
- The test administrator then will end the test session in the Test Administrator Interface.
- The test administrator must collect and securely dispose of scratch paper.

Paper Testing

- The test administrator must apply each student's Pre-ID label to the student's corresponding test booklet in preparation for scoring.
- The test administrator must collect and securely dispose of scratch paper.
- The test administrator must return all secure materials to the building test coordinator.

3. Test Security

One of the most important responsibilities of test coordinators, administrators, monitors, proctors and teachers is maintaining test security. **The Department provides guidance to districts and schools in _Test Security Provisions and Procedures_, under _Resources_ on the Department's Testing webpage.** In addition to these test security protocols, districts and schools must follow local written procedures for protecting secure test information at all times. **It is illegal and unethical for anyone to reproduce or disclose any of the test content or cause the content to be reproduced or disclosed in any format.** Test security is vital to a successful test administration. All district and school staff are responsible for ensuring the security of the tests, including individual test items. The responsibility to maintain the security of the test items continues even after testing ends.

Under Ohio law, releasing any test items or other contents of a test or helping students cheat in any way will result in an invalidation of test scores and may result in a termination of employment, suspension of teaching certificates and/or prosecution. Districts and schools must ensure that students are aware of the test security requirements and associated consequences. In addition, violations of the local written procedures on test security may be punishable by penalties specified by the district or school.

According to OAC 3301-13-05 (I), districts and schools are required to provide information on test security both orally and in writing by **October 1** of each school year to all staff and students. Test administrators and students should be reminded not to discuss test content with students or other school staff.

3.1   Electronic Device Policy

Districts and schools should have an established policy regarding the use of electronic devices during and after test sessions. Accessing an electronic device during testing is grounds for an invalidation; however, if cheating can be ruled out, the district or school may elect not to invalidate the test. If a student is observed having a cell phone out during or after the test session, it is important to determine if the student photographed, shared or in any way compromised any test item, passage or prompt. In cases where test items, passages or prompts were compromised (for example, posted on social media or texted to another student), the district or school **must immediately contact** the Office of Assessment. Local policy will determine if an invalidation is required for any other situation.

Test administrators may have a cell phone for emergencies, to keep time or to perform necessary, test-related actions. Test administrators must not use cell phones for non-test related issues or personal matters during a test session. **Test administrators should be reminded to never take photographs of students, tests, computers or the testing room during testing.**

3.2   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. A test administrator who meets these criteria always must be present in the testing room during every test session and actively

monitor students to ensure test security. If the test administrator must leave the testing room, they must:

- ensure that students are never left unattended; call another test administrator who meets the criteria to the testing room to provide coverage and monitor testing; or
- pause testing and secure all test materials.

It is required that test administrators be trained by the district test coordinator using the *OELPA Test Coordinator Manual* (OAC 3301-13-02 (J)(4)). The Department provides resources on the test portal, including recorded OELPA webinars, to assist districts and schools in training their test administrators.

Per OAC 3301-13-02 (J)(5), the maximum ratio for testing purposes is one test administrator to 30 students in any testing room. For any group of more than 30 students, districts and schools must assign additional test administrators, proctors or monitors. The proctor or monitor is not required to meet the criteria for administering a test and a test administrator must always be present with the proctor or monitor in the testing room during an active test session.

3.3   Actively Monitor Test Sessions

If district or school staff believe that a test security violation has occurred at any point, they must follow the procedures established by the district or school for handling alleged test security violations and contact the Office of Assessment to report the violation.

A test administrator must actively monitor the test session. This includes but is not limited to the following behaviors:

- Leading the test session;
- Ensuring that the student's enrolled grade level and the grade band of the test match;
- Making sure students take the correct test(s);
- Observing that students are not cheating;
- Monitoring time remaining and student test completion; and
- Walking around the testing room to ensure that students are following correct procedures (the test administrator may sit for short periods).

The following are examples of prohibited monitoring behaviors (they also may be considered test security violations):

- Reviewing a test so closely that student responses are clearly examined;
- Sitting unnecessarily close to a student during the test (the test administrator may sit to assist with test navigation and may need to be close by during the speaking test);
- Being involved with non-test administration activities such as grading papers, lesson planning, completing tasks on an electronic device for a non-test reason or having a phone conversation that is not test related; and
- Leaving the student(s) unattended while the test is still in session.

If local policy allows students to leave the room while testing is in progress, students must get permission from the test administrator first. Districts and schools must follow the guidelines in Section 2. 7: Testing Session Breaks, of this manual.

3.4   Security Violations

The following list provides an overview of various types of security violations, which need to be discussed with the Department as soon as the alleged violation is known. Refer to the Test Support page for contact information. Note that this is **not** an exhaustive list.

Security violations can occur **before, during or after test administration** and include:

- Reviewing test content or student responses;
- Using a student's login information to access an online test to review the test content outside of an active test session with students;
- Reviewing the test and creating a study guide or releasing the test items to students;
- Describing or discussing secure test information (such as the test items) with anyone;
- Standing over a student who is taking the test and indicating in some manner that the student's answer is incorrect, blank or deficient;
- Assisting a student in any manner to indicate the correct answer or any answer;
- Changing, revising or deleting a response without the student requesting a change;
- Recording or noting secure test content and/or student responses;
- Sharing recordings or posting any test content (verbatim or paraphrased) and/or a student response before, during or after the test administration;
- Marking, tampering with or contaminating a student's response(s) in any way, unless by a scribe or test administrator with permission to transcribe the student's responses exactly as given with no changes;
- Failing to collect and securely destroy scratch paper provided to and used by students during a test;
- Failing to account for and return secure paper test materials;
- Discussing test questions after the test has been administered, which may affect students who are tested on a later day; and
- Describing or discussing secure test information (such as the items) with anyone, including Department staff.

If staff believe a test security violation has occurred at any point, they should contact the building test coordinator and report the alleged test security violation. Then, the building test coordinator should report the alleged security violation to the district test coordinator, and the district test coordinator should then contact the Department to discuss the situation. Guidance on test incidents is available in Appendix C: Test Incident Guidance of this manual.

4. Ethical Use of Tests

The *Standards for the Ethical Use of Tests* (refer to the [Ohio Administrative Code 3301-7-01](#)) guide those who engage with the testing process in performing their responsibilities with honesty, integrity, due care and fairness to all. The Standards ensure the integrity of the testing process and the reliability and validity of inferences made from the test results.

The standards govern testing practices related (but not limited) to state graduation testing, standardized achievement testing, and any other grade-level or age-level testing conducted building- or district-wide.

The Standards are grouped per the following stages of the testing process:

1. Communicating the ethical standards to and monitoring the educational practices of staff members who are assigned testing responsibilities;
2. Practices in preparing students for a test;
3. Administration and scoring of tests; and
4. The interpretation and/or use of test results.

Examples of ethical and unethical or inappropriate test practices are provided in the [Standards for the Ethical Use of Tests](#). These examples provide a guide for identifying general categories of unethical practices that can occur during the testing process and can be helpful during staff in-services related to testing. District and school staff must use good professional judgment when determining whether a testing practice not listed in the Standards may be unethical. Please note that an unethical practice also may be a security violation. Please contact the Department with questions. Some of the examples from the *Standards for the Ethical Use of Tests* are provided in the following table.

Scenarios Related to the Standards for the Ethical Use of Tests

Is this activity or behavior an ethical practice?	Yes	No
Using the state-provided practice tests as the sole method of preparing students for the tests without teaching the learning standards measured by the tests		X
Using the state-provided practice tests as an activity after students have received instruction on the learning standards and item formats	X	
Making a copy of the tests and/or preparing a student study guide based on secure test content		X
Preparing students for the tests by incorporating in the daily instruction Ohio's English Language Proficiency Standards	X	
Copying the vocabulary words from a secure published test that will be administered and incorporating them into instruction		X

Is this activity or behavior an ethical practice?	Yes	No
Changing answers that students have marked, written, typed or gridded in		X
Using the results of the tests as one of the sources of information on which to evaluate the effectiveness of curriculum	X	
Hinting to a student to reconsider an answer given on a test		X
Encouraging students who are underperforming to stay home during the administration of a standardized test and/or coding the lower-performing students out-of-the-district or school summaries to exclude their scores from accountability calculations		X
Setting a testing schedule that limits students from receiving the maximum time allowed for the test		X
Providing teachers and counselors with information they need to interpret test results	X	
Revealing the test scores of one student to another student		X

5. Student Pre-Identification and Test Eligibility

5.1   Pre-Identification

Districts and schools must pre-identify or register <u>all</u> students taking the OELPA in the Test Information Distribution Engine ([TIDE](#)) before testing. Pre-identification is the process of entering student demographic information, identification numbers, test eligibility, test mode and configuring test settings. Additional guidance about creating Pre-ID records can be found in the [Guidance Document for Ohio Pre-ID Files](#) and the *[TIDE User Guide](#)*.

When marking students' OELPS/OELPA mode in TIDE as either *Online* or *Paper*, **marking *Paper* does not place an order for paper test materials.** Districts and schools must submit orders for paper tests in TIDE in addition to marking the OELPS/OELPA mode.

Students testing online have access to the tests for which they are eligible in the Student Interface. Students taking a paper test (paper-pencil, large-print or braille) will receive printed Pre-ID labels if their records were successfully submitted by the deadline listed in the [Key Dates](#) table in Section 2.1. of this manual.

There are two options for preidentifying students in TIDE for the OELPA. District test coordinators can use the Student Information task and either upload a Pre-ID file or manually add students. District administrators and building test coordinators also have the option to manually add students.

TIDE synchs with the Student Interface, [TA Interface](#) and [Centralized Reporting System (CRS)](#). After test coordinators add student information to TIDE, these applications will contain each student's information.

Districts and schools that work with an Information Technology Center (ITC) must contact their ITC to request that their Pre-ID files be uploaded. Information Technology Centers can upload Pre-ID files but cannot add students manually or edit student records in TIDE.

If a student who is testing on paper does not receive a Pre-ID label, the district test coordinator or building test coordinator must complete the following two steps during the test window:

1. Enter the student demographic information in TIDE for online administrations.
2. Print an on-demand Pre-ID label from TIDE for students testing on paper and apply it to the student's scorable test booklet.

Districts and schools that receive an initial order of paper materials will receive blank print-on-demand label stock that can be used to print Pre-ID labels for orders not placed by the deadline. Districts and schools must use either pre-printed or print-on-demand Pre-ID labels, as generic labels are not provided for the OELPA.

5.1.1   *Students who Transfer during the Test Window*

If a student transfers into the district during the test window, the receiving district must determine whether the student took any domain test(s) in the sending district. Depending on the situation, the following steps should be taken:

- If the student submitted all nonexempt domain tests while enrolled in the sending district or school, the sending district or school will receive the student's results and Family Report. The receiving district or school may request the student's results from the sending district when scores are reported. If the sending district or school does not have the results or delays sending the results, the receiving district or school should check in the [Centralized Reporting System](#) (CRS) or the [Ohio District Data Exchange](#) (ODDEX) for OELPA results.

- If the student did not take any domain tests in the sending district or school, the receiving district or school must preidentify the student and administer the domain tests within the test window.

- If the student took at least one domain test but did not complete all nonexempt domain tests in the sending district or school, the receiving district or school must administer the outstanding domain test(s) within the test window. The receiving district or school should verify which format (paper or online) the student completed by communicating with the sending district. **It is critical that the outstanding domain test(s) are administered in the same format as the previously completed domain test(s). Failure to complete the domain test(s) in the same format will prevent the domain test(s) from being merged and reported accurately.**

Depending on the situation, the following steps should be taken:

- If the student tested online in the sending district or school, the receiving district will preidentify the student and administer the remaining domain test(s) online.

- If the student took a paper test and it is possible for the sending district or school to provide the receiving district or school with the student's scorable test booklet securely, the student can complete the remaining domain test(s) in that same booklet. The receiving district or school must preidentify the student and return the test booklet for scoring to the scoring vendor, Measurement Incorporated.

- If the student took a paper test and the student's scorable test booklet is not available from the sending district or school, the student would mark their responses in a new scorable test booklet. The receiving district or school must preidentify the student and return the test booklet for scoring to Measurement Incorporated for scoring. The sending district or school must account for the missing test booklet.

5.1.2   *Identify Correct Enrolled Grade and Administered Test*

It is critical for the test administrator to confirm that the student's **enrolled grade** in TIDE matches the **grade band** of the domain test(s) being administered. For online testing, the student's enrolled grade in TIDE determines which grade band tests are available in the Student Interface. For paper testing, the test administrator must confirm that the student's

enrolled grade and grade band test match. Scoring rules are based on the student's enrolled grade in TIDE at the time of testing. If the student's enrolled grade changes in the system after testing, reporting will be affected because the student's enrolled grade determines which cut scores are applied. Please contact the Department if the enrolled grade and grade band do not match.

5.2 Statewide Student Identifiers (SSIDs), Student Identifiers (Student ID) and Information Retrieval Number (IRN)

Student reporting is based on the demographic information that school staff enter in TIDE. Cambium Assessment, Inc. will use the student's Statewide Student Identifier (SSID) or Student ID for nonpublic and homeschooled students to link the student's score data with their record in TIDE. Failure to accurately preidentify students prevents the successful merge of student data for reporting scores.

5.2.1 SSIDs for Students Enrolled in Public Districts and Community Schools

Districts and schools must assign a Statewide Student Identifier (SSID) for each student taking the OELPA. This requirement applies to all students attending Ohio's public schools, including community schools and those students enrolled in scholarship programs.

5.2.2 Student IDs for Students Enrolled in Chartered Nonpublic Schools

The Department provides chartered nonpublic schools with a four-letter school code when assigning Student IDs. Test coordinators must use the guidelines provided by the Department to establish Student IDs and preidentify students for testing who attend chartered nonpublic schools. **Each student should use the same Nonpublic Student ID from year to year. Newly enrolled students should not be assigned Nonpublic Student IDs used in prior years by another student.** Refer to the Testing Support table on the inside front cover for contact information.

Chartered nonpublic schools that need Student IDs assigned for their students must contact the Department to process and authorize the Student ID. A Student ID created by the chartered nonpublic school will cause problems with the test administration and delays in reporting results because there is no way to ensure Student IDs are unique if the schools create the IDs themselves. Different schools could assign the same number.

Chartered nonpublic schools with assigned Student IDs will enter those IDs in the SSID field of the student's Pre-ID record in TIDE. The Student ID is entered into the SSID field, but it is not the same as the SSID. **Chartered nonpublic students participating in an EdChoice, Cleveland or Jon Peterson Scholarship already have an assigned SSID that they use for Ohio's state assessments, including the OELPA**. For assistance locating a scholarship student's SSID, contact the Department's Office of Chartered Nonpublic Schools at (614) 728-2678 or chartered.nonpublic.schools@education.ohio.gov.

Chartered nonpublic schools that need Student IDs assigned for their students **must contact the Department** to process and authorize the Student ID. A Student ID created by the

chartered nonpublic school will cause problems in terms of the test administration and delays in reporting results because there is no way to ensure Student IDs are unique if the schools try to do it themselves. Different schools could assign the same number.

5.2.3   Reporting to a Home District in Addition to the Attending District

The Home District field of the Pre-ID layout allows the reporting of student scores to a second district. The most common scenario for including Home District information with a Pre-ID record is for a student who attends a Joint Vocational School or Career Technology Center.

5.2.3.1   Joint Vocational School or Career Technical Center

To report scores for students who attend a Joint Vocational School or Career Technology Center to the students' Home Districts, the test coordinator must populate the Home District Information Retrieval Number (IRN) field in the student's Pre-ID record in TIDE. If the test coordinator populates the Home District IRN field with a valid IRN, the student's scores will be reported to the Attending School IRN, the Attending District IRN and the Home District IRN. Test coordinators must confirm that each student's Pre-ID records include a Home District IRN, if applicable.

Note that Cambium Assessment does not use the Home School IRN; this field is for district reference only.

5.2.3.2   Community School

Community schools should **not** include a student's residential district in the Home District IRN field of the Pre-ID record. Including the residential district will affect the participation data in TIDE for that district. Including the community school student's residential district in the Home District field causes the student's scores to be reported to that district unnecessarily.

5.2.3.3   Chartered Nonpublic School

A chartered nonpublic school that is part of a hierarchy (for example, a diocese or association to which the school belongs) must list its hierarchy IRN in the Home District field for Cambium Assessment to report the school's test results to the school's hierarchy in addition to reporting results to the chartered nonpublic school. Chartered nonpublic schools that do not belong to a hierarchy must report their IRN as the Home District.

5.3   Test Eligibility

The OELPA is administered only to students identified as English learners. All students identified as English learners must be administered the OELPA or the Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) annually. Districts and community schools may not exclude any student identified as a current English learner from the state's annual English language proficiency assessment administration. Refer to the Department's website for more information about the reclassification of English learners. Refer to the Alt-OELPA webpage for information, including student participation guidelines.

The OELPA **grade band** indicated in the online Student Interface must correspond with the student's **enrolled grade**, as listed in TIDE and the TA Interface. For students testing on paper, district test coordinators must order test materials in TIDE and receive approval by the Department.

6.   Test Management and Reporting

Test coordinators are responsible for tracking online test submissions throughout the test window and verifying that students complete and submit their tests. The Test Information Distribution Engine (TIDE) includes a *Test Management System*, found in *Monitoring Test Progress* under the *Administering Tests* segment. Test coordinators may track the return of scorable OELPA paper test booklets using the *Answer Document Tracking Report* in TIDE. The reports in this segment allow authorized users to track student participation in the Test Delivery System and the Data Entry Interface. See the *TIDE User Guide* for more information.

6.1   Centralized Reporting System

The Centralized Reporting System (CRS) reports the scores for Ohio's state assessments, including the results of the OELPA. The most detailed information on how to use the Centralized Reporting System and understand the score reports is available in the *CRS User Guide* and the *OELPA Understanding Results Manual*. Additional resources, including training modules, frequently asked questions and a quick guide are available on the portal under Centralized Reporting System Resources.

Districts and schools with students who take the OELPA also will receive printed OELPA Family Reports. These reports are shipped directly to the districts and schools for distribution. Translated templates of the OELPA Family Reports are available on the Department's website.

7.   User Roles and Responsibilities

The key personnel involved with OELPA administration are district test coordinators, building test coordinators, test administrators and teachers serving as test administrators. Their primary responsibilities are outlined in the following sections and include general and specific online and paper responsibilities.

7.1   District Test Coordinator Responsibilities

The district test coordinator is the primary state assessment contact between the district or school and the Department. In districts and schools where students are testing, the district test coordinator primarily is responsible for the test administration and oversight of all online systems and paper testing used during the test administration. District test coordinators also are responsible for the following tasks.

Responsibilities for online and paper tests:

- Ensuring that test security training occurs before **October 1** per OAC 3301-13-05 (I);

- Ensuring that all staff are aware of state and district test security procedures and follow those procedures at all times;

- Creating user accounts for staff requiring access to the online testing systems or delegating this responsibility, as necessary;

- Preparing and training building test coordinators for test administration before the test window opens;

- Ensuring that all test administrators meet the required criteria for that role and that there is a backup test administrator available if the acting test administrator needs to leave the testing room;

- Ensuring that test administrators and teachers serving as test administrators are familiar with the accessibility features and accommodations available for students and that these supports are made available to students per the student's IEP or 504 plan;

- Ensuring that participating students are pre-identified correctly in TIDE as taking online or paper tests; and

- Reporting all alleged security violations to the Department (if notified about any incidences by building test coordinators or test administrators).

Online-specific responsibilities:

- Coordinating with the local technology coordinator to ensure that the district or school is prepared for online testing;

- Tracking test completions in TIDE and ensuring that all required online tests are submitted; and

- Submitting Test Status Requests such as resets, reopens or invalidations in TIDE, if needed.

Paper-specific responsibilities:

- Coordinating with the local technology coordinator to ensure that the district or school is prepared for data entry related to paper tests;

- Creating user accounts for staff requiring access to the Data Entry Interface or delegating this responsibility, as necessary;

- Ensuring that building test coordinators maintain test security of and account for all secure test materials before, during and after test administration;

- Submitting Test Status Requests to invalidate a domain test in TIDE, if needed;

- Ordering paper accommodated test materials in the Test Information Distribution Engine (TIDE);

- Receiving test materials from Measurement Incorporated and distributing them to schools;

- Sending all boxes of scorable test booklets promptly to Measurement Incorporated for scoring; and

- Returning all test booklets, special versions, unused scorable test booklets and secure test materials to Measurement Incorporated.

7.2   Building Test Coordinator Responsibilities

The building test coordinator primarily is responsible for coordinating test administration in a school building. In schools where students are testing, the building test coordinators also are responsible for the following tasks:

Responsibilities for online and paper tests:

- Ensuring that building staff, including test administrators and teachers, follow state and district test security procedures and requirements;

- Creating and maintaining other building-level user accounts in their school building, by request of the district test coordinator;

- Ensuring that all test administrators meet the criteria required for that role and that there is a backup test administrator available if the acting test administrator needs to leave the testing room;

- Training and monitoring test administrators to ensure they adhere to proper test administration procedures;

- Ensuring that test administrators and teachers have the necessary student information for testing, including student names, identification numbers and enrolled grade as they appear in the Test Information Distribution Engine (TIDE), online or paper test assignment, and accessibility features and accommodations to be enabled or provided to the student;

- Ensuring that test administrators understand their responsibilities when the test session ends;
- Preidentifying students in TIDE using the *Add Student* task and updating student demographics, accessibility features and domain exemptions in TIDE;
- Ensuring that system-ready devices, including headphones, earbuds and headsets, are available on testing day(s); and
- Reporting all alleged security violations to the district test coordinator.

Online-specific responsibilities:
- Tracking test completions in TIDE and ensuring students submit all required online tests.

Paper-specific responsibilities:
- Training test administrators on proper paper test administration and data entry procedures before testing begins;
- Receiving test materials from the district test coordinator;
- Providing locked, secure storage when test materials are not in use and distributing test materials as needed;
- Collecting and accounting for test materials immediately following the test administration as needed;
- Packaging scorable test booklets promptly and returning them to the district test coordinator for return to Measurement Incorporated for scoring; and
- Returning all test booklets, special versions, unused scorable test booklets and other secure test materials to the district test coordinator.

7.3   Test Administrator Responsibilities

Test administrators and teachers serving as the test administrator primarily are responsible for administering the OELPA. Test administrators administering online tests also are responsible for the following tasks:

Responsibilities for Online and Paper Tests:
- Ensuring that they have a Teacher (TE) or Test Administrator (TA) user account assigned in TIDE that is associated with the same school(s) as the students testing in their session before testing begins;
- Being aware of state and local test security procedures and following them at all times;
- Being familiar with the accessibility features and accommodations as stated in the *Accessibility Manual for OELPS and OELPA* and how to provide them to students;
- Ensuring that a proctor or monitor is available to be in the testing room with the test administrator for any testing group of more than 30 students;

- Being familiar with students' names and SSIDs (or nonpublic Student IDs) as they appear in TIDE, ensuring that each student's name and SSID matches the grade band of the domain test being administered, and that the SSID is assigned to the correct student;

- Having access to all student information needed for student(s) on each applicable testing day and knowing which students are eligible to take the OELPA and which domain tests each student should take; and

- Reviewing student records to ensure that the OELPA **is not readministered** to students who already have taken it during the current or previous administration; and

- Ensuring that system-ready devices, including headphones, earbuds and headsets, are available on testing day(s).

Online-specific Responsibilities:

- Reviewing and understanding the *[Test Administrator User Guide](#)* before testing begins;

- Ensuring that the *[OELPA Test Administration Manual for Online Tests](#)* (script) and, if used, [Translated Online Test Directions](#) are available for use on test day; and

- Establishing a test session, adjusting test settings, approving students to test and monitoring and stopping test administrations using the [TA Interface](#).

Paper-specific Responsibilities:

- Ensuring that the *Directions for Administration Manual for Paper-Pencil Tests* (script) is available for use during testing;

- Coordinating with the building test coordinator to ensure test materials are locked in secure storage when not in use;

- Entering student responses in the [Data Entry Interface](#) (DEI) before the end of the test window; and

- Collecting and accounting for test materials immediately following the test administration and returning materials to the building test coordinator.

8. OELPA Online Testing

Test coordinators must understand the rules and procedures that govern online testing, which are addressed in the following sections and include tasks to be completed before, during and after the administration. For detailed information on the steps that test administrators and students must follow during online test administration, refer to the *OELPA Test Administration Manual for Online Tests*.

8.1   Before Online Testing

8.1.1   User Accounts

Before the test window opens, district test coordinators are responsible for ensuring that all staff who need access to the online testing systems have a user account. They also are required to review the information in the *TIDE User Guide*. The following outlines some of the user roles available in the Test Information Distribution Engine (TIDE):

- District test coordinator;
- Education Management Information System coordinator;
- Building test coordinator;
- Test administrator; and
- Information Technology Center.

The Online User Role Matrix provides details about each user role's access to the online assessment systems for Ohio's state assessments, including the OELPA. Every person who will administer the OELPA online must have their own district test coordinator, building test coordinator, test administrator or teacher user account. **Users should never log in to TIDE using another individual's credentials.** Test coordinators must create user accounts in advance of the test window to ensure that test administrators and teachers have time to set up their accounts and practice creating test sessions using the TA Practice Site.

Note that Test Administrator (TA) and Teacher (TE) user accounts have access to the TA Interface. When the OELPA test window opens, the TA Interface will include the OELPA.

There is no user role specified for technology coordinators, as this role normally does not require access to systems associated with online testing. However, if a technology coordinator needs access to one of the systems, district test coordinators should create an account for them.

For directions on creating, modifying and deleting user roles, and for detailed information on each user's level of access to the online testing systems, refer to the Online User Role Matrix and *TIDE User Guide* on the test portal regarding setting up user accounts in TIDE.

8.1.2   Activating Your User Account

Users with prior year access to TIDE must reset their account passwords to access TIDE for the current school year. To reset a password, click the "Request a new one for this school year" link

on the login page to begin the process. If a user has not been assigned an account, the district test coordinator or building test coordinator should assist. After a test coordinator has created the appropriate user account, the user will receive an email from Cambium Assessment with a link to establish the account. Users must click the link within the time specified in the email to establish a password that meets the listed criteria and activate their account. Users should contact the Ohio Help Desk with questions and concerns.

8.1.3   Updating Accessibility Features under Student Test Settings

As outlined in the *Accessibility Manual for OELPS and OELPA* some accessibility features must be enabled for individual students prior to or at the time of testing. To enable accessibility features and accommodations, the test coordinator can upload a test-settings file or manually edit student records in TIDE for online test administrations. For directions on uploading or manually editing test settings and tools, refer to the *TIDE User Guide*. Authorized domain exemptions are indicated in the student test settings.

Test coordinators and test administrators must discuss the embedded features available in the OELPA and who will update student records, when needed. If applicable test settings are not marked in TIDE prior to the test administration, the test administrator must update them in the TA Interface under Test Settings when approving a student to test. Additionally, districts and schools must mark in TIDE if students use accommodations during testing. For more information, refer to the *Accessibility Manual for OELPS and OELPA*.

8.1.4   Verifying Technology Preparedness

The Department expects districts and schools that administer online tests to have the necessary test equipment and technology prepared before the test window opens. Districts and schools administering the OELPA online should review the *Technology Resources* on the portal and the *Tech Guide* for detailed instructions on preparing for online testing. Direct questions regarding test equipment and technology to the Ohio Help Desk at (877) 231-7809 or OHHelpdesk@cambiumassessment.com.

Test coordinators must verify that their district and school technology, including the network, hardware and software, meet the system requirements listed Supported Operating Systems and Devices page of the test portal to ensure that systems function properly. District and school staff also must ensure that there are enough devices available for students to complete online testing within the test window.

All students testing online must have access to an approved device (for example, computer, laptop, Chromebook, tablet) during their test session. Test coordinators must work with technology coordinators to install Cambium Assessment's Secure Browser on each device students will use for testing.

8.1.5   Test Administrator Interface

Test administrators will need a device with a supported Internet browser installed to log in to the TA Interface, set up test sessions, approve students to test and monitor test sessions. The TA Interface is web-based and does not require additional applications for access. Refer to the

[Setting Up Staff Workstations](#) page on the portal for a list of supported web browsers. Test administrators should verify device compatibility by logging in to the [TA Practice Site](#) and interacting with the site before testing.

8.1.6   Cambium Assessment's Secure Browser, SecureTestBrowser App and Take a Test App

The [Tech Guide](#) provides information on installing and using Cambium Assessment's Secure Browser, SecureTestBrowser app and Take a Test app, as well as information on preparing computers and tablets for online testing.

Before students arrive in the testing room, the test administrator should close all open applications on each device and launch the Secure Browser, SecureTestBrowser app or Take a Test app.

Students must use the Secure Browser to access the Student Interface for online testing. After launching the Secure Browser, students no longer can access any other applications on the device as it automatically connects to the Student Interface. The Secure Browser ensures a secure environment for student testing by disabling hot keys, disabling copy and screenshot capabilities and preventing access to the desktop and other applications (Internet, email, other files or programs installed on the device).

The Secure Browser does not display the IP address or URL for the Student Interface like other Internet browsers (Chrome, Firefox, Safari). Additionally, the print option is unavailable in the Secure Browser. The "back" and "forward" browser options are unavailable, except as allowed in the testing environment as test navigation tools. During testing, the computer desktop and tablet's home screen are unavailable to students. To exit the Secure Browser or app, students must click the pause button or answer all items and submit their tests. If a student pauses or submits their test, the TA Interface will alert the test administrator.

8.1.7   Headphones/Headsets/Earbuds

OELPA test items require students to have listening devices, and the speaking items require equipment for recording the oral responses as well as listening to the prompt. The student may use any compatible equipment. Wired headphones or headsets with a 3.5 mm connector or USB headphones are recommended. While Bluetooth devices are supported, their use is discouraged due to issues with pairing multiple devices in the same testing environment. Districts and schools are encouraged to test their devices to verify compatibility with the online system by using the practice sites before the test window opens. Districts and schools should follow health and safety precautions, such as frequently sanitizing headphones, headsets, earbuds and any shared surfaces. Districts and schools may use a speaker and microphone rather than a headphone or headset when testing students individually but must maintain test security when doing so.

8.1.8   Understanding the Functions of the Online Testing Systems

Access to each application in the online testing system is dependent on the user role. Authorized users can access TIDE, the TA Interface, the TA Practice Site and the Centralized Reporting System from the test portal. The practice tests are publicly available on the test

portal, too. For live, operational testing, students must access the Student Interface using the Secure Browser. Test coordinators must be familiar with the testing applications in the following table.

Online System	Functions and Tasks
Test Information Distribution Engine (TIDE)	Test coordinators use TIDE to do the following tasks: • Manage user accounts; • Pre-ID *all* students taking tests; • Order paper test materials through TIDE; • Mark student accessibility features for online tests; • Mark student domain exemptions; • Create rosters of students and print test tickets; • Print On-Demand Pre-ID Labels; • Submit Test Status Requests to the Department (if needed); • Track student participation using Monitoring Student Progress feature; • Resolve discrepant records and submit appeals; • Submit requests to rescore the spoken and written responses; and • Submit request to verify student scores.
Test Administrator (TA) Practice Site	Test administrators and teachers use the practice site to do the following tasks: • Administer practice sessions; and • Become familiar with features of the TA Interface before the test window opens.
Test Administrator (TA) Interface (online tests only)	Staff with district or building test coordinator, test administrator and teacher user accounts use the TA Interface to administer live, operational online tests. The TA Interface is for the following tasks: • Establish test sessions; • Update accessibility features (if needed); • Mark accommodations (if needed); • Approve students to test; • Monitor students' progress during an online test; • Pause student tests (if needed); and • Stop test sessions.
Centralized Reporting System (CRS)	Authorized users use the Centralized Reporting System to access test results and score reports.

Online System	Functions and Tasks
[Student Practice Tests Site](#)	Students, parents and district and school staff can use the practice tests section of the portal to do the following tasks: • Become familiar with online test navigation; • Review sample content and item types; • Practice answering items; • Use online test tools; and • Check compatibility of audio and recording equipment, as well as assistive technology.
Student Interface (online tests only)	The live, operational Student Interface is: • Used only by pre-identified students for online testing; and • Accessible only via the [Secure Browser](#), which must be installed on the student's device prior to testing.

8.2 During Online Testing

8.2.1 Pausing the Test

During online testing, if a circumstance requires pausing a domain test, the student can do so from the Student Interface, or the test administrator can pause the test from the [TA Interface](#). Pausing a student's test logs the student out of their test. Please note that if the student is inactive for 20 minutes, the test will pause automatically. The test administrator will have to re-approve the student for testing once the student logs back into the Student Interface. If a domain test is started and not submitted or left in *Pause* mode, it will be auto submitted for scoring that night. To resume a domain test that was paused overnight, the district test coordinator or district administrator must submit a Test Status Request to reopen the domain test.

8.2.2 Test Opportunities

Students take each OELPA domain test once during the administration window. After completing and submitting a domain test, students are unable to log back in and view that domain test without submitting a Test Status Request in TIDE to reopen or reset the test.

8.2.3 Administering the Test

Refer to the [TA User Guide](#) for information on administering online assessments. The [OELPA Test Administration Manual for Online Tests](#) provides detailed instructions on administering the OELPA online.

8.2.4 Monitoring Testing

Test coordinators should use the *Monitoring Test Progress* and the *Test Completion Rates* tasks in TIDE to track the status of online testing in their districts and schools. Refer to the [TIDE User Guide](#) for additional information and directions on monitoring test progress.

8.3 After Online Testing

8.3.1 Submitting the Test

Upon reaching the last item on each domain test, students have the opportunity to review their answers and then submit their tests. If a student does not submit their domain test, the test is automatically submitted for scoring at the end of the day. Students should not log back into tests solely for the purpose of submitting a domain test.

9. Paper Test Administration – Paper-Pencil, Large-Print and Braille Tests

Test coordinators must understand the rules and procedures that govern paper testing, which are addressed in the following sections and include the tasks to be completed before, during and after the administration. **For detailed information on the steps that test administrators and students must follow during the paper test administration, refer to the secure *Directions for Administration Manual for Paper-Pencil Tests* included with the paper test materials.**

9.1 Before Paper Testing

9.1.1 Eligibility to Use Paper Tests

The OELPA is an online test. The expectation is that all districts and schools will test students online; however, the Department permits some exceptions for paper testing. The following are situations where districts and schools may be eligible for paper testing:

1. A district or school with students who require paper tests as a documented accommodation in an Individualized Education Program (IEP) or Section 504 Plan or due to a student's religious or cultural beliefs; and

2. A district or school that lacks the required technology infrastructure to test all students online, including schools that:

   o are new to state testing and have verified a lack of infrastructure to test all students online, or

   o experience a change in the districts or school's technology infrastructure that impacts its capacity to test all students online.

Districts and schools must **submit OELPA paper orders with a reason in TIDE** for Department approval. The paper tests include the paper-pencil, large-print and braille tests.

9.1.2 Paper-based Test Scripts

In cases where a student cannot take the online version of the OELPA, the student will take a paper-based test and receive audio support from the test administrator and the included audio CD. The test administrator will follow the test administration script in the *Directions for Administration Manual for Paper-Pencil Tests*. The test administrator may not read any part of the test not specifically indicated in the test administration script. The audio CD, included with the test materials provides audio support for test items similar to the online OELPA. Human read-aloud is not permitted for paper tests which use prerecorded audio to read the test content to students.

9.1.3 Paper-pencil Tests

General guidelines for test administrators administering the paper-pencil OELPA are available in the *Directions for Administration Manual for Paper-Pencil Tests*, a secure document sent with the paper test materials.

To administer the paper-pencil test, schools will need the following materials, **which are secure and are included in the paper test order**:

- One paper-pencil test booklet;

- The *Directions for Administration Manual for Paper-Pencil Tests* with the script to be read aloud*;*

- The audio CDs; and

- The *Speaking Domain Local Scoring Document.*

9.1.4   Large-Print Tests

The large-print test booklet is available to students whose Individualized Education Program (IEP) or Section 504 Plan specifies the use of this accommodated form. Districts and schools requiring large-print test materials must order them through [TIDE]. As with the general test materials, districts and schools must securely store large-print test materials before, between and after test administrations. The large-print test booklets are 11.5 inches x 15 inches.

To administer large-print OELPA assessments, schools will need the following materials, **which are secure and are included in the large-print order**:

- The large-print test booklet;

- One paper-pencil test booklet, which the test administrator must use to transcribe the student's constructed responses from the writing test for scoring;

- The *Directions for Administration Manual for Paper-Pencil Tests;*

- The audio CDs; and

- The *Speaking Domain Local Scoring Document.*

9.1.5   Braille Tests

The braille test booklet is available to students whose Individualized Education Program (IEP) or Section 504 Plan specifies the use of this accommodation. Districts and schools requiring braille test materials must order them through TIDE. Once received, districts and schools must securely store braille test materials before, between and after test administrations.

To administer the OELPA to students with a braille accommodation, schools will need the following materials, **which are secure and are included in the braille test order**:

- The braille test booklet;

- One paper-pencil test booklet, which the test administrator must use to transcribe the student's listening, reading and writing responses for scoring;

- The *Directions for Administration (DFA) Manual for Braille Tests;*

- The audio CDs; and

- Manipulatives to support the braille test items.

9.1.6   *Secure Test Materials*

Districts and schools must maintain the security of paper test materials at all times. Districts and schools must identify a location for all secure materials to be locked while testing is not in session. The *Directions for Administration Manual for Paper-Pencil Tests* and audio CDs will be delivered with the paper order. The *Directions for Administration Manual for Paper-Pencil Tests* and audio CDs do not need to be requested or ordered separately.

9.1.7   *Scoring the OELPA Paper Tests*

Districts or schools that administer paper tests (paper-pencil, large-print, braille) in any grade band, must have test administrators manually enter all machine-scored student responses for the listening, reading and writing tests into the [Data Entry Interface (DEI)](#) by the last day of the test window.

The [*OELPA and OELPS Data Entry Interface User Guide for Paper Tests*](#) is available on the portal. Districts and schools should account for the time needed to complete the manual data entry for each test when using the DEI so that all data are entered on time.

Test administrators must score speaking tests locally. The instructions for scoring the speaking tests are included with the paper test materials. There is also a tutorial titled [*OELPA Local Scoring for Speaking Paper Tests Training Tutorial*](#) on the portal. This tutorial is **only** for OELPA paper tests.

9.2   Before Paper Testing

9.2.1   *Secure Test Materials*

District test coordinators can order paper test materials in the Test Information Distribution Engine ([TIDE)](#) by selecting "Paper Orders OELPA Spring 2024" from the Administration Details window. The paper tests (paper-pencil, large-print and braille) are ordered by grade band, and each test booklet contain all four domain tests.

The *Directions for Administration for Paper-Pencil Test* and audio CDs will be delivered with the paper order and do not need to be ordered separately.

Districts and schools must maintain the security of paper test materials at all times. Districts and schools must identify a location for all secure materials to be locked while testing is not in session.

9.2.2   *Accounting for Secure Materials*

The assessment vendor maintains a record of the security numbers of all secure test materials shipped to each district and school. Districts and schools must return all secure test materials, including unused scorable test booklets, to the assessment vendor immediately after testing. The vendor uses a barcode scanner to account for all secure test materials and will provide a record of any missing secure test materials to the district test coordinators and the

Department. If any secure test material shipped to the district is determined to be missing, the district test coordinator must account for it. **Please note the *Directions for Administration for Paper-Pencil Tests* are secure and must be returned with the other test materials.**

District and school staff (building test coordinators) may **open the shrink-wrapped packages no more than two days prior to testing** to organize individual test booklets. The building test coordinator must secure any remaining secure test materials in a pack. Each package contains a range sheet that shows the range of security numbers contained in the pack. After opening the shrink-wrapped package, the building test coordinator must verify that all secure test materials, with the corresponding serial numbers listed on the range sheet, have been included in the pack. These materials must be kept in a secure location at all times. On the morning that a school begins administering paper tests, the building test coordinator may deliver those testing materials to the testing rooms as needed.

The district and school staff handling the paper tests must be employed by the district and hold a certificate, permit or license issued by the Department. Districts and schools must have at least two staff in the room when opening and handling secure materials.

Because the assessment vendor tracks scorable test booklets to the district and school IRNs that receive them, please do not share scorable test booklets with other districts or between schools unless approval is given by the Department.

9.2.3   *District Test Materials*

The assessment vendor ships test materials via FedEx for all buildings in a to the district test coordinator, unless otherwise communicated.

The vendor packages each set of test materials by building based on the district's paper order(s). Upon receipt of the initial shipment, district test coordinators should locate the **white DISTRICT box**, which will contain the following materials:

- A packing list, which is a complete list of included items, quantities, box locations for the entire order and the number of shrink-wrapped packages of secure test booklets;
- Copies of building packing lists;
- A security checklist, which is a list of barcoded secure items and non-secure items;
- A box list, of items placed in each box; and
- A return kit (a clear plastic bag) that contains green scorable and red non-scorable return labels, FedEx return shipping labels and return shipping instructions.

Districts and schools should use the District Packing List and School Packing List(s) to sort boxes by building and verify that the order is complete. District test coordinators with incomplete orders should call the Ohio Help Desk at (877) 231-7809 for assistance with shipments of paper test materials.

The district test coordinator does not need to open each building's box as building test coordinators are responsible for inventorying each school building's test materials. However, district test coordinators are responsible for the following tasks:

- Storing school boxes securely until they can be distributed to school buildings;
- Distributing test materials to the building test coordinators to allow for timely replacement of damaged or missing items;
- Reminding staff to save the boxes the test materials arrived in for use when returning test materials;
- Training building test coordinators on the procedures for collecting and accounting for test materials;
- Communicating provisions for locked, secure storage of all test materials when not actively in use; and
- Monitoring the security of test materials throughout testing.

9.2.4   Building Test Materials

District test coordinators will coordinate the secure distribution of test materials to their building test coordinators. Building test coordinators must keep all the boxes and use them to return all materials to the district test coordinator after test administration.

Upon the school's receipt of the initial set of test materials, the building test coordinator must locate the **white SCHOOL box**, which contains the following materials:

- A packing list, which is a list of included materials, quantities, box locations for the entire order and the number of shrink-wrapped packages for secure test booklets;
- A security list, which is a list of barcoded secure items and non-secure items;
- A box list, which is a list of every item placed in each box within the order;
- Pre-printed Pre-ID labels; and
- Blank print-on-demand labels.

Building test coordinators are responsible for the following tasks:

- Verifying that the number of materials listed on the packing list is sufficient;
- Notifying the district test coordinator if the school needs additional test materials;
- Reviewing the Pre-ID labels for accuracy and reporting any discrepancies to the district test coordinator (the district test coordinator would be responsible for updating student records in TIDE based on that report);
- Keeping all test materials in locked storage until they are distributed to test administrators on scheduled testing days; and
- Returning test materials to secure storage immediately after testing.

9.2.5   Additional Test Materials

Building test coordinators must notify their district test coordinator if they need additional test materials. It is the district test coordinator's responsibility to ensure that all schools have enough test materials. District test coordinators can place orders in TIDE by school for additional materials during the additional order window. All orders are subject to Department approval.

Please note that district test coordinators cannot order Pre-ID labels during the additional order window. If districts and schools need additional label stock for the print-on-request labels, please contact the Ohio Help Desk.

9.2.6   Scorable Test Booklets

The assessment vendor tracks scorable test booklets through a unique barcode and security number printed on each booklet. The security number is located on the front page of the scorable test booklet below the barcode, which links the booklet to the district and school. This information is used to determine the number of scorable test booklets returned by each district and school. When a Pre-ID label is not affixed the barcode on the scorable test booklet will be used to determine the district and school IRNs associated with the test booklet.

9.3   During Paper Testing – Paper-Pencil, Large-Print, Braille

For paper-pencil, large-print and braille tests, preparation includes the time needed to set up the testing room, distribute materials and read the scripted directions.

9.3.1   Large-Print and Braille

Students using a large-print test booklet may take the test with the rest of their class under normal testing conditions unless the student's IEP or 504 Plan indicates otherwise.

Students taking a braille test may need to be tested in a separate test setting because of the large size of the braille test booklet and the likelihood that the student may require a scribe or an assistive device (for example, Braille Note).

Test administrators should be mindful that directions for the large-print and braille tests may differ slightly from those in the general test booklet and that students may need additional table space due to the size of the test booklets.

9.3.2   Pre-ID Labels

Pre-ID labels are shipped only for students whose district or school placed an order successfully in the Test Information Distribution Engine (TIDE) during the initial paper test order window. Districts and schools that missed the initial paper test order window may use the TIDE print-on-demand feature to generate labels for scorable test booklets.

The Pre-ID label should be affixed to scorable test booklets immediately after a student completes the test. If labels are affixed before testing, students might mark on the labels, which could affect the scanning of the barcode. Test coordinators or test administrators must

apply the Pre-ID label in the box that reads "Place Student Barcode Label Here." Please ensure that the Pre-ID label is a match to the student who marked their responses in the test booklet. **It is recommended that two people work on the labeling process; one to check the name on the label and one to check the name on the scorable test booklet before the label is affixed.** If a Pre-ID label is misapplied, do not attempt to remove the label. Contact the [Ohio Help Desk](#) for guidance.

Building test coordinators and test administrators must double-check the accuracy of each Pre-ID label and must not apply Pre-ID labels with incorrect information (for example, a misspelled last name) to the student's scorable test booklet unless the district test coordinator or building test coordinator intends to update the student's data in TIDE. If a Pre-ID label with incorrect information is affixed and the student's record is not updated in TIDE, the information associated with the student's Pre-ID label in TIDE will not be reported.

Note that the Statewide Student Identifier (SSID) or Nonpublic Student ID is not visible on the Pre-ID label but is included in TIDE.

If a Pre-ID label is not available, a print-on-demand label must be placed on the scorable test booklet. All students using paper tests must be preidentified in TIDE to ensure accurate score reporting. Failure to preidentify students will result in student scores not being reported.

9.3.3   *Demographic Fields on Scorable Test Booklets*

A limited number of fields are available on the demographic page of the scorable test booklets (name, date of birth, and SSID or Nonpublic Student ID) to help districts and schools ensure the booklets are assigned to the correct student. Ohio's assessment vendor will link a student's test results with the student's demographic data in TIDE using the SSID or Nonpublic Student ID, not the information written on the test booklet.

9.3.4   *DO NOT SCORE Labels*

Schools will receive a set of DO NOT SCORE labels. When a test booklet should not be scored, a DO NOT SCORE label should be placed on top of the Pre-ID label that was affixed to the scorable test booklet. If no Pre-ID label was affixed, the DO NOT SCORE label should be placed in the box labeled "Align Top of Label Here." Do not affix the DO NOT SCORE label anywhere else. All test booklets with a DO NOT SCORE label applied must be returned with the non-scorable test materials.

The following list outlines conditions that require the application of a DO NOT SCORE label:

- A scorable test booklet with a Pre-ID label applied but no student responses marked;
- A soiled or damaged scorable test booklet with responses that were transcribed onto another scorable test booklet;
- A scorable test booklet with any demographic fields filled in but no student responses marked; and
- A scorable test booklet that contains **all responses** in a language other than English.

If a paper test requires invalidation, districts and schools can apply a DO NOT SCORE label and return the student's scorable test booklet with the non-scorable test materials. The district test coordinator should submit a Test Status Request for an invalidation in TIDE. The student's invalidated domain test(s) will result in a score of INV.

9.4   Soiled and Defective Scorable Test Booklets

If a student soils a scorable test booklet or if a student receives a defective scorable test booklet and the student has started marking responses, perform the following two steps:

1. Transcribe the student's responses verbatim into a new scorable test booklet. Return the new, replacement scorable test booklet with the other scorable test booklets. There must be at least two staff in the room when transcribing student responses and one must be a test administrator or a staff member who has a license, certificate or permit issued by the Department.

2. Place a DO NOT SCORE label over the Pre-ID label of the affected scorable test booklet, if one was affixed. If no Pre-ID label was affixed, place the DO NOT SCORE label in the "Align Top of Label Here" box. Return the affected scorable test booklet with the non-scorable test materials.

Exception: If a student soils a scorable test booklet with bodily fluids, make note of the incident and barcode number and contact the Ohio Help Desk to report the biohazardous scorable test booklet. Reported test booklets can be securely destroyed per state or district policies. Always observe universal precautions.

Refer to *Appendix C: Protocol for Scribing and Transcribing Student Responses of the Ohio Accessibility Manual* for additional guidance.

9.5   After Paper Testing

Once a student has completed the paper test and turns in the test materials, no staff is permitted to review the student's responses. Reviewing student responses may be a security violation. Staff only may view student responses when entering responses in the Data Entry Interface.

9.5.1   Scoring the Paper Tests

IMPORTANT: **Districts and schools must refer to the local scoring directions included with the paper test materials for complete information regarding the scoring of paper tests.**

The following sections provide a brief summary regarding the scoring of paper tests (paper-pencil, large-print and braille).

The OELPA consists of multiple-choice and constructed-response items. The Data Entry Interface (DEI) collects most student responses from the student test booklets. Detailed instructions for entering information into the Data Entry Interface are available in the *OELPA and OELPS Data Entry Interface User Guide for Paper Tests*. Districts and schools should enter

student responses in the Data Entry Interface as soon as possible after the student completes the test. Districts and schools must complete all data entry before the test window closes. Districts and schools should account for the time needed to complete the manual data entry for each test when using the Date Entry Interface so that all data are entered on time.

9.5.1.1 Listening and Reading Tests

The listening and reading domain tests contain only standard multiple-choice questions, and the answer choices are provided in the student's test booklet. After testing is complete, the test administrator must enter the student's listening and reading responses into the Data Entry Interface. If responses are not entered into the Data Entry Interface, the domain tests cannot be scored.

9.5.1.2 Writing Test

The writing domain test contains multiple-choice questions and constructed-response items.

- For the **multiple-choice questions**, the answer choices are provided in the student's test booklet. After testing is complete, the test administrator must enter the student's writing multiple-choice responses into the Data Entry Interface. If responses are not entered into the Data Entry Interface, the domain test cannot be scored.

- For the **constructed-response items**, which ask the student to develop and hand-write a response, the **student test booklet must be returned to the vendor for scoring** of those items. If the student test booklet is not returned, the constructed responses items will not be scored.

9.5.1.3 Speaking Test

The speaking domain tests consist only of constructed-response items which require the student to speak aloud their responses to test questions.

- **Paper-pencil and Large-print Tests.** Test administrators will score the spoken responses locally for the paper-pencil and large-print tests using rubrics provided in the *Speaking Domain Local Scoring Document* delivered with the test materials. The *OELPA Local Scoring for Speaking Paper Tests Training Tutorial* provides additional information. After items are scored, the test administrator enters the scores into the Data Entry Interface.

   IMPORTANT: The local scoring of the OELPA speaking tests for paper-pencil and large-print tests has a process that is different than what is specified in the *Directions for Administration* for the other domains (listening, reading and writing). **Staff must follow the directions in the** Speaking *Domain Local Scoring Document*. **DO NOT follow the instructions in the *Directions for Administration* directing the student to speak responses directly into the Data Entry Interface.**

- **Braille Tests.** For the braille tests only, students record their spoken responses directly into the Data Entry Interface using the test administrator's device. These spoken responses are scored by the assessment vendor.

9.5.2   Transcribing Student Responses

For any student responses that must be transcribed into a paper-pencil test booklet for scoring, these criteria must be followed. A district employee with a license, certificate or permit issued by the Ohio Department of Education must complete the transcription with a witness present. Test administrators only enter student responses marked in the test booklet into the Data Entry Interface, not responses marked on extra sheets of paper. A blank paper-pencil test booklet is included with each large-print and braille test for transcribing. Affix the Pre-ID label to the front of the paper-pencil test booklet. Refer to *Appendix C: Protocol for Scribing and Transcribing Student Responses in Ohio's Accessibility Manual with Appendices* for more information about the transcribing process.

- **Transcribing Multiple-choice Responses for Braille Tests**
  The test administrator will transcribe the student's answer to multiple-choice questions into the *Directions for Administration* and then enter those answer selections into the Data Entry Interface.

- **Transcribing Written Constructed Responses for Large-print and Braille Tests**
  All constructed responses for the large-print and braille writing domain tests must be transcribed by the test administrator into the paper-pencil test booklet to be scored by the vendor.

9.6   Returning Paper Test Materials

9.6.1   Deadlines for Returning Paper Test Materials Using FedEx

IMPORTANT: Districts and schools must return scorable paper tests by March 26, 2024. District test coordinators should schedule their FedEx pickup date as soon as possible after the district or school completes OELPA paper testing. The Department considers a failure to return the scorable paper test booklets and secure test materials to be a test security violation. **Districts and schools are required to return unused, secure, non-scorable paper tests and test materials by April 1, 2024.**

There are no automatic FedEx pickups for OELPA test materials. Contact FedEx at 800-463-3339 to schedule a pickup or go to http://www.fedex.com/.

Test administrators must return the scorable paper-pencil, braille and large-print test booklets, manual and CDs to the building test coordinator. The building test coordinator will securely destroy students' notes and any other ancillary documentation. The district test coordinator will return to the assessment vendor:

- The scorable paper test booklet with the student's responses with the other secure scorable test materials;

- The *Directions for Administration for Paper-Pencil Tests*, which is a **secure test document**, with the secure non-scorable test materials; and

- The braille and large-print test booklets, manual and CDs with the secure, non-scorable test materials.

The *OELPA Test Coordinator Manual* and the *OELPA Test Administration Manal for Online Tests* are not secure and are not required to be returned.

9.6.2   Packing Materials for Return

After testing, the building test coordinator must collect, inventory and pack all test materials for the school and return them to the district test coordinator. The district test coordinator is responsible for returning materials to the assessment vendor after testing is complete.

Building test coordinators should direct all questions about returning test materials to their district test coordinator. District test coordinators who have any questions or encounter difficulties with the shipping procedures should contact the Ohio Help Desk.

9.6.2.1   Packing Scorable Test Materials

The following are instructions for packing scorable test materials:

- **Pack scorable test booklets in the same boxes in which the materials were shipped.** If these boxes are not available, use sturdy boxes to return the materials.

- To the extent possible, do not split a grade band across boxes (for example, all of grades 2–3 for a school should be in the same box).

- After filling the first box, affix a **green scorable label** to the **top** of the box and mark it "1." The **scorable label** has a place to mark the number of each box and the total number of boxes being returned. For example, if the district has five boxes, mark them "1 of 5," "2 of 5" and so on.

- Continue packing and affixing a **green scorable label** to the **top** of **each** box containing scorable test booklets.

Seal the top and bottom of all boxes securely with packaging tape.

9.6.2.2   Packing Secure Non-scorable Test Materials

The following are instructions on packing secure, non-scorable test materials:

- Pack all unused test booklets, used test booklets that have a DO NOT SCORE label, the Directions for Administration (DFA) and audio CDs securely in boxes. **These are secure items and must be returned.**

- **Affix a red non-scorable label to the top of all boxes containing non-scorable secure test materials.** Record the number of each non-scorable box and the total number of non-scorable boxes on the labels.

9.6.3   Nonsecure Test Materials

It is not necessary to return unused Pre-ID labels, unused label stock, unused DO NOT SCORE labels, *Test Coordinator Manual*, *Test Administration Manual for Online Tests* and unused return shipping box labels.

Please note that the *Directions for Administration Manual for Paper-Pencil Tests* **is a secure test document and must be returned.** The *Directions for Administration Manual Paper-Pencil* Tests are **different** from the *Test Administration Manual for Online Tests*, which is not secure and does not have to be returned.

9.6.4   Return Procedures

Remove or black out any old shipping labels, including the original shipping label barcode, and ensure that boxes are sealed securely with packaging tape. Contact the Ohio Help Desk with questions about returning test materials or assistance scheduling a pickup.

10. Rescore and Verification

Districts and schools may submit rescore and score verification requests for the OELPA within 30 days of the availability of OELPA results in the Centralized Reporting System (CRS). Please check the Important Dates on the portal for the exact rescore and score verification window. For additional information, please refer to the OELPA Rescores and Verifications Guidance on the test portal.

Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code

Rule 3301-13-05 of the Ohio Administrative Code establishes test security provisions for tests. The following list summarizes those provisions:

All test questions and all other test materials are considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of the Ohio Revised Code and Rule 3301-13-05 of the Ohio Administrative Code. **The Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles or any other material that would assist a pupil taking statewide tests.**

The district or school must establish written procedures to protect the security of test materials and these procedures shall include the following:
- Identifying authorized persons who should be present during testing and have access to secure test materials;
- Specifying handling and tracking procedures in the district(s) and building(s);
- Specifying procedures for investigating any alleged test security violations and penalties for confirmed violations;
- Specifying procedures for determining whether to invalidate a student's test score;
- Specifying that within 10 days of **concluding** the investigation, the district shall notify the Department in writing of the findings of such violations and any action taken by the school district or participating school; and
- Specifying how written procedures will be communicated annually to employees and students in the district.

Written procedures and penalties shall be communicated to all district and school employees and students by **October 1** of each year.

District test coordinators, building test coordinators and test administrators and teachers serving as test administrators are responsible for ensuring that test security provisions are met.

Only authorized staff are permitted access to secure test materials.

After a determination that a test security violation has occurred, the District Board and/or State Board of Education may seek the maximum penalty pursuant to Section 3319.151 of the Ohio Revised Code.

Each district and school shall cooperate with the State Board in any investigation of a test security violation.

Prior to acting on a test security violation, the State Board shall give notice of any action and provide an opportunity for the relevant party/parties to respond and present a defense.

Refer to the Department's *Resource Book* and *Test Security Provisions and Procedures* for more details regarding security investigations.

Each Joint Vocational School and Career Technical Center administering the OELPA shall comply with this rule.

Districts and schools must ensure that students are aware of the test security requirements and associated consequences. In addition, violations of the local written procedures on test security may also be punishable by penalties specified by the district or school.

Appendix B: Troubleshooting and What to Do

This section outlines scenarios that may arise before or during the administration of the OELPA. If a situation not covered in this section is encountered, please refer to the Testing Support information at the beginning of this manual for guidance. The following table provides a description of possible scenarios and what to do in each situation.

#	Description	What to Do
1	A test administrator needs a Test Administrator (TA) or Teacher (TE) User Account.	District test coordinators, district administrators or building test coordinators can create a user account for the test administrator or teacher serving as a test administrator. Refer to the *TIDE User Guide*.
2	A user forgets their password.	The user should click [Forgot Your Password?] on the Test Information Distribution Engine (TIDE) Login Screen, enter their username (the user's email address), and click [Next]. The User then will receive an email with instructions to reset their password.
3	A student's accessibility features are not listed correctly under Test Settings in the TA Interface.	The district test coordinator, district administrator, building test coordinator, test administrator or teacher should mark the correct accessibility features under Test Settings in the student's record in TIDE, or the test administrator should update the student's accessibility features under Test Settings in the TA Interface before approving the student to test. Consult with the IEP team as needed.
4	There are no tests available for a student to select on the "Your Tests" screen. Tests on the "Your Tests" page are grayed out and cannot be selected by a student.	The test administrator or teacher should verify that the tests for which the student is eligible are selected in the TA Interface. The test administrator or teacher also should verify that the student has been identified as an online test taker in their Pre-ID record. If a student receives a message that the student has used up the opportunities for this test, the test administrator or teacher must verify that the student has not already taken the test. Students can take each domain test only once for each test mode. The district test coordinator or district administrator may need to submit a Test Status Request to reset the test. Call the Department to discuss the situation if there are questions.
5	The Student Test Settings display incorrect accessibility features.	The test administrator or teacher should have the student sign out and then sign back into the Student Interface. **Before** the test administrator or teacher approves the student to start the test, they must click Test Settings and adjust them to provide the correct accessibility features. Once the appropriate features are set, the test administrator or teacher must approve the student to test. The student will then be able to continue their test with the appropriate features.

#	Description	What to Do
6	A student is unable to sign into the test.	The test administrator or teacher should confirm that the student entered the Session ID, has entered their first name and Statewide Student Identifier (SSID) or Student ID correctly, and that the entries match the first name and SSID or Student ID listed in TIDE using the Student Lookup feature in the TA Interface. If the student receives a message that the student must test in a session in their own school, verify that the student and test administrator or teacher are associated with the same school. Test administrators, teachers and students must be associated with the same school for a student to sign into the test administrator's or teacher's test session. If the test administrator or teacher is not associated with the correct school, the test coordinator must add that user to the correct school using the *Manage Users* task in TIDE. If the student's demographic information or school is incorrect, the district test coordinator, district administrator, Education Management Information System (EMIS) coordinator or building test coordinator must update the information in TIDE.
7	A new student is enrolled at the school.	The district test coordinator, district administrator, EMIS coordinator, Information Technology Center or building test coordinator must preidentify the new student in TIDE. See *Section 5.1.1: Students who Transfer During the Test Window* of this manual.
8	A student is absent on the day of testing.	Students must complete and submit all nonexempt domain tests during the test window. No testing can occur outside the test window. Refer to the *Section 2.6: Makeup Testing* of this manual.
9	A student needs to leave the computer for any reason.	The test administrator or teacher should have the student click the Pause button, which will sign the student out of the test. If the student leaves the testing room without pausing the test, the test administrator or teacher should pause it from the TA Interface. When the student returns, the test administrator or teacher should have the student sign into the correct active session and continue testing.
10	A student is cheating.	Refer to *Section 3: Test Security* and *Appendix C: Test Incidence Guidance* for information on reporting test incidents and invalidations of students' domain tests if needed. Confer with a test coordinator about the cheating. Refer to the *Test Security Provisions and Procedures* on the Department's Testing webpage as needed.
11	A student starts or takes a test for which the student is not eligible.	Refer to *Section 2.8: Test Status Requests* in this manual for guidance if needed.
12	The school building has a power failure or Internet connection interruption.	If a test session is interrupted by a loss of power or Internet connectivity, the test automatically will be paused. If the test session is not resumed within 20 minutes, the test administrator or teacher will need to establish a new test session. The district test coordinator or district administrator will need to submit a Test Status Request to reopen or reset the test if it is paused overnight. Refer to *Section 2.8: Test Status Requests* in this manual for guidance if needed.

#	Description	What to Do
13	The school building has a fire or emergency drill.	First, the test administrator or teacher must ensure student safety. If circumstances permit, the test administrator or teacher should stop the test session in the TA Interface or secure paper test materials during the emergency. After the drill, the test administrators should confer with the building test coordinator on whether testing can be resumed on the scheduled test day or whether the test should be resumed on another day.
14	The school building has an emergency.	First, the test administrator or teacher must ensure student safety. If circumstances permit, the test administrator or teacher should stop the test session in the TA Interface or secure paper test materials during the emergency. Test administrators should confer with the building test coordinator on whether testing can be resumed on the scheduled test day or whether the test should be resumed on another day.
15	A student accidentally pauses their test.	The student must complete the sign-in steps to resume testing and the test administrator must approve the student's request to resume testing in the TA Interface.
16	A student receives an error message during testing.	The test administrator or teacher should refer to the Message Codes document on the portal and write down the Message ID (usually 5 digits) and the text associated with the error message and contact the Ohio Help Desk.
17	A student's machine crashes or loses its connection to the Internet.	The student should sign in on another device and resume testing.
18	The audio or recording feature is not working on the student's device.	If students cannot hear sound, the test administrator or teacher should ensure that the audio is not muted on the computer and that the headset meets device requirements and is properly connected. Refer to Technology Resources for guidance if needed.

If students cannot hear their speaking test recordings, the test administrator or teacher should ensure that the audio is not muted on the computer and that the headset meets device requirements and is properly connected. Test administrators or teachers also should verify that students are speaking audibly and clearly into the microphone while the recorder is active. |
| 19 | A student begins a domain test from which they should be exempt. | The test should be stopped and submitted. The district or school should update the exemption in Test Settings in TIDE, then request a reset for the student so the test can be updated with the domain exemption. Once the exemption is set and the test has been approved for a "reset", the student can begin any remaining nonexempt domain tests. |

Appendix C: Test Incident Guidance

A test incident is any event or procedure that may have an impact on a student's performance on a test or that may potentially impact the integrity of the test, the data and the test results before, during or after testing. This test incident guidance applies to all students taking the OELPA. Although, the test administrator is presented as the staff who executes the procedures below, the district or school will determine who will perform these procedures. Call the Department's Office of Assessment at (614) 466-1317 for guidance or if the district or school becomes aware of student collaboration, test compromise by the test administrator or other security issues.

There are three types of test incidents:
      (1) testing irregularities;
      (2) test security violations; and
      (3) technology incidents.

Several examples of each of these three types of test incidents are presented in this appendix.

Testing Irregularities. A *testing irregularity* is an unexpected test incident that results in a change to the established test administration procedure. This change may compromise the test result.

The table below provides examples of common *testing irregularities* and how to handle them.

Common Examples of Testing Irregularities	How to Proceed
The fire alarm goes off during testing or another emergency protocol interrupts the test session.	**Online and Paper Tests.** The test administrator will secure the test materials. If test security was maintained during the event and time allows, the student may complete testing on the same day. If time does not allow the student to finish testing on the same day, the student may resume the test on the next possible day. The district test coordinator or district administrator may need to submit a Test Status Request in the Test Information Distribution Engine (TIDE) to reopen the domain test.
A tornado drill or other scheduled drill occurs during testing.	**Online and Paper Tests.** Districts and schools should try to conduct testing around scheduled drills. If this is not possible, the test administrator will mark secure the test materials. If test security was maintained during the event, the student(s) may complete testing on the same day. If time does not allow the student(s) to finish testing on the same day, the student(s) may resume the test on the next possible day. The district test coordinator or district administrator may need to submit a Test Status Request in TIDE to reopen the domain test.
A student submitted a domain test prior to completion.	**Online Tests.** The district test coordinator or district administrator may submit a Test Status Request in TIDE to reopen the test, so the student can continue testing on the same day. If time does not allow the student to finish testing on the same day, the student may resume the domain test on the next possible day.
A student turns in the paper test and then states they were not finished.	**Paper Tests**. The test administrator may return the test booklet to the student so long as the student has not yet left the test environment. If the student remembers that they did not complete item(s) after leaving the test

Common Examples of Testing Irregularities	How to Proceed
	environment, the district or school should call the Office of Assessment at 614-466-1317 to discuss the situation.
A test administrator ends the test session prematurely.	**Online Tests.** If a test administrator ends a session prematurely, the test administrator should immediately create a new session ID for the student(s) to finish testing on the same day. If time does not allow the student(s) to finish testing on the same day, the student(s) may resume the test on the next possible day. The district test coordinator or test administrator may need to submit a Test Status Request in TIDE to reopen the domain test.

The following table provides the most common examples of possible irregularities that are not classified as *testing irregularities* and how to handle them.

Common Examples That are NOT Testing Irregularities	How to Proceed
A student signs in or submits a test using another student's Statewide Student Identifier (SSID) or Student ID.	**Online Tests.** Contact the Ohio Help Desk at (877) 231-7809 immediately. Provide the Ohio Help Desk with the SSIDs or Student IDs and specific domain test involved.
A test administrator affixes a Pre-ID label incorrectly on a student's test booklet.	**Paper Tests.** Do not attempt to take off the incorrect label because it could tear the test booklet. Apply a print-on-demand Pre-ID label over the incorrect Pre-ID label. Failure to apply a Pre-ID label will result in scores not being reported. Failure to apply the correct test administration Pre-ID label will result in scores not being reported on time.
A student requires and receives an emergency assessment accommodation (broken eyeglasses, broken arm).	**Online and Paper Tests.** Provide the needed accommodation. The district or school may fill out the optional emergency accommodation form (Appendix E of the Ohio Accessibility Manual for Ohio's State Tests) and maintain it at the local level. It does not need to be submitted to the Department.
A student responds in another student's test booklet with the Pre-ID label already affixed.	**Paper Tests.** If a student responds in a test booklet with another student's Pre-ID label affixed, transcribe the student's responses verbatim into a new test booklet. Place a "DO NOT SCORE" label on the test booklet that had the student's responses incorrectly marked. Return the new, replacement test booklet with the other scorable test materials to the vendor. Return the incorrectly marked test booklet with the non-scorable test materials. There must be at least two staff in the testing room when transcribing student responses and one must be a test administrator (one to transcribe and the other to ensure that the student's responses are recorded verbatim).

Technology Incidents. A *technology incident* is an unexpected testing event that may or may not compromise test results. The following table provides the most common examples of *technology incidents* and how to handle them.

Common Examples of Technology Incidents	How to Proceed
The building loses Internet connectivity while students are testing.	**Online Tests.** The test administrator collects any test materials, such as scratch paper. Resume and complete testing as soon as possible. The district test coordinator or district administrator may need to submit a Test Status Request in TIDE to reopen an online test.
An electrical outage occurs during testing.	**Online Tests.** The test administrator should resume testing when possible. If test security was maintained during the event and time allows, the student(s) may complete testing on the same day. If time does not allow the student(s) to finish testing on the same day, the student(s) may resume the test on the next possible day. The district test coordinator or district administrator may need to submit a Test Status Request in the Test Information Distribution Engine (TIDE) to reopen the domain test. **Paper Tests.** The test administrator collects and securely stores all test materials. Resume and complete testing as soon as possible.
A student receives an error message while taking the test.	**Online Tests.** Refer to the [Message Codes](#) document on the portal. Write down the Message ID (usually five digits) and the text of the error. Contact the Ohio Help Desk at (877) 231-7809. Resume and complete testing as soon as possible. The district test administrator or district administrator may need to submit a Test Status Request in TIDE to reopen the domain test.
A student's device crashes or loses Internet connectivity while taking the test.	**Online Tests.** The student should continue the test on another computer. If the student has issues signing on to the new computer, contact the Ohio Help Desk at (877) 231-7809. Resume and complete testing as soon as possible. The district test coordinator or district administrator may need to submit a Test Status Request in TIDE to reopen the domain test.

The following table provides the most common examples of incidents that are **NOT** classified as *technology incidents* and how to handle them.

Most Common Examples That are NOT Technology Incidents	How to Proceed
A student accidentally pauses their test.	**Online Tests.** The test administrator should resume the test immediately for the student to complete testing on the same day. If time does not allow the student(s) to finish testing on the same day, the student(s) may resume the test on the next possible day. The district test coordinator or district administrator may need to submit a Test Status Request in TIDE to reopen the domain test.
A student's sign in process was delayed and prevents the student from starting or finishing the test.	

Most Common Examples That are NOT Technology Incidents	How to Proceed
A test item had difficulty loading, but they still were able to complete it on the day of testing.	**Online Tests.** No further action required.
A student was unable to sign into the test.	**Online Tests.** If the student continues to have a problem, the district test coordinator or district administrator may need to submit a Test Status Request in TIDE to reopen the domain test. If a technical issue caused the problem, the test administrator may need to contact the Ohio Help Desk or (877) 231-7809.
A student was unable to complete an item due to a technical issue.	

Test Security Violations. A *test security violation* is an unethical testing practice or violation of the state, district or school's security procedures that compromises test security and/or data security and the integrity of a student's score results. The following table provides the most common examples of possible *test security violations* and how to handle them.

Most Common Examples of Possible Test Security Violations	How to Proceed
Students were left unsupervised in the online test environment or with the paper testing materials.	
Paper tests were administered outside of the test window.	
Tests booklets are left unattended.	**Online and Paper Tests.** Call the Office of Assessment at (614) 466-1317 for guidance. Please identify the call as a possible test security incident.
Recording or noting secure test content and/or student responses (this includes emailing test items to the Department).	
A student is coached with verbal or nonverbal prompts to select an answer to an item.	

Most Common Examples of Possible Test Security Violations	How to Proceed
Test administrators discussed any portion of the test or the student's performance with others.	**Online and Paper Tests.** Call the Office of Assessment at (614) 466-1317 for guidance. Please identify the call as a possible test security incident.
Once a student has completed the paper test and turns in the test materials, staff reviewed the student's responses.	
A test is compromised by the test administrator (for example, test administrator gives answers to the student, changes student answers or unauthorized visitors to the test environment).	
A student had a cell phone or other electronic device out during or after a test session.	**Online and Paper Tests.** Refer to the Department's electronic device policy in the Test Security Provision and Procedures document. If applicable, refer to the row below on cheating/sharing test items in this table. Call the Office of Assessment at (614) 466-1317 for further guidance, if needed. Please identify the call as a possible test security incident.
Students were cheating or otherwise sharing test items.	**Online Tests.** If a student or students were found cheating, refer to Section 2.8.3 *Invalidations* in this manual. The student(s) will lose their test opportunity for this test administration. The district test coordinator or district administrator should submit a Test Status Request to invalidate the affected domain test(s) and mark the student's assessment record in the Education Management Information System (EMIS) as invalidated with the appropriate code.
	Paper Tests. If a student or students were found cheating, the district or school must place a "DO NOT SCORE" label on the test booklet(s). The student(s) will lose their test opportunity for this test administration. The district test coordinator or district administrator should submit a Test Status Request to invalidate the affected domain test(s) and mark the student's assessment record in the Education Management Information System (EMIS) as invalidated with the appropriate code. The test administrator does not need to enter the student's responses from the invalidated domain test(s) into the Data Entry Interface.
Test materials are lost or unable to be returned to the testing vendor.	**Paper Tests.** Call the Office of Assessment at (614) 466-1317 for further guidance if needed. Please identify the call as a possible test security incident.

Appendix D: District Test Coordinator Checklist

This appendix provides district test coordinators a timeline and a task checklist to prepare for the administration of the Ohio English Language Proficiency Assessment (OELPA). Specific tasks for the online or paper test are marked.

Timeline: August – June

Test Coordinator Tasks	Test Format	
August-September: Preparing to Administer the Test	*Online*	*Paper*
Pre-identify all students testing online and on paper in the Test Information Distribution Engine (TIDE) before testing students. Districts and schools must mark student records OELPS/OELPA mode as "Online" or "Paper". Review the **Guidance Document for Ohio Pre-ID Files** for more information. Note that Pre-ID information from the previous school year does not carry over.	X	X
Establish the district test security plan. See **Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code**. Districts and schools must communicate the test security plan to all staff involved in testing in written and oral form by **October 1**. The written test security plan must be orally communicated to students prior to the test administration.	X	X
Confirm in TIDE that the shipping address information for their district is correct for paper test deliveries.		X
September: Technology Preparation	*Online*	*Paper*
Verify that district and school equipment support online and paper test administrations and that sufficient technology is available for all students and test administrators.	X	X
Conduct network diagnostics from the Practice Test sign-in page.	X	
Download and install the applicable Secure Browser, SecureTestBrowser and/or *Tate a Test* app onto each device that will be used for online testing.	X	
Verify that a compatible internet browser is available on the device used to access the TA Interface for test administration.	X	
Verify with the technology coordinator that all devices students will use for online testing have the Secure Browser installed for desktops and laptops or the SecureTestBrowser or *Take a Test* app installed for Chromebooks and tablets.	X	
October: User Accounts and the TA Interface	*Online*	*Paper*
Ensure that each building test coordinator and test administrator has a user account. Remove user accounts for personnel no longer associated with the district. Review the *Online User Management Guidance Document* for more information.	X	

Test Coordinator Tasks	Test Format	
October: Preparing Students and Test Administrators	*Online*	*Paper*
Confirm contact information for paper test deliveries when placing the order in TIDE.		X
Ensure that Test Administrators are aware of the *OELPA and OELPS Data Entry Interface (DEI) User Guide for Paper Tests* and are familiar with the procedure to enter student responses from paper tests.		X
Review the *Accessibility Manual for OELPS and OELPA* and ensure that test administrators review it, as needed. Share the manual with IEP teams and 504 plan coordinators so that any accommodations and domain exemptions are documented.	X	X
Set domain exemptions in TIDE **before** students start their tests.	X	X
Notify personnel that the Student Practice Test is available on the test portal. Use the print on-request feature for students who require paper tests. See the Practice Site Guidance Document for instructions.	X	X
Encourage test administrators and teachers to provide students with opportunities to take the Student Practice Test.	X	X
November - Preparing Students and Test Administrators	*Online*	*Paper*
Order paper testing materials in TIDE from **November 13-17, 2023**		X
Review the OELPA Test Coordinator Manual and integrate it in to training of test administrators.	X	X
Notify building test coordinators and test administrators about the availability of the OELPA Test Coordinator Manual and *Directions for Administration for Paper-Pencil Tests* (sent with the paper test materials).	X	X
Distribute copies of the Spring OELPA 2023 Test Administrator Checklist, Appendix E, in this manual, to staff administering the OELPA.	X	X
Continue to notify personnel that the Student Practice Test is available on the test portal. Continue to encourage test administrators and teachers to provide students with opportunities to take the Student Practice Test and notify personnel about the print-on-demand feature for practice test items. Refer to the Practice Site Guidance Document.	X	X
Review *Appendix F: Test Incident Guidance* in this manual.	X	X

Test Coordinator Tasks	Test Format	
December - Preparing Students and Test Administrators	**Online**	**Paper**
Review the *OELPA Test Administration Manual for Online Tests*, which includes the script to be read for the online test.	X	
Confirm that each test administrator has reviewed the • *OELPA Test Coordinator Manual*. • *Test Incident Guidance Document* in this manual.	X	X
Confirm that each test administrator has reviewed the: • *Directions for Administration Manual for Paper-Pencil Tests*. • *OELPA and OELPS Data Entry Interface (DEI) User Guide for Paper Tests*. • *OELPA Local Scoring Tutorial for Speaking*.		X
Confirm that each Test Administrator has • a Teacher (TE) or Test Administrator (TA) TIDE user account. • completed the TA Certification Course and the companion document. • practiced setting up test sessions with their students in the TA Practice Site. • reviewed the *OELPA Test Administration Manual for Online Tests*.	X	
Late-January through March - OELPA Test Administration	**Online**	**Paper**
Receive and sign for *initial* paper test orders arriving **January 16** and distribute them.		X
Order additional paper test materials, if needed, in TIDE. The additional order window opens **January 17** and closes on **March 18**.		X
Administer the OELPA online and paper tests during the test window. The test window opens **January 29** and closes **March 22**.	X	X
Failure to apply a Pre-ID label will result in delayed score reporting. For additional information refer to *Section 8: Paper Testing* in this manual.		X
Report test incidents to the Department per the test security guidelines in *Section 3: Test Security*, in this manual.	X	X
Submit Test Status Requests in TIDE if an online test needs to be reopened, reset or invalidated (online and paper tests). Refer to the *TIDE User Guide* for instructions.	X	X
Use TIDE to track testing progress. Refer to the *TIDE User Guide* for instructions.	X	X
Ensure that all scorable OELPA paper test booklets have a Pre-ID label applied after students complete testing. For students who did not receive an on-time Pre-ID label, generate a print-on-demand Pre-ID label in TIDE.		X
Return scorable test materials no later than **March 26.** Return non-scorable tests within one week of returning scorable test booklets.		X
Track the return of scorable OELPA paper test booklets using the *Answer Document Tracking Report* in TIDE.		X

Test Coordinator Tasks	Test Format	
May-June - OELPA Results	*Online*	*Paper*
Check the results for accuracy and missing student results. OELPA results are scheduled to be reported electronically on **May 13** in the Centralized Reporting System.	X	X
Submit requests for rescores and verifications if needed, in TIDE. The rescore and verification window is **May 13 through June 24**.	X	X
Receive Family Reports delivered the **week of June 10**.	X	X
Review the *OELPA Understanding Results Manual* to prepare for reviewing the results.	X	X

Appendix E: Test Administrator Checklist

This appendix provides test administrators a timeline and a task checklist to prepare for the administration of the Ohio English Language Proficiency Assessment (OELPA). Tasks for the online or paper test are marked.

Timeline: September – June

Test Administrator Tasks	Test Format	
September - Preparing to Administer the Test	*Online*	*Paper*
Review by **October 1** the written district test security plan and orally present staff and students prior to the test administration.	X	X
Discuss the testing schedule with the building test coordinator to determine the testing time for each domain test. Estimated student testing times are on the OELPA webpage.	X	X
Confirm which students will be administered the OELPA online or using paper.	X	X
Confirm which students need accommodations and domain exemptions.	X	X
Confirm that each student's enrolled grade level and OELPA grade band match in TIDE.	X	X
September: Technology Preparation	*Online*	*Paper*
Verify that district and school equipment is supported for paper test administrations and that sufficient technology is available for paper tests and the Data Entry Interface.		X
Confirm that a compatible internet browser is available on the device used to access the TA Interface for test administration.	X	
Confirm with the technology coordinator that all devices students will use for testing have the Secure Browser installed for desktops and laptops or the SecureTestBrowser app installed for Chromebooks and tablets.	X	
October: User Accounts and the TA Interface	*Online*	*Paper*
Verify the Teacher or Test Administrator user account by signing into the TA Practice Site and setting up practice test sessions. If a user account has not been assigned, speak to the building test coordinator.	X	
Complete the TA Certification Course and review the TA Certification Companion Document.	X	
Review the *TA User Guide* for detailed information about the TA Interface.	X	

Test Administrator Tasks	Test Format	
October: Preparing for the Test Administration	**Online**	**Paper**
Review the *Accessibility Manual for OELPS and OELPA*. Set domain exemptions in TIDE **before** students start tests.	X	X
Ensure that students are familiar with the online testing system, item types and tools they will use during testing.	X	
Provide students with opportunities to use the online Student Practice Test to preview the types of items and tools they will find on online and paper tests. Item types on the paper test will differ from the online test, as not all online items can be rendered on paper.	X	X
Provide students with opportunities to practice the print-on-request feature.	X	
November: Preparing for the Test Administration	**Online**	**Paper**
Review the current *OELPA Test Coordinator Manual* for detailed information on policies and procedures.	X	X
Review the *Spring 2023 Directions for Administration for Paper-Pencil Tests* (secure).		X
Review the *OELPA Translated Online Test Directions*.	X	
Review *Appendix F: Test Incident Guidance Document*, in this manual.	X	X
Review the *OELPA and OELPS Data Entry Interface (DEI) User Guide for Paper Tests* and become familiar with the procedure to enter student responses.		X
Review the *OELPA Local Scoring Tutorial for Speaking.*		X
Continue to provide students with opportunities to take the Student Practice Test.	X	X
December: Preparing for the Test Administration	**Online**	**Paper**
Ensure the test security plan is orally communicated to students prior to the test administration.	X	X
Review the *OELPA Test Administration Manual for Online Tests*, which includes the script to be read for the online test.	X	
Late-January through March: OELPA Test Administration	**Online**	**Paper**
Have a copy of the Spring 2023 *OELPA Directions for Administration for Paper-Pencil Tests Manual* available during testing. It is shipped with the paper test materials and is secure.		X
Have a copy of the *Speaking Domain Local Scoring Document* available. It is delivered with the paper test materials.		X

Appendix E: Test Administrator Checklist

Test Administrator Tasks	Test Format	
Late-January through March: OELPA Test Administration	*Online*	*Paper*
Discuss the following tasks for **paper tests** with the building test coordinator: • Student's first name as it appears in TIDE and the Statewide Student Identifier (SSID) or Student ID as this information is needed for the paper test booklet; • Securely storing secure test materials before and after testing; and • Applying Pre-ID and DO NOT SCORE labels.		X
Plan for paper test materials and resources that might be needed on test day. Ensure that extra supplies are available.		X
Have a copy of the *OELPA Test Administration Manual for Online Tests* available during test administration.	X	
Discuss with the building test coordinator the following task for **online tests**: • Student's first name as it appears in TIDE and the SSID, as this information is needed for student sign-in.	X	
Discuss with the building test coordinator the following tasks for **both online and paper tests**: • Marking domain exemptions in TIDE before the test administration begins. • Accessibility features for all students, including accommodations for English learners with disabilities.	X	X
Administer the OELPA online and paper tests during the test window. The test window opens **January 29** and closes **March 22.**	X	X
Report test incidents to the building test coordinator per the test security guidelines in *Section 3: Test Security* of this manual.	X	X
Discuss with the building test coordinator Test Status Requests in TIDE if an online test needs to be reopened, reset or invalidated (online and paper tests). Refer to the *TIDE User Guide* for instructions.	X	X
Use TIDE to track online testing progress. Refer to the *TIDE User Guide* for instructions.	X	
Ensure that all scorable OELPA paper test booklets have a Pre-ID label applied after testing is completed. For students who did not receive an on-time Pre-ID label, generate a print-on-demand Pre-ID label in TIDE.		X
Return scorable and non-scorable tests to the building test coordinator after testing ends.		X
Track the return of scorable OELPA paper test booklets using the *Answer Document Tracking Report* in TIDE.		X
May-June: OELPA Results	*Online*	*Paper*
Review the *OELPA Understanding Results Manual* to prepare for reviewing the results.	X	X
Check the results for accuracy and missing student results. OELPA results are scheduled to be reported electronically on **May 13** in the Centralized Reporting System.	X	X

Appendix E: Test Administrator Checklist

Test Administrator Tasks	Test Format	
May-June: OELPA Results	**Online**	**Paper**
Discuss with the building test coordinator requests for rescores and verifications if needed, in TIDE. The rescore and verification window is **May 13 through June 24.**	X	X
Review Family Reports delivered the **week of June 10.**	X	X