

# Ohio English Language Proficiency Screener



## Test Coordinator Manual, 2023-2024

## Testing Support

For assistance with...	District Test Coordinators (DTCs) should contact...	Building Test Coordinators should contact...
Testing resources, manuals, user guides, guidance documents, technical specifications, practice materials and task requests such as reset, reopen or invalidation	Ohio English Language Proficiency Tests Portal <a href="https://oh-oelpa.portal.cambiumast.com/">https://oh-oelpa.portal.cambiumast.com/</a>	District Test Coordinator
Test window and administration issues	Ohio Department of Education Office of Assessment 614-466-1317 <a href="mailto:statetests@education.ohio.gov">statetests@education.ohio.gov</a>  Paula Mahaley, 614-466-0217 <a href="mailto:paula.mahaley@education.ohio.gov">paula.mahaley@education.ohio.gov</a>  David Brauer, 614-387-7586 <a href="mailto:david.brauer@education.ohio.gov">david.brauer@education.ohio.gov</a>	District Test Coordinator
Identifying which students are eligible to take each test		
Identifying which students cannot test online or use technology		
Scheduling test administrations		
Significantly impactful interference or disruptions that could affect testing, such as emergency school closures during the test window		
Ordering paper test materials (paper-pencil, large-print and braille tests)		
Locating test materials		
Accessibility and assessment accommodations for students with documented disabilities and Section 504 Plans	<a href="#">Accessibility Manual for OELPS and OELPA</a> David Brauer 614-387-7586 <a href="mailto:david.brauer@education.ohio.gov">david.brauer@education.ohio.gov</a>	District Test Coordinator
Security cases and test incidents	Office of Assessment 614-466-1317 <a href="mailto:statetests@education.ohio.gov">statetests@education.ohio.gov</a>	District Test Coordinator
Obtaining a Student ID for chartered nonpublic students and for homeschooled students	Anthony Newberry 614-644-7356 <a href="mailto:tony.newberry@education.ohio.gov">tony.newberry@education.ohio.gov</a>	District Test Coordinator
Obtaining an SSID for newly enrolled students at traditional public school districts	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 <a href="mailto:OHHelpDesk@cambiumassessment.com">OHHelpDesk@cambiumassessment.com</a>	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 app and Take a Test app	Cambium Assessment, Inc. 877-231-7809 <a href="mailto:OHHelpdesk@cambiumassessment.com">OHHelpdesk@cambiumassessment.com</a>	
Error messages during online test administrations		
Paper test materials (receiving, returning, shipping, and missing test materials)	Measurement Incorporated (MI) 877-231-7809	District Test Coordinator

The Department does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

# Table of Contents

Testing Support .....	i
Table of Contents .....	ii
1. Introduction .....	1
1.1 About This Manual.....	1
1.2 About the Test .....	1
1.3 Domain Performance and Overall Proficiency Levels .....	3
1.4 Ohio English Language Proficiency Screener for Beginning of Kindergarten (OELPS-BK) .....	4
1.5 Students who Transfer during the Test window.....	5
1.6 Practice Test.....	5
1.7 Key Dates for the OELPS .....	6
1.8 Systems for Test Administration .....	6
2. Test Administration.....	9
2.1 Test Administrator Criteria .....	9
2.2 Test Administrator Training.....	9
2.3 Interruptions during Testing .....	9
2.4 Breaks during Testing .....	10
3. Accessibility Features for OELPS .....	10
3.1 Translated Test Directions for Online Test.....	10
3.2 Domain Exemptions .....	10
4. Test Security.....	11
5. Ethical Use of Tests.....	11
6. Student Pre-identification .....	13
6.1 Student Eligibility for Online and Paper Tests .....	13
6.2 Statewide Student Identifiers (SSIDs) and Student Identification Numbers.....	13
6.2.1 SSIDs for Students Enrolled in Public Districts and Community Schools .....	13
6.2.2 Student IDs for Students Enrolled in Chartered Nonpublic Schools.....	14
7. Test Management and Student Participation .....	14
8. Centralized Reporting System .....	14
9. User Roles and Responsibilities.....	14
9.1 District Test Coordinator Responsibilities.....	14
9.2 Building Test Coordinator Responsibilities.....	16

9.3 Test Administrator Responsibilities.....	17
10. Online Test Administration.....	19
10.1 Before Online Testing .....	19
10.1.1 Preparation.....	19
10.1.2 User Accounts .....	19
10.1.3 Activating the User Account.....	20
10.1.4 Updating Accessibility Features under Test Settings.....	20
10.1.5 Verifying Technology Preparedness.....	20
10.1.6 Test Administrator Interface.....	21
10.1.7 Secure Browser, SecureTestBrowser App and Take a Test App .....	21
10.1.8 Headphones, Headsets and Earbuds .....	22
10.1.9 Understanding the Functions of the Online Testing Systems .....	22
10.2 During Online Testing .....	22
10.2.1 Pausing the Test.....	22
10.2.2 Test Opportunities .....	23
10.2.3 Test Status Requests for Online Tests.....	23
10.2.4 Administering the Online Test .....	24
10.2.5 Monitoring Testing.....	24
10.3 After Online Testing .....	24
11. Paper Test Administration – Paper-Pencil, Large-Print and Braille Tests .....	25
11.1 Before Paper Testing .....	25
11.1.1 Eligibility to Use Paper Tests.....	25
11.1.2 Paper-based Test Scripts.....	25
11.1.3 Paper-pencil Tests.....	26
11.1.4 Large-print Tests.....	26
11.1.5 Braille Tests .....	26
11.1.6 Secure Test Materials.....	27
11.1.7 Accounting for Secure Materials .....	27
11.1.8 District Material.....	28
11.1.9 Building Test Materials.....	28
11.1.10 Additional Test Materials.....	29
11.2 During Paper Testing – Paper-Pencil, Large-Print, Braille .....	29
11.2.1 Braille and Large-Print Tests.....	29
11.2.2 Distributing Test Materials to Test Administrators .....	29
11.2.3 Demographic Fields on Secure Test Documents.....	29
11.2.4 Soiled and Defective Secure Test Documents.....	30

11.3 After Paper Testing – Paper-Pencil, Large-Print, Braille .....31

    11.3.1 Step Three Hand-Scored Responses.....31

    11.3.2 Returning Paper Test Materials.....31

    11.3.3 Packing Secure Test Materials.....32

    11.3.4 Scheduling FedEx Pickup .....32

Appendix A: Troubleshooting for Online Testing.....33

Appendix B: Summary of Test Security Provisions from the Ohio Administrative Code .....36

Appendix C: Test Incident Guidance Document .....38

Appendix D: District Test Coordinator Checklist .....42

Appendix E: Test Administrator Checklist .....45

# 1. Introduction

---

## 1.1 About This Manual

The *Ohio English Language Proficiency Screener Test Coordinator Manual* explains policies and procedures for districts and schools administering the Ohio English Language Proficiency Screener (OELPS) during the 2023-2024 school year. **District test coordinators and building test coordinators must review the information in this manual prior to administering the test.**

Specific step-by-step test administration procedures for test administrators and teachers serving as test administrators are stated in the [OELPS Test Administration Manual for Online Testing](#) on the portal. The *Directions for Administration*, delivered with the any paper test materials, guide the administration of the paper tests.

For technical specifications, including how to use online systems and information on the secure browser, technology coordinators and/or test coordinators should refer to the [Technology Coordinators page](#) of the test portal.

Throughout this manual, “districts and schools” refers to traditional school districts and community schools. In addition, district schools are referred to as “buildings,” and “chartered nonpublic schools” is stated specifically where appropriate.

## 1.2 About the Test

The OELPS is designed to identify Ohio students in grades K-12 as [English learners](#). The OELPS is the second step in Ohio’s standardized English learner identification; the first step is the Language Usage Survey. Refer to the Ohio Department of Education (Department) [Identifying English Learners](#) webpage for additional information on Ohio’s standardized English learner identification.

Districts and schools administer the OELPS **only** to students who may need to be identified as English learners as indicated by information collected in the Language Usage Survey. The survey gathers information about the student’s language background and prior education.

Districts and schools administer the OELPS in person, one-to-one with the student and the test administrator. There is no group administration for the OELPS, nor is there a remote administration option. Districts and schools must complete the English learner identification (the Language Usage Survey and OELPS) within 30 days of the student’s enrollment in a district or school in the state. [Ohio defines enrollment](#) as the date on which the school has both received documentation of enrollment and the student has commenced participation in learning opportunities offered by the district or school.

The OELPS is administered across six grade bands, each with its own test form: kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8 and grades 9–12. The OELPS is a single test that assesses four language domains: listening, speaking, reading and writing.

The OELPS is an online assessment for most students. Over 99% of students screened take the OELPS online. Paper-pencil tests are available for students, districts and schools that cannot

test online. Large-print and braille tests are available for students with documented accessibility needs.

The paper tests (paper-pencil, large print and braille) contain test questions from all four language domains in one test booklet. **Approval to use the paper tests must be requested from the Department.** See the [Testing Support table](#) at the beginning of this manual for contact information.

The OELPS consists of three steps: Step One, Step Two and Step Three. Each step is linguistically more complex than the previous. The test may end after any step depending on the student's engagement with the test and/or the student's responses.

- **Step One.** All students taking the OELPS are administered Step One with assistance from the test administrator. Step One is the practice test and is not scored. Students become familiar with the look and feel of the test and the Student Interface during this step. At the end of Step One, the test administrator answers questions about the student's engagement with the test that determine whether the student continues to Step Two.
- **Step Two.** Step Two presents the student with a series of mixed domain items, all of which are scored and are secure test content. Step Two begins with four speaking items, which are scored during the test session by the test administrator. After the speaking items, students are presented with the listening, reading and writing items. Most students stop at the end of Step Two.
- **Step Three.** A relatively small number of students who obtain a high score in Step Two move on to Step Three. Step Three presents students with a series of mixed domain items, all of which are scored and are secure test content. Speaking and writing items in Step Three which require the student to speak or construct a written response are sent to the Teacher Assessment Scoring Center (TASC) when the student submits the test. Step Three speaking and writing items are scored by the test administrators or other staff after the student submits the test and logs out.

The TASC is not a separate system; it is located within the [Centralized Reporting System](#) (CRS). Refer to the [OELPS Test Administration Manual](#) for additional information on the three steps and to the [Test Assessment Scoring Center \(TASC\) User Guide](#) for instructions on scoring student responses from Step Three. The [OELPS and TASC webinar](#) provides additional training.

The time to administer the OELPS varies by student, but most students complete the test in 20-45 minutes. Test administrators should allow an additional 15–20 minutes to set up equipment (testing devices, headsets, headphones, microphones), read directions to the student and start each online test session.

The OELPS is intended to be completed in one day, though there may be circumstances that cause a student's test to be completed on another day (for example, student illness or fire drill). In these cases, the district or school will need Department approval to resume the test on another day by having the district test coordinator or district administrator submit a Test Status Request in the [Test Information Distribution Engine \(TIDE\)](#) to reopen or reset the test.

### 1.3 Domain Performance and Overall Proficiency Levels

This section provides an overview of OELPS domain performance levels and overall proficiency levels. For more information, refer to the [OELPS Understanding Results Manual](#) on the portal. Students are considered proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on and succeed in grade-level academic tasks in English. Proficiency is indicated on the Kindergarten OELPS (OELPS-K) and OELPS for grades 1-12 by scoring 4s or higher in all nonexempt domains. Proficiency is indicated on the OELPS for the Beginning of Kindergarten (OELPS-BK) by scoring 3s or higher in all nonexempt domains (see [Section 1.4](#) below for more information about OELPS-BK). Proficient students are not identified as English learners and typically do not receive English language development services.

**Domain performance levels.** Each domain performance level is determined by the student's responses to test items from each of the four language domains: reading, writing, listening and speaking. Each domain receives a performance level from 1 (lowest) to 5 (highest). The combination of domain levels (or domain profile) determines the student's overall proficiency level, which indicates if the student has been identified as an English learner. The domain performance levels are as follows:

Domain Performance Level Descriptor	Domain Level
Beginning	1
Early Intermediate	2
Intermediate	3
Early Advanced	4
Advanced	5

**Overall proficiency levels.** The domain levels are combined to obtain one of three overall proficiency levels, Emerging, Progressing and Proficient. If a student is exempted from one or more domains, overall proficiency level is determined from the nonexempt domain levels. The table below describes the overall proficiency levels.

Overall Proficiency Level	Domain Profile	Is the student an English learner?
Proficient	<b>OELPS Kindergarten (OELPS-K) and Grades 1-12:</b> All nonexempt domain levels are 4s and/or 5s <b>OELPS for the Beginning of Kindergarten (OELPS-BK):</b> All nonexempt domain levels are 3s, 4s and/or 5s	NO
Progressing	A combination of nonexempt domain levels that is not Proficient or Emerging	YES
Emerging	All nonexempt domain levels are 1s and/or 2s	YES

**Note:** Students receive a status of *Proficiency Not Demonstrated* when testing is stopped due to the student not engaging with the test in Step One. A student who receives the status of *Proficiency Not Demonstrated* may be identified as an English learner per the district's or school's decision. Districts and schools may wish to re-administer the OELPS when the student is



more likely to participate. Districts and schools must complete the English learner identification within 30 days of enrollment.

After OELPS results are available and the English learner identification is complete, districts and schools can report the student's English learner status element (FD170) to the [Education Management Information System \(EMIS\)](#). Local assessment staff may need to coordinate EMIS coding with their EMIS Coordinator.

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

The OELPS includes two versions of the kindergarten screener:

1. OELPS for the Beginning of Kindergarten (OELPS-BK); and
2. Kindergarten OELPS (OELPS-K)

The OELPS-BK and OELPS-K have different definitions of *Proficient* depending on when the kindergarten student is screened. Other than the proficiency definition, the OELPS-BK and OELPS-K are the same test and follow the same administration procedures as presented in this document and the *OELPS Test Administration Manual*.

**OELPS-BK.** Students enrolling in kindergarten in the first half of the kindergarten year (on or before December 31) are administered the OELPS-BK. Kindergarteners taking the OELPS-BK will be proficient (not an English learner) if they earn domain levels of 3 or higher in all nonexempt domains of the screener.

**OELPS-K.** Students enrolling in kindergarten in the latter half of the kindergarten year (after December 31) are administered the OELPS-K. Kindergartners taking the OELPS-K will be proficient if they earn domain levels of 4 or higher in all nonexempt domains of the screener.

### Kindergarten Versions of the OELPS

VERSION	PROFICIENCY DEFINITION	EFFECTIVE DATES
OELPS-BK	Domain levels of 3 or higher in all nonexempt domains	June before the kindergarten year and August-December of the kindergarten year*
OELPS-K	Domain levels of 4 or higher in all nonexempt domains	January–June of the kindergarten year

\*The OELPS-BK is available in June for districts and schools 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 K-12 unless the "OELPS-BK" is mentioned specifically.

## 1.5 Students who Transfer during the Test window

Ohio districts and schools are responsible for the *timely* and *accurate* identification of all English learners enrolled in their school(s), regardless of students' prior enrollment.

When an Ohio district receives a student from a different Ohio district or school or from a school in another state, the new district or school begins by reviewing existing student records, looking for a completed Language Usage Survey (or comparable document if transferring from another state) and prior English language proficiency assessment results. When student records are unavailable or incomplete, the receiving Ohio district or school should follow Ohio's [Guidelines for Identifying English Learners](#) to complete the identification.

The **OELPS is not administered** if the student:

- Transfers from a different Ohio public school and student records indicate the student is an English learner who has not yet exited English learner status;
- Transfers from an ELPA21 state (Arkansas, Iowa, Louisiana, Nebraska, Oregon or West Virginia) and student records indicate the student is an English learner who has been identified with the ELPA21 Screener but has not yet exited English learner status; or
- Transfers from a different Ohio public school or an out-of-state school and student records indicate the student met Ohio's or the previous state's English learner exit criteria and is not an English learner. In these situations, a student transferring from another Ohio public school or an out-of-state school who met Ohio's or the previous state's English learner exit criteria is not an English learner. The new district does not administer the OELPS, nor the OELPA.

**Note:** In the first two examples above, the transfer student would keep their English learner status at their new school.

The **OELPS is administered** if the student:

- Transfers from a different Ohio school or a school in an ELPA21 state (Arkansas, Iowa, Louisiana, Nebraska, Oregon, and West Virginia) and student records indicate the student is a potential English learner but do not include documentation of English learner identification with the OELPS or the ELPA21 Screener; or
- Transfers from a non-ELPA21 state and is a potential English learner based on responses to the Language Usage Survey (or similar document). Students transferring from a non-ELPA21 state are subject to Ohio's English learner identification, and their identification as an English learner is to be based on the results of the OELPS.

## 1.6 Practice Test

A [Student Practice Site](#) is available on the portal to help students and test administrators become familiar with the Student Interface. Completing the practice test familiarizes students with the online testing platform and the types of items and tasks they will encounter on the test. The practice test also provides an opportunity to test the devices and equipment students will use during the live test. Students taking the paper tests also should have time scheduled to use the Student Practice Site to familiarize themselves with the elements of the test. Item types on the paper-pencil, large-print and braille tests will differ slightly from the online test, as not all

online items can be rendered on paper. While there is no available paper practice test for the OELPS, students and test administrators may print practice test items from a TA-proctored practice test session. Refer to the [Practice Site Guidance Document](#) for more information.

### 1.7 Key Dates for the OELPS

Activity	2023-2024
TIDE registration window for the 2023-2024 test administration	August 1, 2023 – June 28, 2024
Paper test materials delivered to districts and schools (if ordered)	Two to three days after order placed with Department
<b>OELPS Test Administration Window</b>	<b>August 2, 2023 – June 28, 2024</b>
Deadline for submitting students' scores for spoken and written responses in the Teacher Assessment Scoring Center (TASC) from Step Three of the OELPS	June 28, 2024
Deadline for submitting Test Status Requests in TIDE to reopen, reset and invalidate online tests	June 28, 2024
Deadline for submitting student responses from the paper-pencil, large-print and braille tests in the Data Entry Interface (DEI)	June 28, 2024
Deadline for returning secure paper test materials	Immediately after testing and no later than July 5, 2024

### 1.8 Systems for Test Administration

The following table lists the systems used during the OELPS test administration and the user roles that access each system.

Test System	Functions and Tasks
<a href="#">Test Information Distribution Engine (TIDE)</a>	<p>Test coordinators use TIDE to do the following tasks:</p> <ul style="list-style-type: none"> <li>• Manage user accounts</li> <li>• Pre-identify <i>all</i> students taking tests</li> <li>• Mark student accessibility features and configure student test settings for online tests</li> <li>• Mark student domain exemptions for paper and online tests</li> <li>• Create rosters of students and print test tickets</li> <li>• Submit Test Status Requests in TIDE for Department approval (if needed)</li> <li>• Track student participation using Monitoring Student Progress feature</li> </ul>

Test System	Functions and Tasks
<a href="#">Test Administrator (TA) Practice Site</a>	<p>Test administrator and teachers use the practice site to do the following tasks:</p> <ul style="list-style-type: none"> <li>• Administer practice test sessions</li> <li>• Become familiar with features of the TA Interface before administering the test</li> </ul>
<a href="#">Test Administrator (TA) Interface</a> (online tests only)	<p>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:</p> <ul style="list-style-type: none"> <li>• Establish operational test sessions</li> <li>• Update student test settings and accessibility features (if needed)</li> <li>• Mark accommodations (if needed)</li> <li>• Approve students to test</li> <li>• Monitor student progress during an online test</li> <li>• Pause student tests (if needed)</li> <li>• Stop test sessions</li> </ul>
<p>Teacher Assessment Scoring Center (TASC) accessed in the <a href="#">Central Reporting System (CRS)</a></p>	<p>The OELPS is the only state assessment that requires use of the TASC. Staff with district or building test coordinator, district administrator and teacher user accounts use the Centralized Reporting System's integrated scoring module for the following tasks in TASC:</p> <ul style="list-style-type: none"> <li>• Review students spoken and written responses from Step Three of the OELPS that require hand scoring</li> <li>• Score responses using the embedded rubrics</li> <li>• Enter and submit scores for processing</li> </ul> <p>Upon submitting scores in TASC, the system will incorporate scores with the items completed and scored in the Test Delivery System. Students' OELPS results then are reported in the Centralized Reporting System. Refer to the <a href="#">TASC User Guide</a> for more information.</p> <p><b>Note:</b> The test administrator user role does not have access to the TASC.</p>
<a href="#">Centralized Reporting System (CRS)</a>	<p>Authorized users use the Centralized Reporting System to access OELPS results and student score reports.</p>
<a href="#">Student Practice Tests Site</a>	<p>Students, parents and district and school staff can use the practice tests section of the portal to do the following tasks:</p> <ul style="list-style-type: none"> <li>• Become familiar with online test navigation</li> <li>• Review sample content and item types</li> <li>• Practice answering items</li> <li>• Use online test tools</li> <li>• Check compatibility of audio and recording equipment</li> </ul>

Test System	Functions and Tasks
<a href="#">Student Interface</a> (online tests only)	The live, operational Student Interface is used only by pre-identified students for online testing and only is accessible via the <a href="#">Secure Browser</a> , which must be installed on the student's device prior to testing.
<a href="#">Data Entry Interface</a> (paper tests only)	Test administrators use the Data Entry Interface to enter student responses from the paper tests (paper-pencil, large-print and braille). Refer to the <a href="#">Data Entry Interface User Guide for Paper Tests</a> and the paper test <i>Directions for Administration</i> for more information.

## 2. Test Administration

---

### 2.1 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 Ohio Department of Education**. A test administrator or a teacher serving as a test administrator meeting these criteria **must** be present throughout the entire test session.

### 2.2 Test Administrator Training

Test administrators are responsible for following the online and paper test administration directions provided by the Department and all testing procedures adopted by the Department and established by the participating district or school.

**Online Tests.** Test coordinators must train test administrators administering online tests using this manual, the [OELPS Test Administration Manual](#) for online testing, [OELPS Step Two Speaking Scoring Document](#), the [TASC User Guide](#), the [Test Administrator Certification Course](#) and the [Test Administrator User Guide](#) for the online test.

**Paper Tests.** If paper tests are administered, the test administrator must be familiar with the *OELPS Directions for Administration Manual for Paper-Pencil Tests* (delivered with the paper test materials), the [TASC User Guide](#) and the [Data Entry Interface \(DEI\) User Guide for Paper Tests](#).

**Online and Paper Tests.** A general resource for both the online and paper tests is the [TIDE User Guide](#). The test administrator also should review the checklist posted in [Appendix E](#) of this Test Coordinator Manual. Additionally, test administrators should be familiar with the [Resource Book](#), the [Test Security Provisions and Procedures](#) document and the [Accessibility Manual for OELPS and OELPA](#), which are available on the Department's website.

### 2.3 Interruptions during Testing

Occasionally, a test session may be interrupted, and the test administrator may need to stop or pause a test session. If there is an interruption, the test administrator should pause the test and resume testing as soon as possible. After 20 minutes of inactivity the students will be logged out of the student interface and the test will be automatically paused. If a test remains paused for four or more days, the test will be submitted automatically. If this occurs, the district test coordinator or district administrator should submit a Test Status Request in TIDE to reset or reopen the OELPS. See [Section 10.2.1](#) or more information about the four-day auto-submission rule.

If it is necessary to leave the testing room, the test administrator must

- never leave the student 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.

## 2.4 Breaks during Testing

Local district and school policy dictates whether breaks are permitted during test sessions. If a student has been testing for a long time, the test administrator may permit the student to take a break as needed. The student must be supervised to ensure test security and prevent the student from discussing the test.

## 3. Accessibility Features for OELPS

---

Refer to the [Accessibility Manual for OELPS and OELPA](#) for detailed information about the accessibility features available to students taking the OELPS, including administrative considerations, universal tools, designated supports, accommodations and domain exemptions.

### 3.1 Translated Test Directions for Online Test

Translations of the test directions for the online test are available in Arabic, Somali and Spanish on the [test portal](#). Each language is available in audio format and as a script. The [OELPS Test Administration Manual](#) includes annotations to help the test administrator know when to play each translated audio track. Test administrators may use the translated test directions with any student who may need them. Oral translation of information other than the test directions and student use of dictionaries are not permitted as the OELPS is an assessment of English language proficiency.

### 3.2 Domain Exemptions

Domain exemptions are available for the OELPS. Districts may exempt students from **up to three of the four domains** if the student's disability prohibits the student from participating in the domain(s). The student must attempt at least one item to meet federal English learner identification requirements. Like assessment accommodations, the **domain exemption(s) must be documented in the student's Individualized Education Plan (IEP) or Section 504 Plan**. Complete information on domain exemptions is included in Section V of the [Accessibility Manual for OELPS and OELPA](#).

Domain exemptions are for student situations that preclude engagement with any of the four language domains (listening, reading, writing and speaking). For example, an IEP team could exempt an English learner with a hearing impairment from the listening domain items or exempt a nonverbal English learner from the speaking domain items if available accommodations do not make testing in that domain accessible. An English learner reading below grade level, however, can read and would **not** qualify for an exemption from the reading items.

Domain exemptions **must** be configured in the Test Information Distribution Engine (TIDE) **before** the student begins testing. Districts can mark domain exemption(s) for each student during registration in TIDE. If the domain exemption is not marked before test administration, the exempted domain items will appear during online testing and results will be reported. Please refer to the [TIDE User Guide](#) for instructions on manually editing or uploading test settings.

**Note:** Students with one or more domain exemptions who continue beyond Step One (the practice items) will be administered Steps Two and Three of the OELPS.

**Online tests.** For students taking the OELPS online with domain exemption(s), the system automatically omits items from the exempted domain(s), so long as the exemptions are configured in the student test settings prior to testing.

**Paper tests.** For students taking the OELPS on paper (paper-pencil, large-print, or braille) with domain exemption(s), all items from the exempted domain(s) must be skipped manually by the test administrator. No responses to questions from the exempted domain(s) should be entered in the Data Entry Interface. To assist the test administrator to be aware of the domain tested for each question, the domain is marked in parentheses after the question number in the *Directions for Administration*. For example, Practice Question 1 is in the domain of Listening, so the question is marked "Practice Question 1 (L)". The student should not respond to questions in exempted domain(s), and these items should be skipped.

## 4. Test Security

---

Test security is vital to successful test administration. Thus, one of the most critical responsibilities of test coordinators, test administrators, monitors, proctors and teachers is maintaining test security. Schools must follow the state and local written procedures for protecting secure test information at all times. It is illegal and unethical for anyone to reproduce or disclose any secure test content or cause the content to be reproduced or disclosed in any format. 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. Refer to Ohio's [Test Security and Provisions and Procedures](#), as well as [Appendix B: Summary of Test Security Provisions from Ohio Administrative Code](#) and [Appendix C: Test Incident Guidance Document](#) of this manual for additional information on test security.

## 5. Ethical Use of Tests

---

The State Board of Education adopted the *Standards for the Ethical Use of Tests* (refer to the [Ohio Administrative Code 3301-7-01](#)) to 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, including the OELPS.

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 with 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 assessment. Professional judgment must be used 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
Making a copy of the tests and/or preparing a student study guide based on the tests		X
Preparing students for the tests by incorporating Ohio's English Language Proficiency Standards and Ohio's Learning Standards in the appropriate subject curriculum	X	
Copying the vocabulary words from a secure published test that will be administered and incorporating them into instruction		X
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		X
Correcting student responses to ensure a student's program placement		X
Setting a testing schedule that limits students from receiving the maximum time allowed for the test		X
Providing teachers and counselors with information needed to interpret test results	X	
Revealing the test scores of one student to another student		X

## 6. Student Pre-identification

---

Districts and schools must pre-identify or register all students taking the OELPS 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. Refer to the [TIDE User Guide](#) for complete instructions on pre-identifying student for testing.

### 6.1 Student Eligibility for Online and Paper Tests

Pre-identification includes marking students' OELPS/OELPA test mode as either online (O) or paper (P). Students marked (O) for OELPS/OELPA testing online will have access to the test in the Student Interface when they log in. For students taking a paper test, districts and schools need to confirm they have marked the students for an accommodated paper test in TIDE. Students marked (P) for OELPS/OELPA paper testing will not see the OELPS in the Student Interface if they log in.

**Important:** Marking (P) does not place an order for OELPS paper test materials. Districts and chartered nonpublic schools **must** place the OELPS paper order (paper-pencil, large-print and braille tests) with the Department. Additional guidance about creating Pre-ID records can be found in the [Guidance Document for the Ohio Pre-ID File Layout](#).

Unlike many other state tests, there are no Pre-ID labels needed for OELPS paper tests because the OELPS is not scored by a vendor. Most items are scored by the scoring engine automatically, and all remaining items are scored locally by district or school staff.

### 6.2 Statewide Student Identifiers (SSIDs) and Student Identification Numbers

Student score reporting is tied to each student's identification number entered in TIDE during pre-identification, which makes it necessary for every student to be issued a Statewide Student Identifier (SSID) or Student ID. Failure to accurately pre-identify students with their identification number prevents the successful merge of student data for reporting scores. Please go to the [SSID FAQ](#) for more information, and refer to the [Testing Support](#) page of this manual for Department staff's contact information.

#### 6.2.1 SSIDs for Students Enrolled in Public Districts and Community Schools

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

Please note that chartered nonpublic students participating in an **EdChoice, Cleveland or Jon Peterson Scholarship program already have an assigned SSID that they will use for the OELPS.** For assistance locating a scholarship student's SSID, contact the Department's Office of Chartered Nonpublic Schools at [chartered.nonpublic.schools@education.ohio.gov](mailto:chartered.nonpublic.schools@education.ohio.gov) or 614-728-2678.

## 6.2.2 *Student IDs for Students Enrolled in Chartered Nonpublic Schools*

**Nonpublic-school students should use the same Student ID from year-to-year. Newly enrolled students should not be assigned Nonpublic Student IDs used in prior years by another student.**

The chartered nonpublic schools **must contact the Department** to process and authorize the Student ID. An unauthorized Student ID created by a chartered nonpublic school will cause problems in the test administration and delays in reporting results. Chartered nonpublic schools that need Student IDs assigned for their students **must not** create the ID without assistance from the Department.

The Department provides chartered nonpublic schools with a four-letter school code for Student IDs. Test coordinators must use the Department [guidelines to establish Student IDs](#) and pre-identify students for testing who attend chartered nonpublic schools. Chartered nonpublic schools will enter Student IDs in the SSID field of the student's Pre-ID record in TIDE.

## 7. **Test Management and Student Participation**

---

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 in TIDE. The reports in this segment allow authorized users to track online student participation in the Test Delivery System (TDS) and the Data Entry Interface (DEI). More detail on the reports can be found in the [TIDE User Guide](#).

## 8. **Centralized Reporting System**

---

The [Centralized Reporting System](#) (CRS) reports the scores for Ohio's state assessments, including the results of the OELPS. The most detailed information on how to use the CRS and understand the score reports is available in the [CRS User Guide](#) and the [OELPS 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](#). The Teacher Assessment Scoring Center (TASC) used to score students' written and spoken responses from Step Three of the OELPS is a component of the CRS.

## 9. **User Roles and Responsibilities**

---

The key personnel involved with OELPS test 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.

### 9.1 **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 administering the OELPS and not later than **October 1** per [OAC 3301-13-05 \(I\)](#);
- Ensuring that all staff are trained on state and local test security procedures and follow those procedures at all times;
- Preparing and training building test coordinators for test administration before the test window opens;
- Ensuring that all test administrators and teachers serving as test administrators meet the [required criteria](#) for their roles and that there is a backup available if the acting representative needs to leave the testing room during a test session;
- Ensuring that test administrators and teachers serving as test administrators are familiar with the accessibility features and accommodations available for students and that the features and accommodations are made available to students per the student's IEP or 504 plan;
- Reporting all alleged security violations to the Department; and
- Ensuring student responses from Step Three are scored locally in the Teacher Assessment Scoring System (TASC) and confirming results in the [Centralized Reporting System](#).

### **Online-specific responsibilities:**

- Ensuring that all participating students are pre-identified in the Test Information Distribution Engine (TIDE) as taking online tests;
- Creating user accounts for all staff requiring access to the online testing systems or delegating this responsibility as necessary;
- Coordinating with the local technology coordinator to ensure that buildings are prepared for online testing;
- Submitting Test Status Requests such as resets, reopens or invalidations in TIDE, if needed; and
- Tracking test completions in TIDE and ensuring that all required online tests are submitted and, if necessary, scored.

### **Paper-specific responsibilities:**

- Receiving approval and ordering paper test materials as needed;
- Ensuring all paper-eligible students are pre-identified as taking paper tests in the Pre-ID file in TIDE;
- Receiving paper test orders, confirming test quantities and distributing test materials to schools;
- Ensuring that test administrators enter student response in the Data Entry Interface (DEI); and
- Returning all secure test documents promptly to the assessment vendor after testing.

## 9.2 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 local test security procedures and requirements;
- Ensuring that all test administrators and teachers serving as test administrators meet the [criteria required](#) for their roles and that there is a backup available if the acting representative needs to leave the testing room;
- Training and monitoring test administrators and teachers 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 and teachers understand their responsibilities when the test session ends;
- Pre-identifying eligible students in TIDE using the *Add Student* task, and updating student demographics, accessibility features and domain exemptions in TIDE;
- Reporting all alleged security violations to the district test coordinator.

### Online-specific responsibilities:

- Creating and maintaining other building-level user accounts in the building, by request of the district test coordinator;
- Ensuring that system-ready devices, including headphones, earbuds and headsets, are available on the day of testing;
- Tracking test completions in TIDE and ensuring that all required online tests are submitted and, if necessary, scored.

### Paper-specific responsibilities:

- Training test administrators on proper paper test administration procedures before testing begins;
- Monitoring test administration to ensure test administrators follow testing procedures before, during and after testing;
- Receiving test materials from the district test coordinator;
- Storing test materials securely when not in use and distributing test materials when needed for test administration;

- Collecting and accounting for test materials immediately following the test administration throughout the test window;
- Packaging used, secure, test documents promptly and returning them to the district test coordinator;
- Reporting all alleged security violations to the district test coordinator; and
- Ensuring that test administrators understand their responsibilities.

### 9.3 Test Administrator Responsibilities

Test administrators and teachers serving as test administrators primarily are responsible for administering the OELPS and also are responsible for the following tasks.

#### Responsibilities for online and paper tests:

- Being aware of and adhering to state and local test security procedures 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 all accommodations and accessibility features required by the student's IEP or 504 plan are marked and enabled in student settings before testing begins;
- Being familiar with students' names and SSIDs (or Nonpublic Student IDs) as they appear in TIDE;
- Ensuring that each student's name, SSID (or Nonpublic Student ID) and enrolled grade matches the grade band of the test being administered;
- Ensuring that the SSID (or Nonpublic Student ID) is assigned to the correct student;
- Having access to the student information needed for students to log in on the test day and knowing which students are eligible to take the OELPS;
- Reviewing student records to ensure that the OELPS is **not re-administered** unnecessarily to students who already have been administered the OELPS; and
- Reviewing and scoring Step Three student responses in the Teacher Assessment Scoring Center (TASC). Please note that a teacher role is needed in TIDE to score responses in the TASC. Results will not be available if the Step Three student responses are not scored.

#### Online-specific responsibilities:

- Reviewing and understanding the [Test Administrator User Guide](#) before testing begins;
- Ensuring that the [OELPS Test Administration Manual](#) (script) and, if used, [Translated Online Test Directions](#) are available for use on test day;
- Printing the [OELPS Step Two Speaking Scoring Document](#) and having it available to score the speaking items at the beginning of Step Two;

- Ensuring that they have a teacher or test administrator user account assigned in TIDE that is associated with the same school as the student testing in their session before testing begins; and
- Establishing a test session, adjusting test settings, approving students to test, and monitoring, stopping or pausing 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. Note that the *Directions for Administration for Paper-Pencil Tests* is sent with the paper test materials and **is a secure document that must be returned** to the vendor at the end of the test window;
- Being familiar with students' names and Statewide Student Identifiers (SSIDs) (or Nonpublic Student IDs) as they appear in TIDE and ensuring that each student's name and SSID matches the grade band being administered and the student's enrolled grade;
- Entering student responses in the [Data Entry Interface \(DEI\)](#); and
- Returning paper test materials to the building test coordinator after testing.

## 10. Online Test Administration

---

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 the online test administration, refer to the [OELPS Test Administration Manual](#).

### 10.1 Before Online Testing

#### 10.1.1 Preparation

For online tests, test administrators need to prepare the testing room and student testing devices, establish the test session, configure and/or confirm test settings, approve students to test, assist students with logging in to the test, and read scripted directions to the student. Note: [Translated test directions](#) are available for the online OELPS in Spanish, Arabic, and Somali.

#### 10.1.2 User Accounts

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](#). Please review the [Online User Role Matrix](#) document on the portal for information on access to the test systems.

The District Test Coordinator may score the Step Three student responses in the Teacher Assessment Scoring Center (TASC) component of the Centralized Reporting System. Alternatively, the district test coordinator may assign to staff the District Administrator (DA), Building Test Coordinator (BTC) or Teacher (TE) user roles to score Step Three student responses in the TASC. **The Test Administrator (TA) user role does not have access to the TASC.**

Every person who administers the OELPS online must have their own district or 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 testing to ensure that test administrators and teachers have time to set up their accounts and practice setting up test sessions using the [TA Practice Site](#).

Test administrator and teacher user accounts have access to the Test Administrator (TA) Interface. When the OELPS test window is open, the TA Interface will include the OELPS.

There is no user role for technology coordinators, as this role normally does not require access to online assessment systems. However, if a technology coordinator needs access to one of the systems, district test coordinators and/or district administrators can add 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 Management Guidance](#) document regarding adding and managing user accounts in TIDE.



### 10.1.3 *Activating the User Account*

Users with prior year access to TIDE must reset their account passwords to access TIDE for the 2023–2024 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, contact the district test coordinator or building test coordinator for assistance. After a user account is created, the user will receive an email from Cambium Assessment, Inc. with a link to establish the account. Users must click the link within the time specified in the email to create a password and activate their account.

### 10.1.4 *Updating Accessibility Features under 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](#).

Test coordinators and test administrators must discuss the embedded features available in the OELPS, who will update student records, if needed, and how the district or school will ensure that supports and accommodations are provided. For students with IEPs and 504 plans, this often requires coordination with the district or school’s special education staff. If applicable test settings are not marked in TIDE prior to the test administration, the test administrators must update them in the [TA Interface](#) under Test Settings when approving a student to test. Additionally, districts and schools must mark if students are eligible for accommodations, including domain exemptions, in agreement with the student’s Individualized Education Program (IEP) or 504 plan. Refer to the [Accessibility Manual for OELPS and OELPA](#) for more information.

The following table provides examples of some available accessibility features that can be turned on/off or adjusted through a student settings upload in TIDE or in the TA Interface.

<b>Embedded Feature</b>	<b>Feature Attributes at Default Setting</b>
Color Choice	Black text on white background
Mouse Pointer	At the default size
Masking	On
Print size	At the default level

### 10.1.5 *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 or schools should contact the Department if the necessary test equipment and technology preparations are not available.

Districts and schools administering the OELPS online should review the [Technology Resources](#) on the portal and the [Tech Guide](#) for detailed instructions on preparing for online testing.

Direct questions about test equipment and technology compatibility to the Ohio Help Desk at 877-231-7809 or [OHHelpdesk@cambiumassessment.com](mailto:OHHelpdesk@cambiumassessment.com).

Prior to testing, test coordinators must verify that their district and school technology, including the network, hardware and software, meet the system requirements listed in the [Tech Guide](#) to ensure systems function properly.

All students testing online must have access to an approved device (for example, computer, laptop, Chromebook, tablet) during their scheduled test session. Test coordinators must work with technology coordinators to install Cambium Assessment, Inc.'s [Secure Browser](#) on each device students will use for testing before testing begins. Test coordinators should review the [Tech Guide](#) for detailed information on installing and using the Secure Browser, as well as information on preparing test devices for online testing.

### **10.1.6 Test Administrator Interface**

The OELPS test administrator 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 [Technology Coordinators](#) 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.

### **10.1.7 Secure Browser, SecureTestBrowser App and Take a Test App**

The [Setting up Student Workstations](#) section of the *Tech Guide* on the portal provides information on installing and using Cambium Assessment, Inc.'s Secure Browser, as well as information on preparing computers and tablets for online testing.

Before the student arrives in the testing room, the test administrator should close all open applications on the student test device and launch the Secure Browser.

Students must use the Secure Browser, SecureTestBrowser app or Take a Test app to access the Student Interface for online testing. The term "Secure Browser" will be used to refer to the needed software. After launching the Secure Browser, students can no longer 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 (for example, 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 (for example, Chrome, Firefox, Safari). Additionally, the print option is not available in the Secure Browser. The "back" and "forward" browser options are not available, 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 SecureTestBrowser app, students must click the pause button or reach the review page, submit their test and log off. If a student pauses or submits their test, the test administrator will be alerted in the TA Interface.

### **10.1.8 Headphones, Headsets and Earbuds**

Many test items on the OELPS require the student to have a listening device, and the speaking items require audio equipment for recording the oral responses and listening to the prompt. The student may use any compatible equipment, so long as test security is maintained. 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 proximity to one another.

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 frequently touched surfaces. Districts and schools may wish to use a speaker and microphone rather than a headphone or headset for students but must make sure that sound does not carry outside the testing room to maintain test security.

### **10.1.9 Understanding the Functions of the Online Testing Systems**

Access to each application in the online testing system is dependent on the user role (refer to the [Online User Role Matrix](#) for role-specific access). Authorized users can access TIDE, the TA Interface, the TA Practice Site and the Centralized Reporting System from the [test portal](#). Teachers (TEs) administering the OELPS or other designated staff will need to access the Teacher Assessment Scoring Center (TASC) system to score the spoken and written responses of students who reach Step Three of the test. The TASC is not a separate system; it is located within the Centralized Reporting System. See [Section 1.8: Systems for Test Administration](#) of this manual for more information about test systems.

## **10.2 During Online Testing**

### **10.2.1 Pausing the Test**

During online testing, if a circumstance requires pausing the 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 pauses automatically. The test administrator will have to re-approve the student for testing once the student logs back into the Student Interface.

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

### 10.2.2 Test Opportunities

Generally, students identified for English language proficiency screening will be administered the OELPS once, upon initial enrollment in an Ohio district or school. Students have one test opportunity each school year. After completing and submitting the test, students are unable to log back in and view the test without the district test coordinator or district administrator submitting a Test Status Request to the Department in TIDE to reopen or reset the test. See the [OELPS Frequently Asked Questions](#) on the Department webpage for a list of circumstances under which a school may re-administer the OELPS to students.

### 10.2.3 Test Status Requests for Online Tests

District test coordinators and district administrators submit test status requests by using the Test Status Request task in TIDE. No other user roles (building test coordinators, test administrators, teachers) can submit test status requests. Complete directions for submitting Test Status Requests are available in the [TIDE User Guide](#).

**When submitting a test status request, the district test coordinator or district administrator must include a detailed rationale in the comments section to explain the reason for the request.**

District test coordinators also can contact the Department to discuss the situation and allowable options. For the OELPS, district test coordinators and district administrators can request a reopen, reset or invalidation. Most situations are resolved with a reopen or reset. Very few situations require an invalidation. Refer to the following table about each type of Test Status Request.

Testing Action	Test Status Request Type
Allow a student to log back into a test that has been submitted	<i>Reopen a test</i> To submit a reopen request, the test must be in completed, expired, submitted, scored, reported or invalidated status.
Allow a student to restart a test by removing all student responses or marks	<i>Reset</i> To submit a reset request, the test can be in any status.
Invalidate a student's online test	<i>Invalidation</i> 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 OELPS under another student's Statewide Student Identifier (SSID) or Student ID, the district or school must contact the [Help Desk](#). DO NOT request a reopen or reset for this situation.**

**Reopen a test.** If a student's test is submitted in error, either by accident or due to an interruption (for example, illness, loss of Internet connectivity, fire drill, parent request), the district test coordinator or district administrator can submit a request to reopen the test. After the Department approves the request to reopen a test, 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.

**Reset a test.** 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). All the previously submitted responses associated with a test that has been reset are erased from the system. A reset may be required when a student is administered the OELPS unnecessarily, such as the student already was administered the OELPS in a prior year or the student was mistakenly administered the OELPS.

**Invalidate a test.** If a test has been compromised by a student, test administrator or unauthorized party, an invalidation should be requested to invalidate the compromised test opportunity. In these cases, the district test coordinator or district administrator should contact the Department to discuss a possible test security violation.

#### **10.2.4 Administering the Online Test**

Refer to the [Test Administrator User Guide](#) for information on administering the online assessments. The [OELPS Test Administration Manual](#) provides detailed instructions on how to administer the OELPS online.

#### **10.2.5 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.

### **10.3 After Online Testing**

After the student has completed the test and reviewed the responses, the student submits the OELPS and logs out of the Secure Browser. The test administrator then will end the test session. If a student does not actively submit the test, the test will remain in paused status for four days. After the fourth day, tests in paused status will be submitted for scoring automatically.

If the student completed and submitted Step Three, the speaking and writing responses will be sent to the Teacher Assessment Scoring Center (TASC) for local scoring. Trained raters with an authorized user role (district test coordinator, district administrator, building test coordinator, or teacher) must log in to the TASC through the [Centralized Reporting System](#) and score the student responses using the embedded rubrics. **OELPS results will be unavailable in the Centralized Reporting System until the responses from Step Three are scored.** Please review the [TASC User Guide](#) for additional information regarding scoring these items.

After OELPS results are available and the English learner identification is complete, districts and schools can report the student's English learner status element (FD170) to the [Education Management Information System \(EMIS\)](#). District and school assessment staff may need to coordinate EMIS coding with their EMIS Coordinator.

## **11. 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 administrator 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.

Note: The Data Entry Interface is used at various points during the administration of the OELPS paper tests, including the initial Speaking task in Step Two, at the end of Step Two, and Step Three for the students who complete that step. The test administrator should not wait until the student has completed the test to enter student responses in the Data Entry Interface.

### **11.1 Before Paper Testing**

#### ***11.1.1 Eligibility to Use Paper Tests***

The OELPS 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:

- A district or school with students who require paper tests as a documented accommodation in an Individualized Education Program or Section 504 Plan or due to a student's religious or cultural beliefs
- A district or school that lacks the required technology infrastructure to test all students online, including schools that
  - are new to state testing and have verified a lack of infrastructure to test all students online or
  - experience a change in the district's or school's technology infrastructure that impacts its capacity to test all students online.

Districts or schools with these exceptions must contact the Department at 614-466-1317 or [statetests@education.ohio.gov](mailto:statetests@education.ohio.gov) to start the process of approval to use paper tests and determining eligibility for paper testing (paper-pencil, large-print and braille tests).

#### ***11.1.2 Paper-based Test Scripts***

In cases where a student cannot take the online version of the OELPS, 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* included with the paper test materials. The test administrator may not read any part of the test not specifically indicated in the script. The audio CD provides audio support for test items similar to the online OELPS' system-embedded audio. Human read-aloud is not permitted for paper tests which include a prerecorded audio CD to read the test content to students.

### **11.1.3 Paper-pencil Tests**

The paper-pencil test is available to students and schools that meet the eligibility criteria stated above (Section 11.1.1). To administer the paper-pencil test, schools will need the following materials **which are included in the paper-pencil test order**:

- General test booklet;
- The *Directions for Administration Manual for Paper-Pencil Tests* with the script to be read aloud; and
- The audio CDs.

**Schools will need to provide the following materials and equipment:**

- Device for playing the CD;
- Device to record the student's speaking response in Data Entry Interface; and
- Pencil or pen for the student to mark the test booklet.

### **11.1.4 Large-print Tests**

The large-print test booklet is available to students whose IEP or Section 504 Plan specifies the use of the large-print form. The large-print test booklets are 11.5 inches x 15 inches. To administer large-print OELPS assessments, schools will need the following materials **which are included in the large-print order**:

- The large-print test booklet;
- One general test booklet, which the test administrator may use to record student responses;
- The *Directions for Administration Manual for Paper-Pencil Tests*; and
- The audio CDs.

**Schools will need to provide the following materials and equipment:**

- Device for playing the CD;
- Device to record the student's speaking response in Data Entry Interface; and
- Pencil or pen for the student to mark the test booklet.

### **11.1.5 Braille Tests**

The braille test booklet is available to students whose IEP or Section 504 Plan specifies the use of this accommodated test form. To administer the OELPS to students with a braille accommodation, schools will need the following materials **which are included in the braille order**:

- The braille test booklet;

- One general test booklet, which the test administrator may use to record student responses;
- The *Directions for Administration (DFA) Manual for Braille Tests*;
- The audio CDs; and
- Manipulatives provided by the vendor.

**Schools will need to provide the following materials and equipment:**

- Device for playing the CD; and
- Device to record the student's speaking response in Data Entry Interface.

### **11.1.6 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.

### **11.1.7 Accounting for Secure Materials**

The assessment vendor maintains a record of all test materials by assigning a security number and a scannable barcode on each test document or resource. The security number is located on the front page of the secure test document below the barcode which links the document to the district and school. The vendor uses this information to track the number of secure test documents returned by each district and school. The vendor will provide a record of any missing test materials to the district test coordinator and the Department at the end of the OELPS test window. If any secure test materials shipped to the district or school are determined to be missing, the district test coordinator will be required to account for it.

District and school staff may **open the shrink-wrapped packages no more than two days prior to testing** to organize test booklets (paper-pencil, large print and braille). Each package contains a range sheet that shows the range of security numbers contained in the pack. After opening the shrink-wrapped packages, the building test coordinator must verify that all secure test documents, with the corresponding serial numbers listed on the range sheet, have been included in the pack.

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. The Department recommends having two staff in the room when opening and handling secure materials.

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



### **11.1.8 District Material**

The assessment vendor ships test materials via FedEx for all buildings in a district 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 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;
- A return kit (a clear plastic bag) which contains document 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 as early as possible 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 after the test administration;
- 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.

### **11.1.9 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 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.

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;
- 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.

### ***11.1.10 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 request additional paper test materials by contacting the Department.

## **11.2 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, log in to the Data Entry Interface, prepare recording equipment, distribute materials and read the scripted directions.

### ***11.2.1 Braille and Large-Print Tests***

Students taking a braille or large-print test may need additional table space due to the size of the test booklet. Test administrators should be mindful that directions may differ slightly from those in the general test booklet. Students taking a braille test may require a scribe or an assistive device (for example, Braille Note).

### ***11.2.2 Distributing Test Materials to Test Administrators***

The building test coordinator must securely store test materials when not in use. On the day that a school administers the paper OELPS, the testing materials can be distributed to the test administrators as needed.

### ***11.2.3 Demographic Fields on Secure Test Documents***

District and school staff will notice that a limited number of fields are available on the demographic page of the secure test documents. This is because **all OELPS booklets are nonscorable**. Most items are scored upon entry to the Data Entry Interface by the scoring engine, and the spoken and written responses are scored locally by the test administrator or teacher serving as the test administrator.

Test administrators should ensure that the student's name and SSID are written on the test booklet so they know whose test it is when entering responses into the Data Entry Interface for scoring.

#### **11.2.4 Soiled and Defective Secure Test Documents**

If a student soils a test document or if a student receives a defective test document and the student has started marking responses, transcribe the student's responses verbatim into a new test document. Return the new test document with the other test materials. There must be at least two staff in the room when transcribing student responses, and one must be a test administrator or an employee of the district or school who has a license, certificate or permit issued by the Department. Refer to [Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) of [Ohio's Accessibility Manual](#). Contact the Department with questions.

**Exception:** If a student soils a test document with bodily fluids, make note of the incident and barcode number and contact the [Ohio Help Desk](#) to report the biohazardous test document. In these circumstances, reported booklets can be securely destroyed per state or district policies. Always observe universal precautions.

#### **11.2.5 Scoring the Paper Test Using the Data Entry Interface (DEI)**

The student responses for all paper-pencil, large-print and braille test questions must be entered into the Data Entry Interface for scoring. The Data Entry Interface is used at various points during the OELPS, including the initial Speaking task in Step Two, at the end of Step Two, and Step Three for the students who complete that step.

If a district or school is transcribing student responses to a general test booklet or to the Data Entry Interface, a district or school employee with a license, certificate or permit issued by the Ohio Department of Education must complete the transcription with a witness present during the process. Please refer to [Appendix C: Protocol for Scribing and Transcribing Student Responses](#) in [Ohio's Accessibility Manual with Appendices](#) for more information about the scribing process. For constructed responses in the writing domain only, students and scribes should follow the section *Additional Guidelines for the English Language Arts–Constructed Responses* in Appendix C: Protocol for Scribing and Transcribing. Refer to the Directions for Administration for the Paper-Pencil Test for OELPS-specific directions and script.

Please note that the student will need to speak responses to the OELPS speaking items directly into the Data Entry Interface. Detailed instructions for entering information into the Data Entry Interface are available in the [Data Entry Interface User Guide](#). Note that all responses must be entered in the Data Entry Interface for the results to be reported.

**Step Two.** The test administrator must immediately score the student responses to the four initial Step Two speaking items using the [OELPS Step Two Speaking Scoring Document](#) and enter the scores in the Data Entry Interface. After the four Speaking item scores are entered, the student continues with the remaining portion of Step Two which includes listening, reading and writing items.

At the end of Step Two, the test administrator follows the *Directions for Administration* and immediately enters the student responses for the remaining Step Two test questions in the Data Entry Interface. When Step Two is completely reported in the Data Entry Interface and the calculation is complete, the test system will determine whether the student continues to Step Three or stops after Step Two. Students who are stopped at the end of Step Two should log off. These students have been identified as English learners and do not continue to Step Three. For students continuing to Step Three, additional items will be presented.

**Step Three.** The student records Step Three speaking responses directly into the Data Entry Interface. When the student has completed Step Three and logged off, the test administrator must immediately enter the student responses for the listening, reading and writing items in the Data Entry Interface. Then, the test administrator should submit the student's test in the Data Entry Interface. Once the test administrator has submitted the OELPS via the Data Entry Interface, the student's responses are considered final. Verify all information is correctly input before clicking the *Submit* button. Remember:

- Only submitted Step Three tests are sent to the Teacher Assessment Scoring Center (TASC) in the Centralized Reporting System for scoring;
- Paused tests will remain paused and unscored until the test is submitted; and
- If a test remains paused for four or more days, the test will be submitted automatically. If this occurs before all student answers have been entered, the district test coordinator or district administrator should submit a Test Status Request in TIDE to reset or reopen the OELPS.

## **11.3 After Paper Testing – Paper-Pencil, Large-Print, Braille**

### **11.3.1 Step Three Hand-Scored Responses**

Spoken and written responses from Step Three of the OELPS are scored locally by district and school staff with access to the Teacher Assessment Scoring Center (TASC). Step Three items will be sent from the Data Entry Interface to the TASC in the Centralized Reporting System (CRS) for scoring upon submission of the test. The instructions for local scoring are in the [TASC User Guide](#). Scoring rubrics are embedded in the TASC. Results will be available in the CRS after the responses from Step Three are scored and submitted.

### **11.3.2 Returning Paper Test Materials**

Districts and schools must return all secure test materials, including unused test documents, **as soon as possible after testing has been completed**. The *OELPS Test Coordinator Manual* and the *OELPS Test Administration Manual* are not secure and do not need to be returned.

Test administrators must return the paper-pencil, large-print and braille test booklets, scratch paper, ***Directions for Administration Manual (a secure document)*** and audio CDs to the building test coordinator.

After testing, the building test coordinator must collect, inventory and pack all test materials for the building and return them to the district test coordinator. The building test coordinator also will securely destroy students' notes on scratch paper and any other ancillary documentation. Once all materials have been collected, the building test coordinator then returns the paper-pencil, large-print and braille test booklets, **Directions for Administration Manual** and audio CDs to the district test coordinator. Building test coordinators should direct all questions about returning test materials to their district test coordinators.

The district test coordinator then is responsible for returning materials to the assessment vendor. District test coordinators who have questions or encounter difficulties with the shipping procedures should refer to the [contact information](#) on the inside front cover of this manual.

### **11.3.3 Packing Secure Test Materials**

Refer to the return shipping instructions when packaging and returning paper test materials to the assessment vendor. Contact the [Ohio Help Desk](#) for assistance.

### **11.3.4 Scheduling FedEx Pickup**

There are no automatic FedEx pickups for OELPS. District test coordinators must schedule their FedEx pickup date as soon as possible after the district or school completes any OELPS paper testing. All secure test materials must be returned no later than one week after testing is complete. The Department may consider the failure to return paper test materials promptly to be a test security violation.

Contact FedEx at 800-463-3339 to schedule a pickup or go to <http://www.fedex.com/>.

For questions about returning test materials or assistance scheduling a pickup, call the [Ohio Help Desk](#). Select the OELPA/OELPS option from the Help Desk's menu tree.

## Appendix A: Troubleshooting for Online Testing

This section outlines scenarios that may arise before or during online testing. The following table provides a description of possible scenarios and what to do in each situation. If a situation that is not covered in this section is encountered, refer to the [Testing Support](#) information at the beginning of this manual for guidance on whom to contact.

#	Description	What to Do
1	An online test administrator needs a Test Administrator or Teacher 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 <a href="#">TIDE User Guide</a> .
2	A user forgets their password.	The user should click [Forgot Your Password?] on the <a href="#">Test Information Distribution Engine (TIDE) Login Screen</a> , 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.
4	There is no test available for a student to select on the "Your Tests" screen. The test on the "Your Tests" page is grayed out and cannot be selected by a student.	The test administrator or teacher should verify that the test for which the student is eligible has been 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 that year.
5	A student's "Is This Your Test?" page displays incorrect accessibility features.	The test administrator or teacher should have the student sign out and then sign back into the Student Interface. <b>Before</b> 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 then will be able to continue their test with the appropriate features.

#	Description	What to Do
6	A student is unable to sign into the test.	<p>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.</p> <p>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 administrator or teacher 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.</p> <p>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.</p>
7	A new student is enrolled at the school.	The district test coordinator, district administrator, Education Management Information System (EMIS) coordinator, Information Technology Center (ITC) or building test coordinator must pre-identify the new student in TIDE.
8	A student moves out of the district during the test window and has submitted the test for scoring.	The district or school from which the student moved should share the OELPS results with the new district or school.
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 log in to the correct active session and resume testing.
10	A student is cheating.	Refer to <a href="#">Section 4, Test Security</a> , in this manual for guidance on reporting test incidents and invalidations of students' tests if needed. Also, refer to the <a href="#">Test Security Provisions and Procedures</a> on the Department website.
11	A student starts or takes a test for which the student is not eligible.	Refer to <a href="#">Section 10.2.3, Test Status Requests for Online Tests</a> , 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 pauses after 20 minutes of inactivity. 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 may need to submit a test status request in TIDE to reopen or reset the test. <a href="#">Refer to Section 10.2.3, Test Status Requests for Online Tests</a> .

#	Description	What to Do
13	The school building has a fire or emergency drill.	First, the test administrator or teacher should 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. After the drill, the test administrator 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 actual emergency.	First, the test administrator or teacher should ensure student safety. If circumstances permit, the test administrator or teacher should stop the test session in the TA Interface. Test administrators or teachers should confer with the building test coordinator on whether testing can be resumed on the scheduled testing 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 in the TA Interface.
16	A student receives an error message during testing.	The test administrator or teacher should refer to the <a href="#">Message Codes</a> document on the portal and write down the Message ID (usually 5 digits) and the text associated with the error message and contact the <a href="#">Ohio Help Desk</a> .
17	A student's device 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.	<p>If the student cannot hear sound, the test administrator or teacher should ensure that the audio is not muted on the device and that the headset meets device requirements and is properly connected. Refer to <a href="#">Technology Resources</a> for guidance, if needed.</p> <p>If the student cannot hear the speaking recordings, the test administrator or teacher should ensure that the audio is not muted on the device and that the headset meets device requirements and is properly connected. Test administrators or teachers also should verify that the student is speaking clearly into the microphone while the recording step is active.</p>
19	A student begins the OELPS but should have been exempt from one or more domains.	The test should be stopped and submitted. The district 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 the test again.



## Appendix B: 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 employees and students by **October 1** of each year.
- District test coordinators, building test coordinators, 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 or 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.

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

If staff believe a test security violation has occurred, 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 contact the Department to discuss the situation.

## Appendix C: Test Incident Guidance Document

A test incident is any event or procedure that might have an impact on a student's performance on a test or potentially impact the integrity of the test, the data and the test results before, during or after testing. This test incident guidance document applies to all district and school staff and all students taking the OELPS. Call the Department's Office of Assessment at 614-466-1317 for further 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) technology incidents; and
- (3) test security violations.

Several examples of each type of test incident 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, or may not, compromise the test result.

The following table provides the most common examples of possible *testing irregularities* and how to handle them.

Common Testing Irregularities	How to Proceed
The fire alarm goes off during testing or another emergency protocol interrupts the test session.	<b>Online and Paper Tests.</b> 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 online test.
A tornado drill or other scheduled drill occurs during testing.	<b>Online and Paper Tests.</b> Districts and schools should try to conduct testing around scheduled drills. If this is not possible, the test administrator will secure the test materials. If test security was maintained during the event, 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 TIDE to reopen the online test.
A student submits an online test prior to completion.	<b>Online Tests.</b> 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 test on the next possible day.

Common Testing Irregularities	How to Proceed
A student turns in the paper test and then states they were not finished.	<b>Paper Tests.</b> The test administrator may return the test 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 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.	<b>Online Tests.</b> Test administrator should immediately create a new session ID for the student to finish testing. 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 TIDE to reopen the online 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 <b>NOT</b> Testing Irregularities	How to Proceed
A student signs in or submits a test using another student's Statewide Student Identifier (SSID).	<b>Online Tests.</b> Contact the Ohio Help Desk at 877-231-7809 immediately and provide the Ohio Help Desk with the SSID and specific test involved.
A student requires and receives an emergency assessment accommodation (broken eyeglasses, broken arm)	<b>Online and Paper Tests.</b> Provide the needed accommodation. The district or school may fill out the <a href="#">optional emergency accommodation form</a> (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.	<b>Paper Tests.</b> If a student responds in another student's test booklet, transcribe the students' responses verbatim into a new test booklet. Return the new, replacement test booklet along with the secure test materials to the vendor. 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 online testing event that may or may not compromise test results. The following table provides the common examples of *technology incidents* and how to handle them.

Common Technology Incidents	How to Proceed
The building loses Internet connectivity while students are testing.	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.	
A student receives an error message while taking the test.	Refer to the <a href="#">Message Codes</a> 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 coordinator or district administrator may need to submit a Test Status Request in TIDE to reopen the online test.
A student's device crashes or loses Internet connectivity while taking the test.	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 online test.

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

Common Examples That are <b>NOT</b> Technology Incidents	How to Proceed
A student accidentally pauses their test.	The test administrator should resume the test as soon as possible for the student to 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 TIDE to reopen the online test.
A student's sign in process was delayed and prevented the student from starting or finishing the test.	
A student's test item had difficulty loading, but they still were able to complete it on the same day of testing.	No further action required. Continue testing.
A student was unable to login to the test.	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 test. If a technical issue caused the problem, the test administrator may need to contact the Ohio Help Desk at <a href="mailto:OHHelpdesk@cambiumassessment.com">OHHelpdesk@cambiumassessment.com</a> 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 security procedures that compromises test security and/or data security and/or the integrity of a student's score results. The following table provides common examples of possible *test security violations* and how to handle them. Refer to the [Test Security Provisions and Procedures](#) document on the Department's website for more examples of test security violations.

Common Examples of Possible Test Security Violations	How to Proceed
Student is left unsupervised in the online test environment or with the paper testing materials.	Call the Office of Assessment at 614-466-1317 for further guidance. Please identify the call as possible test security incident.
Paper test is administered outside of the test window.	
Tests booklets are left unattended.	
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.	
Test administrators discussed any portion of the test or the student's performance with others.	
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).	Refer to the Department's electronic device policy in the <a href="#">Ohio Test Security Provisions and Procedures</a> document. If applicable, refer to the row 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.
A student has a cell phone or other electronic device out during or after a test session.	
Paper test materials are lost or unable to be returned to the testing vendor.	Call the Office of Assessment at 614-466-1317 for further guidance. Please identify the call as a possible test security incident.

## Appendix D: District Test Coordinator Checklist

This checklist provides district test coordinators with a timeline and a task checklist to prepare for the 2023-2024 OELPS administration. Please note the specific tasks for the online or paper test are marked.

### **Timeline: August-June**

Complete tasks at the beginning of the school year and repeat if students take the OELPS during the year.

<b>Task</b>	<b>Test Format</b>	
	<b>Online</b>	<b>Paper</b>
<b>Preparing to Administer the Test</b>		
Pre-identify all students testing online in the Test Information Distribution Engine (TIDE) before testing students. Districts and schools must mark student records with an "O" for online tests and a "P" for paper tests. Review the <a href="#">Guidance Document for 2023-2024 Ohio Pre-ID Files</a> for more information. Note that Pre-ID information from the previous school year <b>does not carry over</b> .	X	X
Establish the district test security plan. See <a href="#">Appendix B: Summary of Test Security Provisions from the Ohio Administrative Code</a> . Districts and schools must communicate the test security plan to all staff involved in testing in written and oral form by <b>October 1</b> . The 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 or school is correct for paper test deliveries.		X
<b>Technology Preparation</b>	<b>Online</b>	<b>Paper</b>
Verify that district and school test equipment support online and paper test administrations and that sufficient technology is available for test administrators and students.	X	X
Conduct network diagnostics from the <a href="#">Practice Test Sign-in page</a> .	X	X
Download and install the applicable Secure Browser onto each student testing device per the guidelines in the <a href="#">Quick Guide for Setting Up Your Online Testing Technology</a> .	X	
Download and install the applicable Secure Browser onto each device used for online testing.	X	
Ensure that each building test coordinator and test administrator has a user account. Remove user accounts for personnel no longer associated with the district or school. Review the <a href="#">Online User Management Guidance Document</a> .	X	
Ensure that test administrators have reviewed the <a href="#">Data Entry Interface (DEI) User Guide</a> and know how to enter student responses.		X

<b>Task</b>	<b>Test Format</b>	
	<b>Online</b>	<b>Paper</b>
<b>Preparing Test Administrators and Students</b>		
Review the <a href="#">Accessibility Manual for OELPS and OELPA</a> and ensure that test administrators review it as needed. Collaborate with special educators to understand what accommodations may be needed for students with disabilities participating in the OELPS.	X	X
Mark accommodations and domain exemptions in TIDE <b>before students begin the tests</b> and be sure they agree with students' IEPs.	X	X
Notify staff, students and families that the <a href="#">Student Practice Test</a> is available on the test portal.	X	X
Review the 2023-2024 OELPS <a href="#">Test Administration Manual for Online Tests</a> , which includes the script to be read for the online test.	X	
Order paper test materials (paper-pencil, large-print and braille through the Department.		X
Notify building test coordinators and test administrators about the availability of the <a href="#">Test Coordinator Manual for Online Tests</a> and <a href="#">Directions for Administration Manual for Paper-Pencil Tests</a> .	X	X
Continue to encourage test administrators to provide students with opportunities to take the <a href="#">Student Practice Test</a> .	X	X
Notify staff about the print-on-demand feature for practice test items in the <a href="#">Student Practice Test</a> .	X	X
Review <a href="#">Appendix C: Test Incident Guidance Document</a> , in this manual.	X	X
Review the 2023-2024 OELPS <a href="#">Test Coordinator Manual</a> (this manual).	X	X
Distribute copies of <a href="#">Appendix E: Test Administrator Checklist</a> to staff administering OELPS.	X	X
Confirm that each test administrator and teacher serving as a test administrator has <ul style="list-style-type: none"> <li>• a Teacher or Test Administrator TIDE user account assigned to access the test systems;</li> <li>• completed the <a href="#">General TA Certification Course</a> and the <a href="#">companion document</a>;</li> <li>• practiced setting up test sessions with their students in the TA Practice Site;</li> <li>• reviewed this <a href="#">Test Coordinator Manual</a>;</li> <li>• reviewed the <a href="#">Test Administration Manual for Online Testing</a>; and</li> <li>• Reviewed <a href="#">Appendix C, Test Incident Guidance Document</a> in this manual.</li> </ul>	X	



<b>Task</b>	<b>Test Format</b>	
Confirm that each test administrator and teacher serving as a test administrator has <ul style="list-style-type: none"> <li>• a Teacher user account assigned to access the TASC to score Step Three spoken and written responses;</li> <li>• reviewed the <i>Test Coordinator Manual</i>;</li> <li>• reviewed the <i>Directions for Administration Manual for Paper-Pencil Tests</i>;</li> <li>• reviewed <i>Appendix C: Test Incident Guidance Document</i> in this manual;</li> <li>• reviewed the <a href="#">DEI User Guide</a>; and</li> <li>• reviewed the <a href="#">TASC User Guide</a>.</li> </ul>		X
<b>Day of Test Administration</b>	<b>Online</b>	<b>Paper</b>
Work with test administrators to administer the OELPS tests within 30 days of the student's enrollment. The test window opens <b>August 2, 2023</b> , and closes <b>June 28, 2024</b> .	X	X
Submit Test Status Requests in TIDE if a test needs to be reopened, reset or invalidated. Refer to the <a href="#">TIDE User Guide</a> for instructions.	X	
Report test incidents to the Department per the test security guidelines in <a href="#">Test Security Provisions and Procedures</a> .	X	X
Use TIDE to track online testing progress. Refer to the <a href="#">TIDE User Guide</a> for instructions.	X	
Return paper test materials as soon as possible after testing.		X

## Appendix E: Test Administrator Checklist

The purpose of this checklist is to provide test administrators with a timeline and a task checklist to prepare for the 2023-2024 OELPS administration. Please note the specific tasks for the online or paper test are marked.

### **Timeline: August-June**

Complete tasks at the beginning of the school year and repeat as students take the OELPS during the year.

<b>Task</b>	<b>Test Format</b>	
	<b>Online</b>	<b>Paper</b>
<b>Preparing to Administer the Test</b>		
Distribute the district test security plan in writing by <b>October 1</b> to all staff involved with testing prior to test administration.	X	X
Discuss with the building test coordinator the school's testing schedule to determine the testing time for each student that needs to be tested. Test window dates are located on the <a href="#">Important Dates</a> page on the portal.	X	X
Confirm which students will be administered the OELPS online and paper tests. Note which students have been <b>previously administered</b> the OELPS.	X	X
Review the <a href="#">Accessibility Manual for OELPS and OELPA</a> as needed. Confirm which students need accommodations and domain exemptions. Confirm accommodations and domain exemptions in the TIDE <b>before students begin the tests</b> .	X	X
Confirm in TIDE and/or on the student test booklet that the student's enrolled grade level matches the OELPS grade band being administered.	X	X
Review the <i>2023-2024 OELPS Test Coordinator Manual</i> for detailed information on policies and procedures.	X	X
Review the 2023-2024 <a href="#">OELPS Test Administration Manual for Online Tests</a> , which includes the script to be read for the online test.	X	
Review the 2023-2024 <i>Directions for Administration for Paper-Pencil Tests</i> , which includes the script to be read for the paper test.		X
Review <a href="#">Appendix C: Test Incident Guidance Document</a> , in this manual.	X	X
Review the <a href="#">DEI User Guide</a> and become familiar with the procedure to enter student responses.		X
Review the <a href="#">TASC User Guide</a> to become familiar with the procedure to score Step Three spoken and written responses.	X	X

<b>Task</b>	<b>Test Format</b>	
	<b>Online</b>	<b>Paper</b>
<b>Prepare Students</b>		
Orally communicate the test security plan to students prior to the test administration. Some students may require interpretation or language assistance.	X	X
Provide students with opportunities to use the online <a href="#">Student Practice Test</a> to ensure that students are familiar with item types they will use during testing. <b>Note for students using paper tests:</b> some item types will differ from the online test, as not all online items can be rendered on paper.	X	X
Provide students with opportunities to print-on-demand practice test items in the <a href="#">Student Practice Test</a> if needed.	X	X
<b>Technology Preparation</b>		
Confirm with the technology coordinator that all devices students will use for testing have the applicable Secure Browser installed.	X	
Verify that district and school equipment is supported for paper test administrations and that sufficient technology is available for paper tests and the <a href="#">Data Entry Interface</a> . Test administrators will need to play audio CDs, and students will need to be able to record their voices and hear the audio from the CDs.		X
<b>User Accounts and the TA Interface</b>		
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 <a href="#">TA Certification Course</a> and review the <a href="#">TA Certification Companion Document</a> .	X	
Review the <a href="#">Test Administrator User Guide</a> for detailed information about the TA Interface.	X	
Confirm a Teacher TIDE user account assigned to access the TASC to score Step Three spoken and written responses.		X

<b>Task</b>	<b>Test Format</b>	
	<b>Online</b>	<b>Paper</b>
<b>Day of Test Administration</b>		
Print a copy of the 2023-2024 <a href="#">OELPS Test Administration Manual</a> for Online Testing to have available during testing. It provides step-by-step instructions for administering the online test, including the oral script. TAs must follow the oral script when administering the test.	X	
Discuss with the building test coordinator the student's first name as it appears in TIDE and the SSID (or student ID for chartered nonpublic schools), as this information is needed for student sign-in or test booklet. Test administrators may print test tickets to distribute to students on test day; instructions are found in the <a href="#">TIDE User Guide</a> .	X	
Discuss with the building test coordinator the following: <ul style="list-style-type: none"> <li>o <b>Marking domain exemptions in TIDE or the Test Settings before the student begins the test;</b></li> <li>o Accessibility features for all students, including accommodations for students with disabilities and English learners.</li> </ul>	X	X
Access the 2023-2024 <i>OELPS Directions for Administration for Paper-Pencil Tests Manual</i> available during testing. It provides step-by-step instructions for administering the paper test, including the oral script. Test administrators must follow the oral script when administering the test.		X
Access the <a href="#">TASC User Guide</a> to refer to the procedure to score Step Three spoken and written responses.	X	X
Access the <a href="#">DEI User Guide</a> to refer to the procedure to enter student responses.		X
Discuss with the building test coordinator how test materials will be stored securely before and after testing.		X
Plan for materials and resources that might be needed on test day (for example, pencils with erasers, pens, scratch paper or headphones). Ensure that extra supplies are available.		X