

Test Administration Manual (TAM)
Ohio English Language Proficiency Screener (OELPS)
2023-2024
Listening, Reading, Writing, Speaking
Online Administration

District/Building Test Coordinator Contact Information	
Name:	_____
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In partnership with



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OVERVIEW

This manual guides test administrators through the online administration of the Ohio English Language Proficiency Screener (OELPS). It gives specific procedures, set-up details, instructions for administration and a script with directions for test administrators to follow. For detailed information on loading student information, editing student or test administrator profiles or printing test tickets, please check with your district test coordinator and/or consult the [TIDE User Guide](#), located in the resources pages of the [test portal](#).

About the Ohio English Language Proficiency Screener (OELPS)

The OELPS is a component of Ohio’s standardized English learner identification, which consists of the Language Usage Survey and the OELPS (see [Identifying English Learners webpage](#) for more information). After validating Language Usage Survey responses, districts and schools administer the OELPS to potential English learners upon their enrolling in kindergarten through high school. Students enrolled in preschool cannot be administered the OELPS. Districts and schools with English learners enrolled in grades 13 and 23 should contact the Department regarding the TIDE and EMIS codes.

OELPS is one complete test that assesses students’ English language proficiency in each of the four language domains: Reading, Writing, Listening, and Speaking. The test items are aligned to the [Ohio English Language Proficiency \(ELP\) Standards](#). The OELPS is available August through June as students enroll throughout the school year. Students with proficient scores in all nonexempt language domains are not identified as English learners. For students enrolled in grade one through high school, students are proficient (not identified as English learners) if they perform at levels 4 and/or 5 in all nonexempt language domains of the OELPS. For students enrolled in kindergarten, see the section below.

Ohio English Language Proficiency Screener for the Beginning of Kindergarten (OELPS-BK)

The OELPS includes a different proficiency expectation for kindergarteners taking the OELPS at the beginning of the kindergarten year. The test these students take is called the “Beginning of Kindergarten OELPS” or “OELPS-BK”. Kindergarteners taking the OELPS before Dec. 31 of their kindergarten year will be proficient (not identified as an English learner) if they earn scores of 3 or higher in all nonexempt domains of the screener. Students taking the Kindergarten OELPS (OELPS-K) after Dec. 31 of their kindergarten year will be proficient if they earn scores of 4 or higher in all nonexempt domains of the screener.

The OELPS-BK and OELPS-K are the same test and follow the same administration directions, procedures and set-up details as presented in this document. The only difference between the OELPS-BK and OELPS-K are the domain profiles that indicate proficiency.

Kindergarten Versions of the OELPS

<u>VERSION OF THE OELPS</u>	<u>DOMAIN PROFILE</u>	<u>APPLICABLE DATES</u>
Beginning of Kindergarten OELPS (OELPS-BK)	Level 3 or higher in all nonexempt domains	June before the kindergarten year and August–December of the kindergarten year*
Kindergarten OELPS (OELPS-K)	Level 4 or higher in all nonexempt domains	January–June of the kindergarten year

*The OELPS-BK is available in June for schools and districts that would like to screen potential English learners who are beginning kindergarten the following school year. The OELPS is closed in July for annual maintenance. During June, both the OELPS-BK and OELPS-K are available.

Throughout this document, “OELPS” refers to grades kindergarten through high school unless the “OELPS-BK” is mentioned specifically.

Test Administrator Criteria

Test administrators must be employees of the school district or school and hold a license, certificate or permit issued by the Ohio Department of Education (Department). Students and student teachers may not serve as test administrators.

Test Administrator Preparation

Test administrators are responsible for following the online and/or paper test administration directions provided by the Department and all testing procedures adopted by the Department and established by the participating district or school. Therefore, the test administrator must be familiar with the *Test Information Distribution Engine (TIDE) User Guide*, the *Test Administrator User Guide*, and the *Test Administration Manual (TAM)*. These resources are on the [OELPS/OELPA testing portal](#). The test administrator also should be familiar with the [Resource Book](#) and the [Accessibility Manual for OELPS and OELPA](#), both of which are available on the Department's website.

It is essential that districts and schools ensure that test administrators are trained and prepared to administer the OELPS.

Test Security and Professional Code of Conduct

Like other Ohio state assessments, the OELPS is a secure test. **All items in Steps Two and Three are secure items.** Step One is the practice test and is not secure. **No portion of the test may be documented, discussed or duplicated at any time.** Students may take notes during the test using either the embedded Notes tool (online test only) or scratch paper. All scratch paper must be collected, accounted for and immediately returned to designated staff at the end of each day's testing to be destroyed. The test administrator also should be familiar with the [Test Security Provisions and Procedures](#) document on the Department website. This manual is **not** a secure document and may be downloaded, printed and shared as necessary.

Assisting Students with Test Navigation

Students who cannot effectively navigate the online OELPS on their own because they do not have the necessary skills, ability or experience may have a trained test administrator assist with test navigation. For example, the test administrator may assist with the mouse, point-and-click, drag-and-drop, and on-screen tools. The test administrator may assist only with the technology as indicated by the student and must not assist with answer selection. Influencing a student's answer selection or response is a test security violation and will invalidate the assessment.

- **Scribe accommodation.** On writing items where the student is to compose a written response, only students with a scribe documented on the IEP or 504 plan may have the test administrator type their handwritten responses into the online test. For students who are incapable of typing their own responses, see the "Scribe" non-embedded accommodation in the [Accessibility Manual for OELPS and OELPA](#).
- **Speech-to-Text accommodation.** New for school year 2023-2024, the OELPS writing items include an embedded speech-to-text accommodation tool that allows students with IEP- or 504-documentation to speak their response aloud as the test delivery system dictates their responses. See the "Speech-to-Text accommodation" in the [Accessibility Manual for OELPS and OELPA](#) for more information.

Technology

The OELPS is an online test which requires the use of a secure, locked-down browser. Any device used to administer the OELPS must be configured to the Test Delivery System (TDS) specifications prior to the administration. There are instructions for configuring and troubleshooting specific platforms in the [Technology Guide](#) on the test portal. If there are any questions, refer to the [User Support section](#) of this manual.

Overview of the Three Steps in the OELPS

The OELPS is an assessment consisting of three progressively more difficult stages or steps. Only the test administrator needs to understand the three steps of the OELPS. The test administrator should say only that

there is a practice test and then the actual test. A student expecting to experience a three-step test but who stops at the end of Step Two may be upset that they did not complete all three steps.

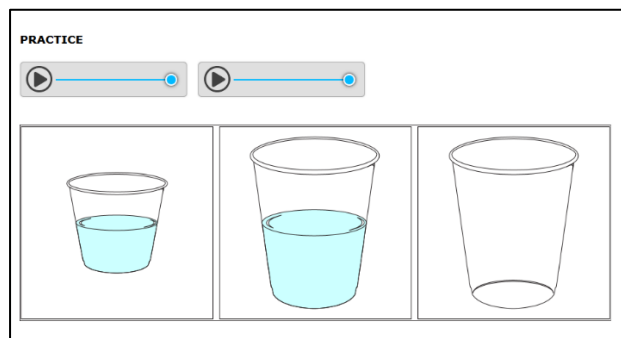
There is no group testing for the OELPS. Test administrators must administer each step of the OELPS to students individually. This means one student and one test administrator in a room. No other students may test or be in the same secure environment, and students are not to hear other students' responses. Additionally, the test administrator needs to be able to hear that the student's spoken responses are audible and clear.

All items in Step One and the speaking items in Step Two must be administered with technical assistance from the test administrator, though no assistance with selecting or developing a spoken response is permitted in Step Two. Depending on the student's ability to navigate the test, the student may be able to work independently after the Step Two speaking items, including all of Step Three.

Step One

Step One only consists of practice items. These items will not be scored. This step familiarizes the student with the look and feel of the test and the technological skills that they will need during the test, such as using the mouse and recording spoken responses. Step One is an opportunity for the student to show their ability to navigate the test interface independently after completing the first section of Step Two (four speaking items).

All Step One items are non-secure and are from the practice test bank; however, nothing from Step One may be copied. The items in Step One are marked "PRACTICE", as shown here:



The student and the test administrator should respond to all practice items in Step One. Test administrators should follow the script for Step One. **Do not skip any practice items in this step.** It is allowable to revisit the practice items as needed during this step. **Step One must always be administered with the test administrator's assistance** because observations of the student's engagement with Step One determine whether the student will continue to Step Two.

Step Two

Step Two consists of **secure test items** in all four domains. The first section includes four speaking items which are **administered by the test administrator** and are hand scored by the test administrator (on-the-fly) immediately after the student responds to the four speaking items. The test administrator must closely monitor the student during the speaking section to ensure the student does not score the items. **Only** the test administrator is to score the speaking items when the scoring screen appears, and the scoring **must** be completed during the administration of Step Two of the OELPS. After the student records their spoken responses and when prompted by the Student Interface, the student will pass the testing device to the test administrator so that the test administrator can enter a score for each of the four spoken responses. The scoring screen for each item will have three options that represent the score points that the test administrator is awarding for each spoken response:

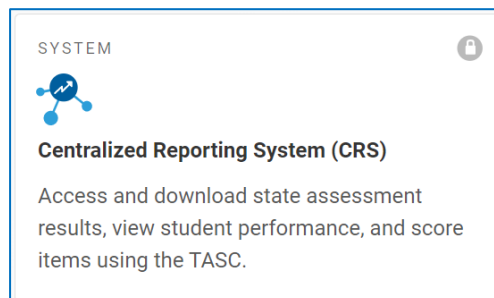
- Ⓐ Score point 2
- Ⓑ Score point 1
- Ⓒ Score point 0

The second section of Step Two consists of machine-scored items in the domains of Listening, Reading and Writing in mixed-domain order. **Any unanswered item in Step Two will be scored as zero (0) in the calculation of the domain result.** For most students, the test will stop at the end of Step Two.

Step Three

Step Three consists of **secure test items** in all four domains in mixed-domain order. Only some students will be administered this step based on the results of Step Two. The decision to continue to Step Three is made by the scoring engine at the end of Step Two. **Unanswered items in Step Three will be scored as zero (0) in the calculation of the domain result.** Once the student has completed Step Three and logged out of the system, the test administrator logs out of the *TA Interface*.

If the student reached Step Three, an authorized user then must log in to the *Teacher Assessment Scoring Center (TASC)* module located **within the Centralized Reporting System (CRS)** to score the student's responses to the Step Three speaking and writing items. Educators with the district test coordinator (DTC), building test coordinator (BTC), district administrator (DA) or teacher (TE) roles can access the TASC. The test administrator (TA) does not have access to the TASC. ***If an authorized user does not score the student's responses from Step Three in TASC, the results will not be available in the CRS.*** The icon for the CRS where the TASC module is accessed is below. The CRS is accessible from the [Teachers and Test Administrators](#) page of the test portal.



Capturing Student Responses

The OELPS is an online assessment initiated from the [TA Interface](#) on the test portal. Test administrators create test sessions and select tests and grade bands in the *TA Interface*. Students log in and complete the test using the [Secure Browser](#). The Test Delivery System (TDS) is the online system interface that operates within the Secure Browser on the student's device. The TDS captures all student responses from students taking the online test. Students taking the online test do not submit any responses separately on paper, spoken to the test administrator or captured otherwise. If applicable, the responses in Step Three that need to be hand scored are automatically sent to the TASC module from the TDS for the authorized user to score once the student has completed testing and logged out.

PREPARING TO ADMINISTER THE OELPS

Secure Student Identification number (SSID)

Public Schools. Students enrolled in a public school district need a Secure Student Identification number (SSID) to participate in the OELPS. Districts need to request an SSID *before* the student can log in to the system. The TIDE system will not allow the same SSID to be assigned to different students. A warning message will appear when an attempt is made to assign an SSID to a student who has already been assigned to another student. See the [SSID manuals and FAQs](#) on the Department's website for more information.

Chartered Nonpublic Schools. Students enrolled in a chartered nonpublic school need a Student ID to participate in the OELPS. Schools need to contact the Department at statetests@education.ohio.gov to request a Student ID before the student can log in to the system. Schools **must not** create the Student ID without assistance from the Department. Doing so will cause problems with the test administration and with the reporting of results.

Accessibility Features, Accommodations and Domain Exemption

Accessibility Features

The OELPS and the Ohio English Language Proficiency Assessment (OELPA) support the same accessibility features. Please refer to the [Accessibility Manual for OELPS and OELPA](#) for information about the tiered accessibility features: universal tools, designated supports, accommodations and domain exemptions.

Test administrators may not require students to *use* any universal tool, designated support or accommodation, including scratch paper, but may be required to *provide* them as indicated in the Individualized Education Program (IEP) or 504 plan. Test administrators should confer with test coordinators and special education staff prior to testing to ensure the test administrator knows which accessibility features are to be provided to the student during the test session. During the Step One Practice Test, technical help may be offered. During Steps Two and Three, the student must decide whether to use the available tools and features, though the test administrator may assist with navigation.

If a student needs translation or interpretation of the test directions into an available preferred language (as outlined in the [Accessibility Manual for OELPS and OELPA](#)), adhere to the guidelines for that process during the administration of the screener.

Accommodations

Accommodations must be **listed on the student's IEP or 504 Plan *prior to the start of the OELPS***. If the IEP or 504 Plan is unavailable or the accommodations have not been listed on the current IEP or 504 Plan *prior to the start of the OELPS*, the student may be administered the OELPS but **without accommodations** to meet the 30-day English learner identification requirement. If the district or school discovers that appropriate accommodations on the OELPS were not provided to a student who later qualified for them, the student should be retested with appropriate accommodations. The district test coordinator or a district administrator will need to submit a test status request in TIDE to reset the student's test if the student is to take the OELPS again during the same school year. If the results of the screener with accommodations show that the student is not an English learner, the English learner designation would be removed.

Domain Exemption

The domain exemption is an accommodation and requires documentation in the student's IEP or 504 Plan. For those students on current IEPs or 504 Plans, **domain exemptions must be *pre-programmed* in TIDE before starting the OELPS to prevent students from seeing any items in an exempted domain.**

Students with one or more domain exemptions will be administered both Steps Two and Three of the OELPS but will not see any items from the exempted domain(s) in these segments for an online administration.

If a test administrator or a student inadvertently starts the OELPS without the domain exemption(s) pre-programmed, the district test coordinator or district administrator should submit a test status request to reset the test. Once the domain exemptions are programmed correctly in the student's settings, the test administrator and student can restart the test.

If the test administrator enters the domain exemption(s) correctly, the student will not see items requiring ability in the exempted domain(s). If the student continues testing with the domain(s) that should have been exempted but were not, and those items are manually skipped, each skipped item will be scored as zero (0) points.

Additional information about domain exemption is available in the [Accessibility Manual for OELPS and OELPA](#).

Scoring the Speaking Items – Step Two

Once the student records responses to the four Speaking items at the beginning of Step Two, the student and test administrator will see a picture of the test administrator with a computer and a red arrow (see screenshot on page 23 of this manual). The picture indicates that the student should pass the computer to the test administrator. Test administrators then must score the four Speaking items that were just administered. The [ELPA21 Screener Step Two Speaking Scoring Document](#) contains the needed scoring rubric and is posted on the portal. The test administrator must use the scoring rubric to score the four Speaking items in Step Two. The test administrator should be familiar with the scoring rubric prior to administering the OELPS and may print it for easy access during the test administration.

Optional Supplemental Materials during Step Two

Test administrators may give the student grade-appropriate materials or activities to use while the test administrator scores the Speaking items in Step Two. These materials should be nearby and readily available to the student when the test administrator asks that the student turn away while the test administrator scores the speaking items. The student is not to see the scoring screens while the test administrator enters scores for these items and instead is turned to the side doing an alternate activity during that time. The test administrator should use headphones so the student cannot hear the recordings. The test administrator must ensure that the student does not score the speaking items, which is why this part of the test is administered with assistance from the test administrator.

- **If the test administrator observes that the student has scored their own spoken responses**, the test administrator should access the Items dropdown menu from the upper left corner of the student's screen, select the item(s), and overwrite the score the student entered.
- **If the test administrator observes that the student scored their own spoken responses and cannot go back to those items because the student has left that segment of the test**, the test administrator should stop the test and ask that the district test coordinator or district administrator to submit a Test Status Request to reset the test. Resetting the test will erase all student responses and allow the student to start over from the beginning.

Scoring the Speaking and Writing Items – Step Three

Step Three has Speaking items for all grades and Writing items for grades 2-12 that require an authorized user to score student responses after the student has logged out of the test. To score these responses, an educator with an authorized user role (district/building testing coordinator, district administrator, or teacher) must log out of the TA Interface and log in to the Teacher Assessment Scoring Center (TASC) module of Centralized Reporting System (CRS). **This is a critical action. If these Speaking and Writing items are not scored, the results will not be reported in the CRS.** The Step Three scoring rubrics are available to the test administrator in the TASC module. Directions to the Step Three scoring rubric are in the [TASC User Guide](#), which is posted on the portal.

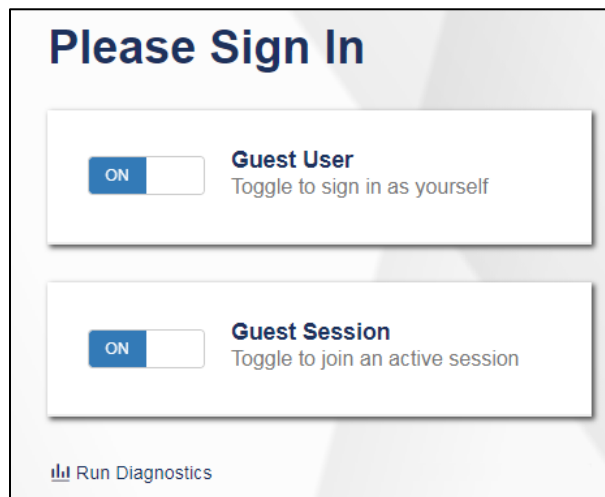
Students in grades 2 through 12 who continue to Step Three will be presented with constructed-response writing items that will require minimal typing skills. While some students may not yet have proficient keyboarding skills, the ability to “hunt and peck” to complete those responses should be sufficient for the completion of the test items.

Audio and Microphone

Most test questions have audio that the student will need to hear. The audio can be played through speakers on the student testing device or through headsets, headphones or ear buds worn by the student. The test administrator should verify that the volume is set at an appropriate volume before the student puts on the listening device. There is an audio check before beginning the test during which the volume should be set.

Speaking items require a microphone to record the student’s spoken responses. The microphone used can be built-in to the testing device or part of an external headset. The test administrator should ensure the microphone is working properly during the audio/mic check and during the Step One Practice.

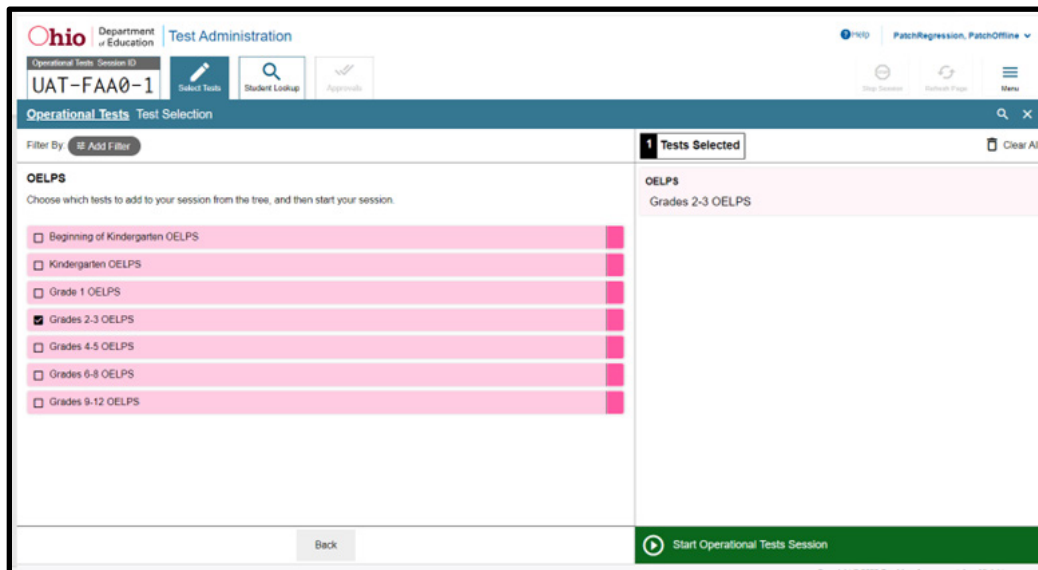
Additionally, test administrators can use the [OELPA Student Practice Site](#) on the test portal to set the volume on the student testing device and ensure the microphone records properly. Go to the [Guest User log-in page for the practice test](#). At the bottom of the window, click “Run Diagnostics,” then click “Audio and Video Checks.” Adjust the testing device’s volume settings before opening the Secure Browser to administer the OELPS.



ADMINISTERING THE OELPS

Create an OELPS Test Session

The test administrator must create an OELPS Test Session to administer the test to a student. Refer to the [TA User Guide](#) for assistance in setting up a test session. Choose “OELPS” and then select the grade band being tested from the list of available tests. If administering the OELPS to kindergarteners in June, the test administrator should be sure to select the correct kindergarten test, OELPS-BK or OELPS-K, depending on the student's enrollment. The student's enrolled grade, as indicated during the TIDE pre-identification, must match the grade band test selected by the test administrator, or the student will not see the OELPS when they sign in.



As previously noted, the student will interact with the test by signing into the Test Delivery System via the Secure Browser. The Secure Browser must be installed prior to any attempt to log in to the secure test. In addition, the student and test administrator will need to know four things to get started:

1. Student's first name as it appears in TIDE;
2. Student's SSID number (or Student ID issued by the Department if the student is enrolled in a chartered nonpublic school);
3. Student's enrolled grade; and
4. Test session ID as created by the test administrator in the TA Interface.

If the test administrator has the SSID number (or Student ID for nonpublic school students), the test administrator can use the Student Lookup tool in the Test Administrator Interface to view enrolled grade and first name as it appears in TIDE.

How to Administer Step One Practice

Step One of the OELPS is a practice segment, designed to help the student become familiar with the design of the test and the technology required to respond to test items. During Step One, the test administrator will observe the student to determine the student's ability to work independently. This also is the time when the test administrator works with the student so the student learns about the help buttons, the on-board tutorials, and the “Mark for Review” feature that might be used during the test. The test administrator may suggest a tool or procedure that may be helpful during Step One.

On the test administrator's computer, the test administrator will create the test session in the TA Interface. Using the Secure Browser on the student's device, the student will log in to the test session. The student will choose the OELPS from the menu of available tests on the screen. The test administrator can assist the student as needed during log-in and Step One, taking note of the amount of assistance the student needs and the type of help the student needs as they

go through the sound and microphone check. Test administrators may assist students who are unable to type their names or complete other keyboarding tasks independently during log-in.

Since the OELPS is an untimed test, the test administrator should allow the student to work at their own pace to complete the test items in all domains, including typing the writing responses. Scratch paper and a pen or pencil are allowed if a student prefers to prepare the written response on paper and then type it into the response area for the test question. During Step One, the test administrator is to observe the keyboarding abilities and offer scratch paper.

The test administrator should follow the script provided in this document beginning on page 15 as the student proceeds through Step One to determine whether the student has sufficient technology skills, such as dragging and dropping, moving the mouse and recording spoken responses to complete the test without significant assistance. The practice items in Step One can be completed more than once if the test administrator or the student needs additional practice, but this must happen before beginning the Step Two speaking items.

When the student ends Step One, the test administrator should guide the student through reviewing the items, particularly those that were marked for review or left unanswered. Although there is no specific review screen at the end of Step One, this review needs to be done so that the test administrator can determine whether the student will move on to Step Two. The test administrator also will answer required questions about the student's technological skills and ability to navigate the test with the test administrator's technical assistance or independently. This also is the final opportunity to remind students that scratch paper is available for use during the test.

Required Responses from the Test Administrator

Screener Participation - Step One Practice

The test administrator screens at the end of Step One present questions to the test administrator that determine whether it is appropriate to stop the OELPS or whether the student should advance to Step Two. Please see the test administrator questions and related guidance below.

End of Step One Practice

When the student ends Step One, questions for the test administrator will appear. Prior to responding to these questions, the test administrator should guide the student through reviewing the items, particularly those that were marked for review or left unanswered. Although there is no specific review screen at the end of Step One, this review needs to be done at the end of Step One so that the test administrator can guide the student as practice to prepare for scored segments of the test. Once the student is satisfied with the responses submitted in Step One, the test administrator should return the test to the question at the end of the segment as shown below.

You've reached the end of Practice Step One.

Please answer **both** questions on this screen before moving on.

Question 1: Which of the following best describes the student's participation during Practice Step One?

Participation criteria is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- Ⓐ Student engaged with at least one practice question in Step One.
- Ⓑ Student engaged with at least one practice question, but in a language other than English.
- Ⓒ Student engaged with at least one practice question, but only nonverbally.
- Ⓓ Student did not engage with any practice questions in Step One. (Newcomers who meet the participation criteria must continue to Step 2 regardless of language proficiency.)

Question 2: Following the first speaking task, how will the student continue on the test?

- Ⓐ Student will continue to Step Two and work independently.
- Ⓑ Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- Ⓒ N/A; Option D was chosen above and the test will not continue for the student.

Test Administrator: If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring – Screener Notes Sheet") ready for when the student begins to respond to the first item.

The test administrator's [script](#) outlines reasons to continue the OELPS to Step Two as well as the reasons to stop the OELPS and not continue to Step Two.

If the test administrator chooses Option D in Question 1, "Student did not engage with any practice questions in Step One," a second screen will appear asking the test administrator to indicate the reason the testing did not continue. The test will then end, and the student will receive an Individual Student Report indicating "Proficiency Not Demonstrated." Please note, the student's use of a language other than English is not a reason to mark "D" for non-participation.

If Option D was chosen in error and the test is ended prematurely, the district test coordinator or district administrator should submit a test status request in TIDE to reset the test. This will allow the student to begin the test again. The test administrator should choose option C on this 2nd screen to indicate that an error was made.

Thank you for your input. You have ended the screener for this student.

Now, please choose the most correct option regarding why you ended the screener.

These options are the only three possible scenarios for stopping the screener. The Test Administration Manual lists examples of situations in which the screener should not be stopped.

- Ⓐ Disability issues completely prevented the student from participating (even with a 1:1 assistant's help), such as: severe autism, severe disabilities, non-verbal autism, profound deafness without sign language; other disability that prevented interaction with the test, even with allowed domain exemptions. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓑ Complete lack of engagement/participation, but not categorized within option A above. Student didn't participate or engage with any practice question despite multiple attempts. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓒ Error was made. (Test Administrator: Exit out of the screener, and follow your state procedure for submitting an appeal/test reset request in TIDE.)

Student Non-Participants during Practice Step One

In the relatively rare cases when the student does not or cannot participate in the assessment, the test is ended, and the non-participating student will receive an Individual Student Report indicating “Proficiency Not Demonstrated” for each domain level and an overall proficiency level of “Proficiency Not Demonstrated.”

For the OELPS, “participation” is indicated by the student engaging with or responding to *at least one practice question* during Step One. If a test administrator is unsure about this aspect of the screener, the test administrator should contact the district test coordinator before administering the rest of the test.

Additional Practice Prior to Step Two

If the test administrator determines that the student could benefit from additional practice prior to beginning the operational section of the screener (Step Two), the test administrator may pause the test during Step One. This will allow the test administrator and the student to end the secure test session and practice using the [Student Practice Test](#) on the testing portal. The test administrator may log the student in as a “guest” and administer the grade-level practice test to help the student become familiar with the question style and the technological requirements. Once the test administrator determines that the student is ready to resume the test, the test administrator should return the student to the secure testing environment, log the student back in to the paused test and resume the student’s paused test.

Note: The student’s screener cannot be paused in Step One longer than four days or the test automatically will be submitted. If this occurs, the district test coordinator or district administrator should submit a test status request in TIDE to reset the OELPS. See page 14 of this manual for more information about the auto-submit rule.

Administering Steps Two and Three

Steps Two and Three of the OELPS consist of *secure* operational test items. The responses to these items are scored and are used to calculate the student’s results.

The change from Practice Step One to Step Two is the indicator that the test content is now secure. Once the student reaches Step Two, the test administrator may not provide any *item content* assistance, reading of test items, or other help to the student. The test administrator can assist the student with the technological demands of the test.

Steps Two and Three are administered in either of the following two ways:

1. Student works alone after the first operational task in Step Two

In this administration, the student works independently, asking only for technical assistance if needed. This occurs if the student was able to work through Step One with little or no technological assistance from the test administrator.

In this scenario, after the first Speaking task in Step Two, the test administrator would move away, and the student would work independently. The test administrator should instruct the student to raise a hand or otherwise alert the test administrator if assistance is needed. No assistance can be provided with the actual test item content. The test administrator **must remain** in the room with the student while the test session is open.

2. Test administrator assists student with the technology throughout the test

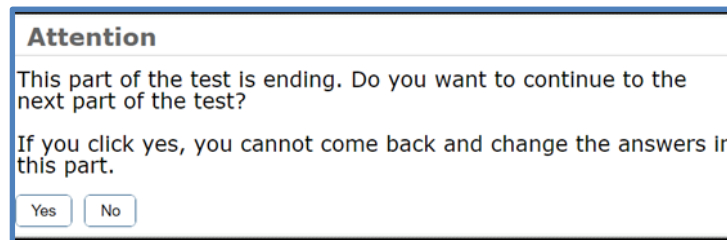
The student must answer the questions on their own, but the test administrator can click and move the mouse for the student, as specifically directed by the student. The student may point at the screen to indicate where the test administrator should move and click. The test administrator is not allowed to read any answer options aloud or otherwise assist with actual test answer choices.

In this type of administration, the test administrator is removing or reducing the technological burden from the student, but the content of the test and answering the test items remain the responsibility of the student alone.

End of Step Two

At the end of Step Two, a review screen will appear for the items in Step Two that followed the first Speaking task. The student should review the items, particularly those that were marked for review or left unanswered. Once the student is satisfied with the Step Two responses, the student clicks the next button to end the segment. If the student skipped any items and does not want to answer those questions before moving to Step Three, that is the student’s choice. Domain performance levels and their overall proficiency designation will be affected if the student leaves items unanswered, as all unanswered items count as zero points.

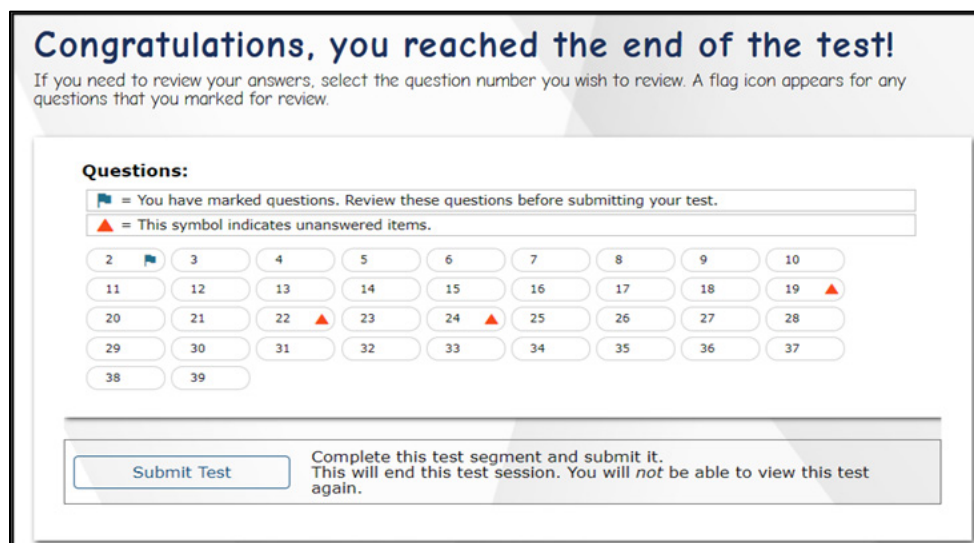
A pop-up message will appear, asking the student if they are ready to leave the segment. Clicking NO returns the student to the Step Two item review screen. Clicking YES ends Step Two of the screener. **After clicking YES, the responses in Step Two cannot be edited; they are locked in.** For most students, the test ends after Step Two. The student will see a screen that says “Congratulations, you reached the end of the test” when the test has ended.



Students who score high enough in Step Two will continue to a new segment, called Step Three. After the student finalizes the Step Two responses, the test automatically moves to the first item in Step Three. There is no test administrator approval screen between these steps. The student will continue through Step Three, responding to Listening, Reading, Writing, and Speaking items in mixed-domain order.

End of Step Three

The end of Step Three is the end of the test. Once the student has completed the final Step Three item, the student will see the “Congratulations” message appear after clicking the “Next” button. The student can review the Step 3 items or submit the test.



The final review screen only includes the items to review from Step Three. As before, the student should review the items, particularly those that were marked for review or left unanswered. If the student skipped any items and does not want to answer those questions before submitting the test, that is the student's choice. Domain results and overall proficiency results will be affected if the student leaves items unanswered, as all unanswered items count as zero points.

After reviewing, the student should click the **Submit Test** button on this screen to finalize the test in the system. This sends the test for scoring. **Only tests that have been submitted will be scored.**

If the student used scratch paper, the test administrator should collect all scratch paper and immediately return it to designated staff at the end of each day's testing to be securely destroyed. If the test administrator utilized the Notes Sheet when scoring the Step Two Speaking task, that sheet also must be securely destroyed at the end of the test session.

Auto-Submit Rule for Incomplete Tests

Ohio has an "auto-submit" rule for incomplete tests. A partially completed OELPS will auto-submit at 11:59 p.m. on the fourth night after the OELPS was started. For example, if a student starts the OELPS on Monday and leaves it unfinished, the system will auto-submit on Thursday night at 11:59 p.m., which will start the scoring process based on the answers provided. If a partially completed OELPS is auto submitted and needs to be re-opened so that the student can finish, the district test coordinator or district administrator will need to submit a test status request to reopen the test. Refer to the process in the [TIDE User Guide](#) on submitting a test status request.

TEST ADMINISTRATION SCRIPTS

During Test Administration

Follow the script provided in this manual to administer the test. In this script:

- The **bold text** is what the test administrator says aloud and is preceded by the word “SAY”.
- Regular (non-bold) text provides additional directions that the test administrator should not read aloud.

The OELPS is administered one-to-one with the test administrator seated near the student who is being screened. The test administrator should have a laptop or tablet available to create the test session and approve the student for testing after log-in. From there, the test administrator works with the student on the Step One Practice items and administers the four Speaking items at the start of Step Two, usually while seated next to the student. When the student finishes the secure Speaking items, the test administrator will use the student’s testing computer to score the items while the student turns to the side to review enrichment materials. After the test administrator enters scores for the Speaking items in Step Two, the test administrator will re-engage the student in the OELPS with the student either working independently or continuing with technical assistance from the test administrator.

[OELPS Translated Online Test Directions](#) are available in Arabic, Somali and Spanish on the test portal. For each language, there is a written script and a list of audio tracks that correspond with the test administrator script below.

Step One

The test administrator logs in to the TA Interface and creates a testing session as noted above and outlined in the [TA User Guide](#). On the student testing computer, open the Secure Browser to the student log-in page.

Welcome the student and put them at ease. Introduce yourself.

SAY (something like): **Thank you for coming here today. Welcome! My name is _____ and I’ll be working with you today.**

(Translated Screener Test Directions: Step One audio track 1)

SAY: **Today we are going to take a test in English. It’s okay if you don’t know all the answers. First, we are going to log in to the computer, and then we will practice. You need headphones and a microphone for this test. I have those for you here.**

(Translated Screener Test Directions: Step One audio track 2)

Have the student log in to the testing computer, assisting as needed. The student will go through the verification screens to reach the audio and microphone test page. The test administrator can assist with the audio and mic check as needed. If using a headset, have the student put on the headset, preferably around the neck rather than on the ears in case the volume is too high. If the headset includes a microphone, assist as needed so the microphone is in the optimal place for recording. The test administrator may offer scratch paper to the student, but it is the student’s choice to use scratch paper.

Have the student verify the microphone works by following the directions on that page. Then finish the log-in process to reach the “Waiting for segment approval” screen.

SAY: **We are going to start the Practice part of this test. We will work together during this segment of the test. Please let me know if you have a question or need help. This is the only part of the test where I can talk to you about the test questions and show you how to access the help screens.**

(Translated Screener Test Directions: Step One audio track 3)

SAY: **In a moment, once I start your test, I am going to show you some features of the test that you can use when you want.**

(Translated Screener Test Directions: Step One audio track 4)

SAY: Are you ready to start this part of the test?

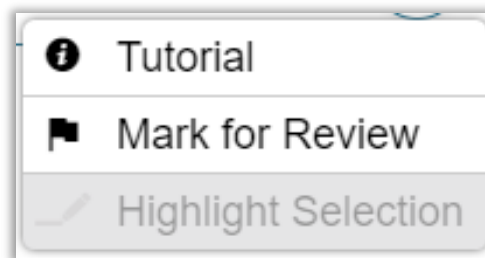
(Translated Screener Test Directions: Step One audio track 5)

Once the student is ready, the test administrator should use their computer to review the student settings in the test session screen and click the checkmark to start the student’s testing session for Step One when ready. The first practice item will appear on the screen. The audio will play automatically. Follow the script in bold below.

Practice Items

Item Context Menu

Clicking the three horizontal bars to the right of the test question number reveals a dropdown menu. It includes two key features – *Tutorial* and *Mark for Review*. For some test items, highlighting and strikethrough are available. The dropdown menu varies depending on the domain and item type. Here is an example of how the menu will appear:



When the first practice question is on the screen and the audio plays, the test administrator engages with the student.

SAY: Okay, let’s get started. Here’s our first practice question. It’s a Listening question, so let’s listen to the audio again. (Replay audio.)

(Translated Screener Test Directions: Step One audio track 6)

The test administrator should show the student the on-board tutorial in the dropdown menu.

SAY: These short videos can help you know what to do to answer a question. Click here if you want to see a video. (Play the tutorial for the first practice test item.) **Click the “X” in the upper right of the video window to close it.**

(Test administrator demonstrates when the tutorial is finished).

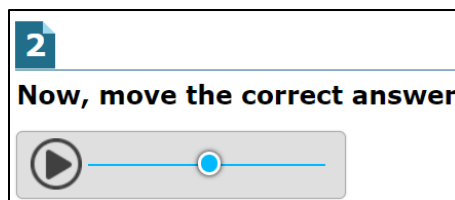
(Translated Screener Test Directions: Step One audio track 7)

Next, still using practice question one, show the student the “Mark for Review” feature in the item context menu.

SAY: This is one way to mark a question that you aren’t sure of. If you mark for review, like this (demonstrate), the test question number will have a folded down corner (indicate the folded corner to the student). Also, in the questions number list (upper left of screen drop-down menu), you see the flag is on question number 1 because we just flagged it (test administrator indicates the flag). Use this flag on any question you don’t know and might want to come back to during this test.

(Translated Screener Test Directions: Step One audio track 8)

Marking for review: notice the question number is blue with the corner folded down.



SAY: Now let's answer the question. (Test administrator plays/replays the audio of the item.) **Let me demonstrate how to answer the question.** (Test administrator will show and talk about the various clicking options but doesn't reveal the correct answer.)

(Translated Screener Test Directions: Step One audio track 9)

SAY: Now you try. Use the mouse and click on the answer you think is right. (Test administrator gives control of the mouse to the student and helps as needed with the use of the mouse.)

(Translated Screener Test Directions: Step One audio track 10)

SAY: Do you have any questions about how to answer the question? (Pause for student response.) **Please let me know if you need help during this practice.**

(Translated Screener Test Directions: Step One audio track 11)

The test administrator may help the student extensively and talk with the student as needed to show the three or four answer options available and how to answer. If the student is non-responsive, the test administrator should continue trying to engage the student in the practice test items and responses.

SAY: Now let's change the answer, just to practice again. Choose a different answer. (Test administrator assists as needed).

(Translated Screener Test Directions: Step One audio track 12)

SAY: Now we will move to the next question, by clicking the "Next" arrow. Each time we move to a new question, the audio will play. (Test administrator demonstrates.)

(Translated Screener Test Directions: Step One audio track 13)

For the next three practice items, the test administrator should interact with the student and proceed through the items in an "I do it, you do it" manner so the test administrator can become familiar with the student's technological abilities and need for assistance. The test administrator will continue to assist the student with the tools on the test. The test administrator also may give the student an opportunity to work independently after practice question one.

If the student appears unable to use the technology, the test administrator can assist as allowed. If that occurs:

SAY: I can help you with the mouse and the computer if you want. Is that okay? (It's possible the student could refuse.)

(Translated Screener Test Directions: Step One audio track 14)

If the student agrees:

SAY: Okay, I will sit next to you here, and you will tell me what to click. You have to decide what the answer is – then either tell me or point to the screen like this (demonstrate pointing to the screen to the options available and then click that option). **I can't choose any answers for you, but I can mark them for review if you want me to.**

(Translated Screener Test Directions: Step One audio track 15)

During this assessment, the test administrator is not allowed to choose any answers for a non-responsive student.

Step One of the OELPS is made up of sample items like the items that the student will encounter on the rest of the test. For some practice tasks, a partial task set is administered. There are two Speaking items at the end of Step One that help the student practice just before they are administered the first Step Two task, which is a four-item Speaking task.

Here is the breakdown of Step One Practice, by grade band.

	KG	Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
Question 1	Listening	Listening	Listening	Listening	Listening	Listening
Question 2	Reading	Reading	Listening	Reading	Reading	Reading
Question 3	Writing	Writing	Writing	Writing	Reading	Reading
Question 4	Speaking	Speaking	Reading	Listening	Writing	Writing
Question 5	Speaking	Speaking	Speaking	Reading	Writing	Writing
Question 6			Speaking	Speaking	Writing	Writing
Question 7				Speaking	Writing	Writing
Question 8					Speaking	Speaking
Question 9					Speaking	Speaking

Monitor the student to reach the last two items of Step One, which are the practice Speaking items. If needed, assist the student with the use of the recording buttons for start, stop and replay for the speaking response. Demonstrate that if the “record” button is clicked again after the student has made an initial recording, the first recording is erased and replaced with the new recording.

SAY: Okay, we need to move to the next question. What answer do you choose for this question?
(Translated Screener Test Directions: Step One audio track 16)

If student doesn't respond ask,

SAY: Would you like me to mark this for review? I can do that, or I can skip this question.
(Translated Screener Test Directions: Step One audio track 17)

Do the action that the student indicates. If the student is silent, skip the question.

During Step One, continue to try to practice, as these responses aren't tracked or scored in any manner for language proficiency.

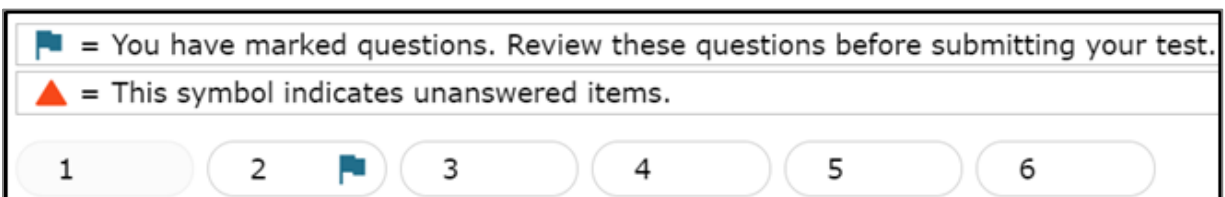
Move to the next question; continue as needed for responses. If the student reaches a point of frustration, non-participation or non-compliance, the student can skip items in the segment.

End of Step One Practice

When the student reaches the end of Step One, the questions for the test administrator will appear. The test administrator gives the student instructions about how to review items.

SAY: We have finished all the practice items on this test. Let me show you the easy way to review your answers in this segment. (Test administrator clicks on the dropdown item list.) **Click here on any test question you want to review. I'm going to pretend that we want to review question 2.**
(Translated Screener Test Directions: Step One audio track 18)

The test administrator or the student can click on question #2 from the Items dropdown menu in the upper left corner of the student's screen list.

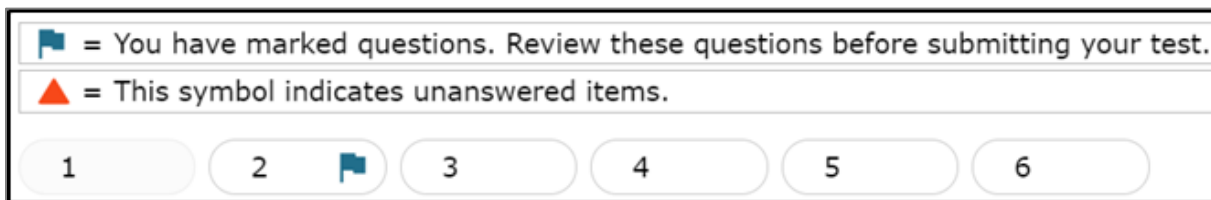


During this time, the test administrator can pause the OELPS if the test administrator determines that the student may benefit from additional practice. If yes, the test administrator would pause the OELPS test on or before the Speaking items at the beginning of Step Two and have the student use the non-secure practice test on the test portal as needed. If the student does not need additional practice, continue the script to finish Step One. The pause button is in the top left corner of the student screen.

SAY: When you finish reviewing, you don't have to click forward one by one – instead just use the dropdown menu in the top left corner of your screen for easy movement. Let's click on question 4 now.

(Translated Screener Test Directions: Step One audio track 19)

The test administrator can demonstrate by clicking question 4 in the dropdown list at top left, which shows all test questions in Step One. The computer will move forward to question 4.



SAY: If you are finished reviewing, click on the very last item in the list. That will take you to the final test item. Click NEXT to get the review screen again.

(Translated Screener Test Directions: Step One audio track 20)

The test administrator can demonstrate these actions, or the student can practice on their own.

SAY: Okay, please do your review. Let me know when you are finished.

(Translated Screener Test Directions: Step One audio track 21)

When the student has indicated they are ready to move to the next part of the test and has clicked “Next” to respond to the “Are you sure?” question, the required questions for the test administrator will appear on the student’s computer.

SAY: In a few minutes, we will move to the items where you must answer on your own, and I won't be able to help you with the test items. After this, I can only help you with the technology. Do you have any questions before we move on? (Pause for questions, clarifications).

(Translated Screener Test Directions: Step One audio track 22)

Until the test administrator questions are answered, it is still possible to go back to review any of the practice test items or features.

SAY: Thank you. Give me a moment to answer some questions.

(Translated Screener Test Directions: Step One audio track 23)

Mandatory Test Administrator Responses

The test administrator’s responses to the following questions decide whether the test continues, in the case that the student was not at all participating with the Step One Practice items. If the student responded to at least one practice question, the test can be continued. If the student would not or could not participate in Step One, the test can be ended using Option D in Question 1, non-participant. The test administrator will use the student’s testing computer to respond to these questions. **The test administrator’s response to both questions is required.**

Please refer to the guidance on the following pages to ensure that the screener opportunity is continued appropriately for students.

You've reached the end of Practice Step One.

Please answer **both** questions on this screen before moving on.

Question 1: Which of the following best describes the student's participation during Practice Step One?

Participation criteria is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- Ⓐ Student engaged with at least one practice question in Step One.
- Ⓑ Student engaged with at least one practice question, but in a language other than English.
- Ⓒ Student engaged with at least one practice question, but only nonverbally.
- Ⓓ Student did not engage with any practice questions in Step One. (Newcomers who meet the participation criteria must continue to Step 2 regardless of language proficiency.)

Question 2: Following the first speaking task, how will the student continue on the test?

- Ⓐ Student will continue to Step Two and work independently.
- Ⓑ Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- Ⓒ N/A; Option D was chosen above and the test will not continue for the student.

Test Administrator: If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring – Screener Notes Sheet") ready for when the student begins to respond to the first item.

Step One - Reasons to continue the screener to Step Two	
Example scenario	Why to continue to Step Two
Student participated in the full practice step one.	Student is fully participating.
Student engaged with one practice item.	Student has met the minimum criteria for continuing the test.
Student engaged with at least one practice question, but in a language other than English.	Student is participating, despite not responding in English.
Student engaged with at least one practice question, but only non-verbally such as blinking, nodding head, pointing.	Student is participating, despite using non-verbal communication.
Student engaged by clicking "next" on each item without answering a question.	Student is participating by clicking responses, which meets the definition of participation.
Student answered "I don't know" in English or home language and guessed on the other questions.	Student is participating by responding to the questions.
Student only would answer in home language and clearly was just guessing answers.	Student is participating by responding to the questions.
Student pointed and chose random answers.	Student is participating by responding to the questions.
Student is a newcomer and got frustrated during the practice section.	Student is participating despite frustration. It may be appropriate to pause the test if the student is experiencing strong emotions.
Student felt unsuccessful.	Student is participating despite frustration; the test should be continued. It may be appropriate to pause the test if the student is experiencing strong emotions.
Student struggled with the navigation of the test.	Student is participating and the TA is allowed to assist student with technology as needed.
Student had issues with the use of headphones, so the test was stopped.	The screener is administered in a secure testing environment and is administered one-to-one. If a student has difficulty with headphones, the onboard or external speakers can be used in place of headphones.

Step One - Reasons to stop the screener and not continue to Step Two.

Test administrators should consider if pausing and returning to the test on a future day might alleviate reasons behind the student's non-participation.

Example scenario	Why to stop the screening
Student had issues ¹ such that the student was completely prevented from participating (even with a 1:1 assistant's help).	Student was unable to participate to meet the minimum requirement of interacting with at least one practice item.
Student did not participate in any manner during Practice Step One despite multiple opportunities.	Student did not meet the minimum requirement of interacting with at least one practice item.
Student did not appear to understand that a response was being asked of them and did not interact with the test in any manner, despite multiple opportunities.	Student did not meet the minimum requirement of interacting with at least one practice item.

If the test administrator chooses Option A, Option B, or Option C in Question 1, the test will continue to Step Two, and the first Speaking task will be administered. Before Step Two, the test administrator also must respond to Question 2 to indicate if the student will require the test administrator's assistance with the technology. If the student can work with the technology independently, select Option A. If the student will need 1:1 assistance with the technology for the remainder of the test, select Option B. If Option D was chosen in Question 1 because the student did not engage with any practice questions in Practice Step One, select Option C. For tests continuing to Step Two, do not click "Next" until the test administrator has read the Step Two script on page 22 because when "Next" is clicked, the audio for the first Speaking question will begin playing.

If the test administrator chooses Option D "Student did not engage with any practice questions in Step One" in Question 1, a second screen appears that asks the test administrator to indicate the circumstances that ended the test for the student. The test then ends, and the student will receive an Individual Student Report indicating "non-participant." If Option D was chosen in error, a test reset in TIDE will be needed for the student to continue the screening session. In these cases, the test administrator should choose option C on this screen to indicate that an error was made.

Thank you for your input. You have ended the screener for this student.**Now, please choose the most correct option regarding why you ended the screener.**

These options are the only three possible scenarios for stopping the screener. The Test Administration Manual lists examples of situations in which the screener should not be stopped.

- Ⓐ Disability issues completely prevented the student from participating (even with a 1:1 assistant's help), such as: severe autism, severe disabilities, non-verbal autism, profound deafness without sign language; other disability that prevented interaction with the test, even with allowed domain exemptions. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓑ Complete lack of engagement/participation, but not categorized within option A above. Student didn't participate or engage with any practice question despite multiple attempts. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓒ Error was made. (Test Administrator: Exit out of the screener, and follow your state procedure for submitting an appeal/test reset request in TIDE.)

¹ such as: autism, complex disabilities, deafness but doesn't know sign language; other disability that prevented interaction with the test, even with allowed domain exemptions.

Step Two

Step Two is administered under secure testing conditions with only the student choosing responses to test items, with technological assistance from the test administrator if needed. Use the test interface features, such as the on-board tutorials and mark for review, as the student indicates.

The first part of Step Two consists of the four Speaking items. This task is administered with assistance from the test administrator, as the test administrator must score the four items after the student has reviewed the recorded responses. Prior to administering the OELPS, the TA should have downloaded or printed the [Step Two Speaking Scoring Document](#), which includes the rubric and the Notes Sheet. The test administrator still should be seated with the student.

SAY: Now we are going to start the test. First, you will answer four Speaking questions, and you will create recordings just like we did a few minutes ago on the Speaking practice items.

(Translated Screener Test Directions: Step Two audio track 1)

SAY: In this set, you will make a total of four recordings.

(Translated Screener Test Directions: Step Two audio track 2)

SAY: When you are ready to record, you can click on the microphone button or let me know to help you with the buttons. (Pause while the student prepares.)

(Translated Screener Test Directions: Step Two audio track 3)

As the student records the responses, the test administrator can write notes and scores on the Notes Sheet while the student is recording. Wait while the student makes recordings for the four items (with or without test administrator assistance with the technology, as indicated in the mandatory question options B or C).

Student Review of Recordings

Once the student has finished the four recordings, the test administrator gives the student the chance to review the responses and re-record if they wish.

SAY: Now you can review your recordings. Click the “Back” arrow button to go back and review the four recordings you made if you want to review them (If the test administrator is helping the student with the technology, the test administrator may click the back arrow as indicated by the student).

(Translated Screener Test Directions: Step Two audio track 4)

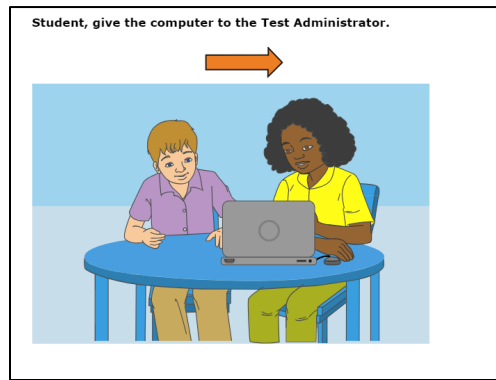
It is recommended that the student listens to their recordings to make sure they can be heard. If the recording cannot be heard, the test administrator should suggest the student record a response again. It is important to make sure the recording is audible and clear because if the recordings cannot be heard, the response cannot be scored and will not earn the student any points.

Note: The test administrator must score the final recording submitted by the student.

SAY: Click the “Next” arrow to review each one. Once you are finished, your recordings are final. Ready? (Pause while student reviews, if the student wants to review [a review is not required].)

(Translated Screener Test Directions: Step Two audio track 5)

When the review is complete or the student indicates that they don't wish to review, the student should click the Next arrow for the note on the OELPS to pass the computer to the test administrator, as shown here. This finalizes and locks in the student recordings. The student should be reminded that once the student has completed the review, the student cannot go back to these Speaking items.



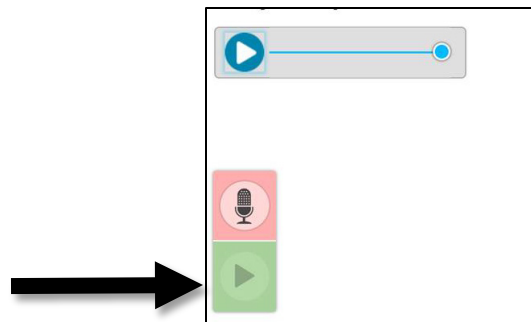
At this point, the test administrator should have the student turn away from the testing computer. The student should be provided with supplemental materials while the test administrator scores the student’s four Speaking responses. The supplemental materials should have been planned and collected before the test began. The student does not see the test computer screen during this time. The test administrator should use headphones so the student cannot hear the recordings.

Immediate Scoring of Step Two Speaking Items

The test administrator may have been taking notes and possibly scoring the student responses to each Speaking item as the student was recording. If the test administrator is confident in those scores, the screens following the action screen above are used to enter the scores on each Speaking item.

If the test administrator is not confident of the notes or a preliminary score on the responses, the test administrator can use the “Back” arrow button to move back five screens to find the first Speaking item and listen to the student’s response.

Important: Click *only* the “Play” button when reviewing the student recordings. If the “Microphone” button is clicked, it will **erase** the student’s recording.



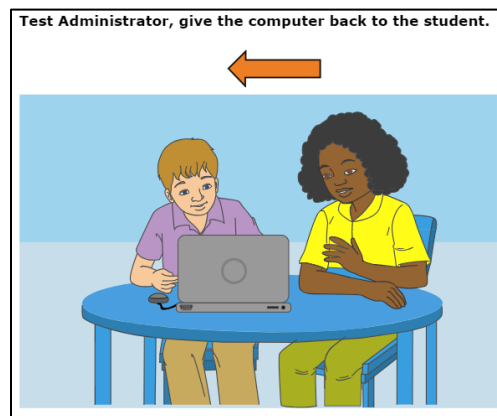
If a student recording is inadvertently erased, the test administrator should immediately re-engage with the student and ask that they re-record a response to the item. The test administrator can score while the student is responding, or the TA can score the recorded responses after the student completes the Speaking items. **It is not allowable to score based off “memory” if a recording is inadvertently erased. The response must be re-recorded and then scored.**

Once the test administrator is ready to enter the scores for the four Speaking items, the test administrator should click the “Next” arrow until the first Speaking item appears with the scoring points of 2-1-0 showing on the screen. Using the notes and the rubric, the test administrator enters the score for the first of the four items, then proceeds “Next” until all the Speaking items have been scored.

- Ⓐ Score point 2
- Ⓑ Score point 1
- Ⓒ Score point 0

Locked Scores

Once the four Speaking items have been scored, the test administrator will click “Next” to lock down the scoring. The scores for the four items cannot be changed once the “Next” arrow is clicked and the test administrator sees the screen to pass the computer back to the student. Alert the student that it is time to complete the rest of the test and put aside the supplemental materials.



Step Two, Continued

After the Step Two Speaking items are scored, the student may work independently on the rest of the test if the test administrator determined at the end of Step One the student was able to work alone. Otherwise, the test administrator will assist with the technology aspect of the test during Step Two.

SAY: Now we will start the test again. You will answer questions for Listening, Reading, and Writing during this part of the test. We will continue through the test until we see the review screen for this section of the test. Do you have any questions before you get started? (Pause for student questions.)
(Translated Screener Test Directions: Step Two audio track 6)

If the student is working independently at this point, the test administrator remains in the room but may move off to a nearby location in the secure testing room and allow the student to work at their own pace until the end of Step Two.

If the student will work independently,

SAY: I will be here if you need assistance with the technology during this part of the test. Please raise your hand if you need help.
(Translated Screener Test Directions: Step Two audio track 7)

If the student and test administrator will continue to work with assistance,

SAY: Okay, let's get started on this part of the test. Let's click the "Next" arrow to see the first question in this section.
(Translated Screener Test Directions: Step Two audio track 8)

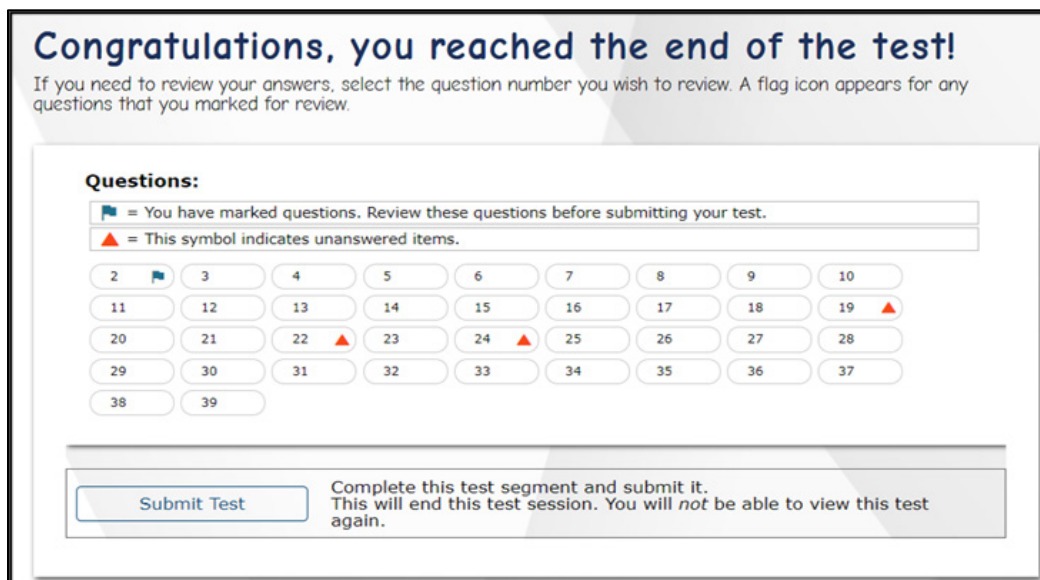
Note: As Step Two progresses, the test items are more difficult. The student could become frustrated. The test administrator may remind the student to use the “Mark for Review” feature or skip the items that are too difficult by clicking “Next” on the items that the student wants to skip.

Unanswered test questions will be scored as zero (0) points for the domain and for the overall proficiency determination.

The test administrator should monitor the test administrator session device as the student proceeds through Step Two. When the student reaches the review screen, the test administrator should remind the student that the answers can’t be changed once the Step is submitted as final.

SAY: You are at the end of this Step. Once we move forward, you can’t come back. Would you like to review your answers?

(Translated Screener Test Directions: Step Two audio track 9)



If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the test administrator is handling the mouse, the student must indicate which items to go back to on the test. The student may need to be reminded that they cannot go back to the Speaking items.

When the student is finished with the review, the student will click the Submit Test button, and answer yes to the last “are you sure?” question.

End of Step Two

For most students being screened, the test will automatically stop at the end of Step Two. For students whose test ends at Step Two:

- A “Your Results” screen will appear;
- The test administrator asks the student to log out of the test;
- OELPS results will be available in the Centralized Reporting System (CRS) within three hours of test submission.

SAY: You are at the end of the test. Thank you for participating. Your results will be available in a few hours. Please log out.

Individual Student Reports – Step Two

In Step Two, students must provide a response to at least one test item in each domain to generate an individual student report that includes a performance level for each domain. If the student responded to no items in a domain (or multiple domains), the student would receive an “N” for “Not Attempted” for that domain. Items left unanswered will be scored as zero (0) points for the domain and for the overall proficiency determination.

Step Three

For students who move to Step Three, the continuation of the test is seamless. The student submits the final response to Step Two and verifies that the answers are final. The system determines whether the student moves to Step Three. The next test question appears on the screen and the audio plays automatically. The student will continue to work independently or with technical assistance from the test administrator depending on how Step Two was administered.

Once the new test question appears on the screen,

SAY: In this section of the test, you will see test questions in Speaking, Writing, Listening and Reading. If you need help during this part of the test, please let me know.

(Translated Screener Test Directions: Step Three audio track 1)

As Step Three progresses, the test items become more difficult. The student could become frustrated. The test administrator should remind the student to use the mark for review feature or skip the items that are too difficult by clicking “Next” on the items that the student wants to skip.

If the test administrator is assisting the student with technology, the test administrator remains seated adjacent to the student. Continue with Step Three under secure testing conditions with only the student choosing responses to test items. Use the test interface features, such as the on-board tutorials, as the student indicates.

At the end of Step Three, a review screen will appear in the same manner it did during Steps One and Two. The test administrator can encourage, but not force, the student to review.

SAY: You are at the end of this Step, which is also the end of the test. Once we submit the test, you can't change any answers. Would you like to review your answers?

(Translated Screener Test Directions: Step Three audio track 2)

If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the test administrator is handling the mouse, the student must indicate which items to go back to.

When the student is finished with the review, click “Next”.

The “Congratulations, you’ve reached the end of the test” screen appears. The student should click the **Submit Test** button at this point and verify the “Are you sure?” question by answering “Yes.” Testing is complete and a “Your Results” screen will appear. The test administrator will ask the student to log out of the system.

The test administrator should thank the student for participating in the test, then continue with the usual screening procedures or dismiss the student in the usual manner.

SAY: You are at the end of the test. Thank you for participating. Your results will be available in a few hours. Please log out.

Individual Student Reports – Step Three

For the student who continued to Step Three, a user with authorized access **must** log in to the [Teacher Assessment Scoring Center \(TASC\) module of the Centralized Reporting System \(CRS\)](#) and enter scores for the student’s spoken and written responses. District test coordinators, building test coordinators, district administrators and teachers are the user roles with access to the TASC. Please refer to the [TASC User Guide](#) located on the test portal for instructions on how to

access the system and enter the scores. Results for OELPS that include Step Three responses will be available in the CRS within three hours after the scores have been entered into TASC by the authorized user.

Note: An Individual Student Report (ISR) **will not be produced** if the test administrator does not submit scores for Step Three in the TASC module.

USER SUPPORT

For issues regarding information in this *Ohio English Language Proficiency Screener Test Administration Manual*

- **Test Administrators** contact your district test coordinator.
- **District test coordinators** contact the Office of Assessment David Brauer at david.brauer@education.ohio.gov or (614) 387-7586 or Paula Mahaley at paula.mahaley@education.ohio.gov or (614) 466-0217.

For issues with test administration procedures or questions about testing policies and rules

- **Test administrators** refer to the *Test Administration Manual*. If additional support is needed, contact your district test coordinator.
- **District test coordinators** contact the Office of Assessment, David Brauer at david.brauer@education.ohio.gov or (614) 387-7586 or Paula Mahaley paula.mahaley@education.ohio.gov or (614) 466-0217.

For issues not listed above, such as technological issues or questions about the assessment systems, please provide the Ohio Help Desk with a detailed description of your problem, as well as the following:

- Your name, school/district;
- If the issue pertains to a student, provide only the student's SSID (or Student ID if a nonpublic school student) and associated school district. Do not provide any additional student information (for example, student's name);
- If the issue pertains to a TIDE user, provide the user's full name and email address;
- Any error messages and codes that appeared, if applicable;
- Affected Test Session ID and question number, if applicable;
- Operating system and browser version information including version numbers;
- Information about your network configuration, if known;
 - Secure browser installation to individual devices or network;
 - Wired or wireless internet network setup.

Ohio Help Desk

Toll-free Phone Support: 1-877-231-7809

Email Support: OHHelpdesk@cambiumassessment.com