

Ohio English Language Proficiency Assessment (OELPA)



2023 OELPA Training Webinar
January 11, 2023

Meet Today's Presenters

**David
Brauer**



**Paula
Mahaley**



Overview

1. Ohio's ELP Assessments

2. OELPA General Information

3. OELPA Test Administration

4. OELPA Results and Accountability

5. Announcements

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Ohio's English Language Proficiency Assessments

Ohio English Language Proficiency Assessment Program

OELPS

Diagnostic assessment

Identifies English learners

OELPA

Annual summative assessment

Assesses progress and readiness to exit

Ait-OELPA

Annual summative assessment

ELs with significant cognitive disabilities

Starts school year 2022-2023

Ohio English Language Proficiency Standards



[General Standards](#)



[Extended Standards](#)

In partnership with



Who takes the OELPA?

All English learners take the OELPA or Alt-OELPA annually until they develop proficiency.

In 2022, Ohio schools administered the OELPA to **approximately 70,000 English learners!**





Why do schools administer the OELPA?

Measures progress to English language proficiency

Satisfies federal assessment requirements

Signals readiness to exit the English language program

Which test should my student take?

OELPA

English learners,
including those with disabilities

Most English learners take the
general OELPA

Alt-OELPA

English learners with the most
significant cognitive disabilities

IEP teams determine
eligibility annually

2023
Alt-OELPA
Webinar

1. [Alt-OELPA Participation Guidelines](#)
2. [Alt-OELPA Accessibility and Accommodations Manual](#)
3. [Alternate Assessment Participation Decision-making Tool](#)

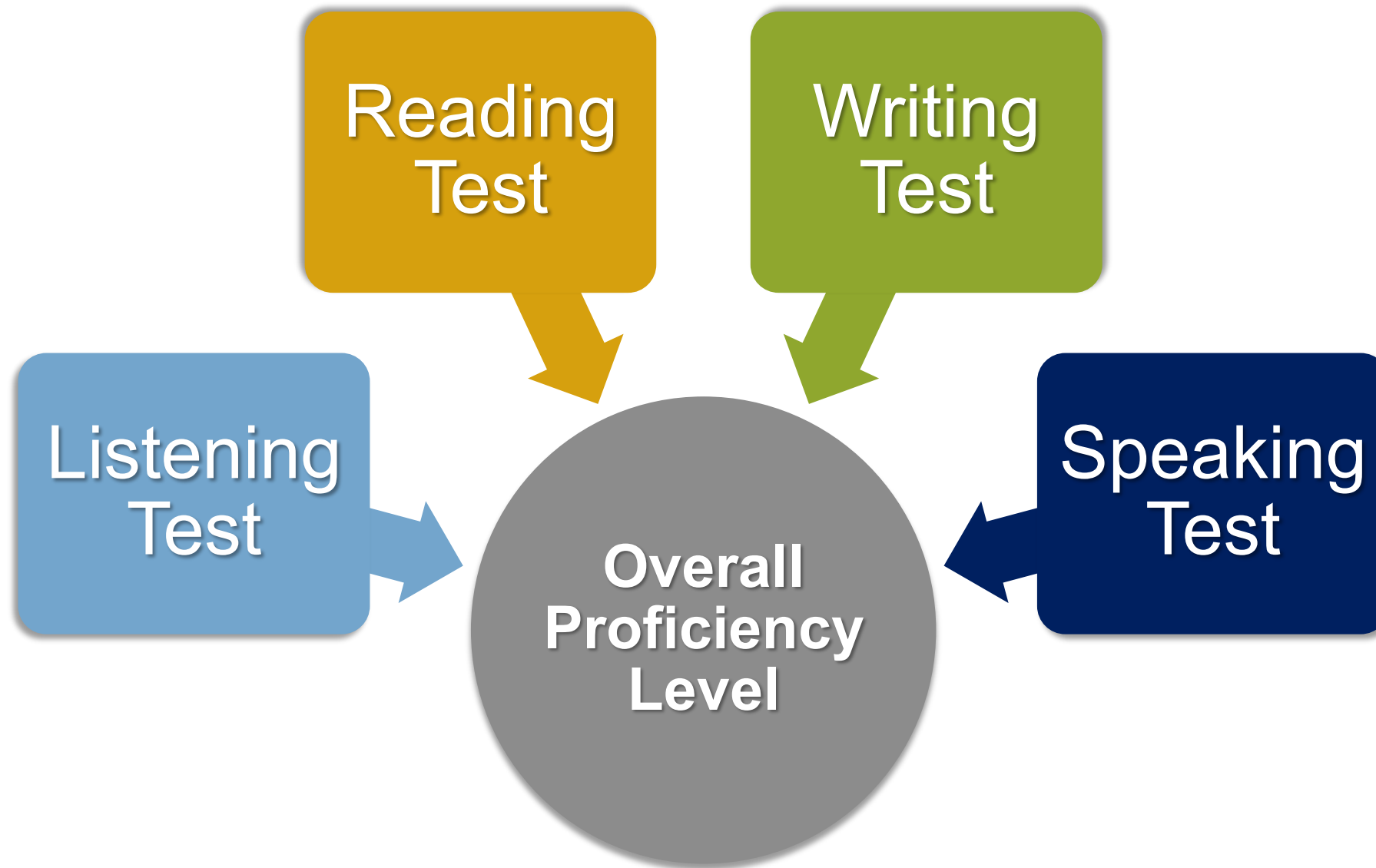
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OELPA General Information

OELPA Overview

Students	All English learners, unless taking Alt-OELPA
Time	Varies by student (estimated student testing times)
Format	Online test with accommodated paper forms
Design	Four separate domain tests
Scoring	Scored centrally
Test window	Jan. 30-March 24, 2023 (8-weeks)
Administration	Individual or group; no remote administration

OELPA Scores



Domain Scores

- 1 – Beginning
- 2 – Early Intermediate
- 3 – Intermediate
- 4 – Early Advanced
- 5 – Advanced

Overall Proficiency Levels

- 1 – Emerging
- 2 – Progressing
- 3 – Proficient

OELPA Overall Proficiency Levels

Emerging

1s and 2s on all domain tests

Progressing

Any other combination of domain scores

Proficient

4s and 5s on all domain tests

**English learners exit when they score *Proficient* on the OELPA.
See [English Learner Exit Criteria](#) for more information.**

2023 OELPA Important Dates

Test window

January 30–March 24, 2023

Scores available online

May 15, 2023

Rescores and verifications

May 15–June 26, 2023

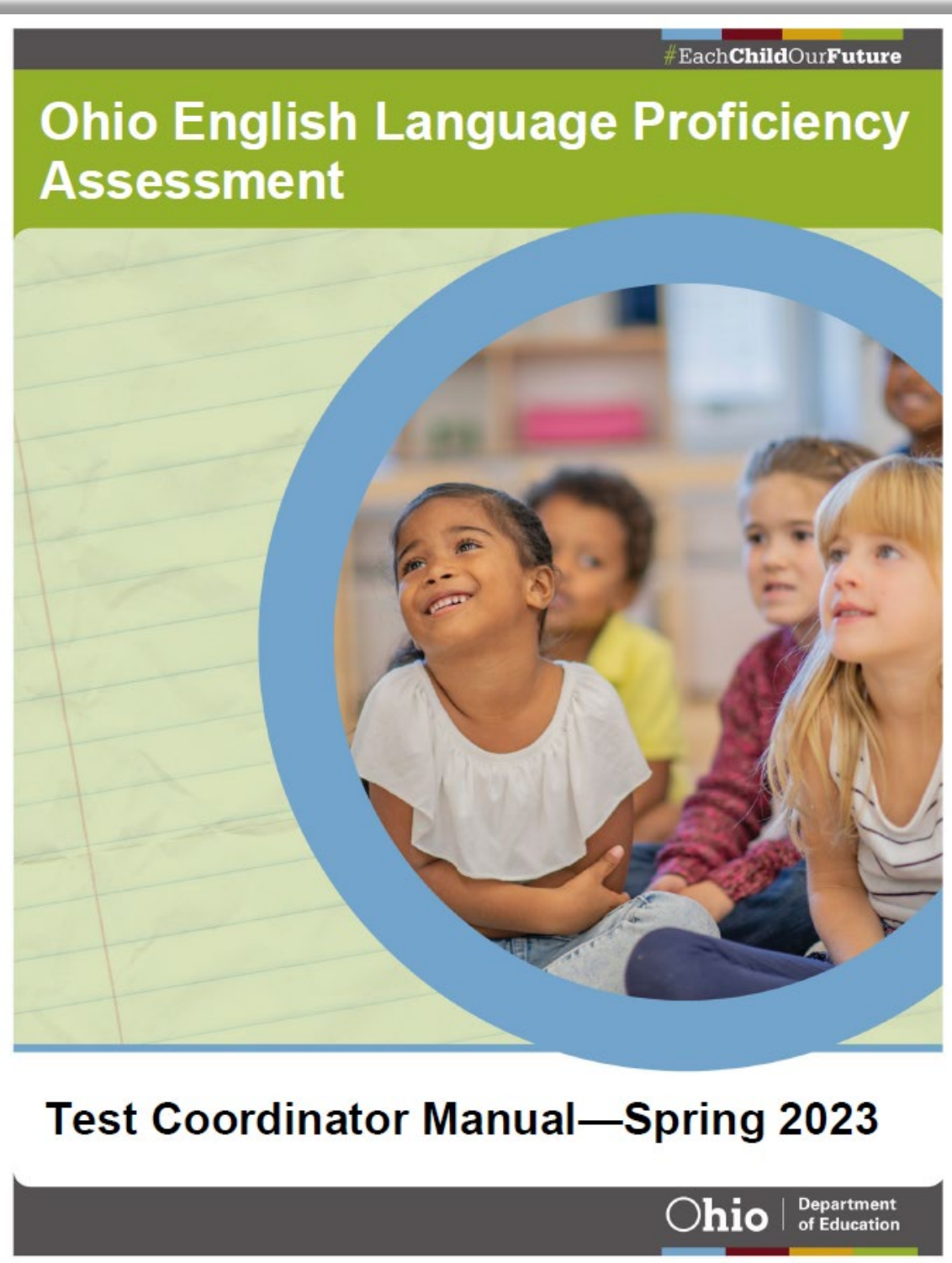
Printed OELPA Family Reports delivered

Week of June 5, 2023

[Important dates on the test portal.](#)

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OELPA Test Administration



2023 OELPA Test Coordinator Manual

- ✓ Updated for 2023 in December
- ✓ Policies and procedures for OELPA administration
- ✓ Preparation checklists for test coordinators and test administrators

Under *Resources* on the [test portal](#)

Appendix D: District Test Coordinator Checklist

The purpose of this document is to provide district test coordinators with a timeline and a task checklist to prepare for the administration of the Ohio English Language Proficiency Assessment (OELPA). Please note the specific tasks for the online or paper test are marked.

Timeline: August – June

<i>Test Coordinator Tasks</i>	<i>Test Format</i>	
	<i>Online</i>	<i>Paper</i>
<i>August-September: Preparing to Administer the Test</i>		
Pre-identify all students testing online and on paper in the Test Information Distribution Engine (TIDE) before testing students. Districts and schools must mark student records with an “O” for online tests and a “P” for paper tests. Review the Guidance Document for 2022–2023 Ohio Pre-ID Files for more information. Note that Pre-ID information from the previous school year does not carry over.	X	X
Establish the district test security plan. See Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code . Districts and schools must communicate the test security plan to all staff involved in testing in written and oral form by October 1 . The test security plan must be orally communicated to students prior to the test administration.	X	X
Confirm in TIDE that the shipping address information for their district is correct for paper test deliveries.		X

Appendix E: Test Administrator Checklist

The purpose of this document is to provide test administrators with a timeline and a task checklist to prepare for the spring 2023 administration of the Ohio English Language Proficiency Assessment (OELPA). Please note the specific tasks for the online or paper test are marked.

Timeline: September – June

<i>Test Administrator Tasks</i>	<i>Test Format</i>	
	<i>Online</i>	<i>Paper</i>
<i>September - Preparing to Administer the Test</i>		
Review by October 1 the written district test security plan and orally present staff and students prior to the test administration.	X	X
Discuss the school's testing schedule with the building test coordinator to determine the testing time for each domain test. Testing times are located on the OELPA web page .	X	X
Confirm which students will be administered the OELPA online or using paper.	X	X
Confirm which students need accommodations and domain exemptions.	X	X
Confirm that the student grade level and OELPA grade band match.	X	X

2023 OELPA Test Administration Manual

- ✓ Instructions and script for test administration
- ✓ **New!** Cover
- ✓ **New!** Overview of the OELPA
- ✓ **New!** Track numbers to guide use of translated test directions

Under *Resources* on the [test portal](#)



Test Administration Manual (TAM)
Ohio English Language Proficiency Assessment (OELPA)
2023 Spring OELPA
Listening, Reading, Writing, Speaking
Online

School Test Coordinator Contact Information	
Name:	_____
Phone:	_____
Cell:	_____
Email:	_____



Publish date: December 2022

Translated OELPA Test Directions

Translated test directions are available under *Resources* on the [test portal](#) in:

Arabic

عربي



English

English



Somali

صومالي



Spanish

español



OELPA Practice Test and Print-on-Request

SYSTEM



Practice Test

Become familiar with the testing system and types of questions on the operational tests.

- ✓ All students should have opportunities to practice
- ✓ Print practice test items on-request
- ✓ For TA-proctored practice sessions
- ✓ Provide as paper accommodation

[Practice Site Guidance Document](#)

Accessibility Manual for Ohio's English Language Proficiency Assessments



FOURTH EDITION
Updated Fall 2022

Accessibility Manual for Ohio's English Language Proficiency Assessments

- ✓ Describes tools, supports, accommodations and domain exemption
- ✓ Only for OELPS and OELPA
- ✓ Fourth Edition is most current

Under *Resources* on the [test portal](#)

Domain Exemption for OELPS and OELPA

- Three required criteria:
 1. Documented disability in IEP/504 plan
 2. Student cannot access the domain
 3. IEP/504 team establishes need for exemption in consultation with English learner specialist
- Entered in TIDE **before** testing.
- Exempt up to three domains



Additional OELPA Resources

[Department
OELPA Webpage](#)

[OELPA Frequently
Asked Questions](#)

[Data Entry Interface
User Guide for
Paper Tests](#)

Coming soon!

[Previous
OELPA Webinars](#)

Ohio Test Administrator Criteria



Be an employee of the district or school



Hold valid license, certificate or permit issued by the Department



[ORC 3301.012 \(J\)\(4\)](#)

Who can administer the OELPA?

 **Yes**

Teachers & Substitutes
(employed by the district)

**Instructional aide or
paraprofessional**

ESC or SST staff

 **No**

Substitute teachers
(not employed by district)

Student teachers

Students

Active Monitoring



Leading the test session

Ensuring students' enrolled grade level matches test grade band

Confirming students take the correct test(s)

Checking for cheating

Monitoring time and test completion

Walking around the testing room

Prohibited Behaviors during Test Administration



Grading student work

Planning lessons

Using an electronic device
for a non-test reason

Using a cell phone for
non-test related reasons

Leaving students unattended
during test session

Maintaining Test Security

Secure test
content

Observing
too closely

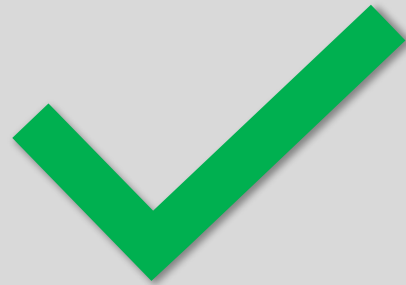
Speaking
test

Paper test
materials

No pictures,
recordings
or videos

[Ohio Test Security Provisions and Procedures](#)

Assisting Students during Testing



- Mouse point-and-click
- Drag-and-drop
- On-screen tools and general navigation



- Identifying or choosing an answer
- Developing a response
- Typing/transcribing the written response*

*unless the student has a scribe accommodation in their IEP/504 plan.

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OELPA Results and School Report Cards

Centralized Reporting System (CRS) Resources

CRS User Guide

CRS Quick Guide

CRS Training Modules

Student Results Data Files Guidance

CRS Data File Layouts

[CRS Resources on the test portal](#)

SYSTEM



Centralized Reporting System (CRS)

Access and download state assessment results, view student performance, and score items using the TASC.

[OELPA Scoring and Reporting Webinar](#)
(with CRS demo)

Individual Student Reports (ISRs)

Download & print translated ISRs from the [Centralized Reporting System](#) in:

Arabic
English
Nepali



Somali
Spanish
Swahili

OELPA Family Report Templates

[Translated OELPA Family Report templates](#) are available in:

Arabic
Chinese
English

French
German
Japanese

Nepali
Russian
Somali
Spanish

Turkish
Twi
Vietnamese



Rubric

Speaking – Classroom Tableau (Kindergarten)

Score	Descriptors
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none">• The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear.• The student successfully answers the prompt and the response is consistent with the stimulus.
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none">• The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension.• The response partially addresses the prompt, though some content may be inaccurate or otherwise unconnected to the stimulus.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none">• Only in a language other than English• Refusal• Off Task/Topic• Unintelligible

Nonscoreable codes:

A = Blank

B = Technological Issue

Constructed Response Rubrics

✓ Scoring criteria for spoken and written responses

✓ Rubrics for each grade band

Under *Resources* on the [test portal](#)

Rescores and Verifications for the Ohio English Language Proficiency Assessment (OELPA)

This document provides information to districts and schools about submitting requests to rescore or verify scores for the OELPA. Please contact the Ohio Help Desk if you have any questions at 1-877-231-7809 or OHHelpDesk@cambiumassessment.com.

Districts may submit rescore and score verification requests for the OELPA within 30 days of the availability of OELPA results in the Centralized Reporting System (CRS). Please check the [Important Dates](#) on the portal for the exact rescore and score verification window.

Rescore Requests

Districts may submit a rescore request in TIDE for OELPA online or paper writing domain tests and online speaking domain tests, if they believe a student's score does not reflect expected student performance. Districts also may submit rescore requests on behalf of the student's parents or guardians.

The table below indicates which OELPA domain tests are eligible for rescoring. Domain tests marked as "N/A" are ineligible for rescoring. Rescore requests only are available for OELPA domain tests that include spoken and written responses scored by the assessment vendor.

Which OELPA domain tests can be rescored?		
OELPA Domain Tests	Online	Paper
Grades K-12 Listening	N/A	N/A
Grades K-12 Reading	N/A	N/A
Grades K-12 Speaking	✓	N/A
Grades K-12 Writing	✓	✓

RESCORE A TEST

1. Log in to [TIDE](#) and select the "Ohio State Tests 2021-2022" administration from the dropdown menu.
2. Navigate to the *Test Status Requests* task and click [Create Requests].

OELPA Rescores and Verifications Guidance

- ✓ Directions to request rescore or verify speaking and writing scores
- ✓ Rescore window: May 15-June 26, 2023
- ✓ Requests completed within 30 days
- ✓ Rescore requests are \$25, unless the rescore results in changed score

Under *Resources* on the [test portal](#)

Achievement Level Descriptors (ALDs)

- ✓ Describe what students can do with language
- ✓ By grade band and domain

Under *Resources* on the [test portal](#)

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
Score Range: 472 or below	Score Range: 473-513	Score Range: 514-591	Score Range: 592-626	Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
determining the meaning of words and phrases in texts and dialogues; responding to simple yes/no and wh-questions; recognizing the meanings of some frequently occurring words in read-alouds.	identifying key words and phrases from read-alouds of texts and dialogues; responding to yes/no and wh- questions; recognizing the meaning of some frequently occurring and key words in read-alouds.	identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds.	categorizing words and phrases in read-alouds of texts and dialogues; answering questions about key details in a variety of text types; recognizing words and phrases in read-alouds that may have multiple meanings in context.	analyzing details from read-alouds and dialogues on familiar and unfamiliar topics; analyzing information to answer questions about key details in read-alouds; categorizing words; demonstrating comparing and contrasting skills in read-alouds; inferring meaning from words using text and pictures; listening to and following directions from a text.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
Score Range: 496 or below	Score Range: 497-561	Score Range: 562-650	Score Range: 651-672	Score Range: 673 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
recognizing and using a small number of frequently occurring nouns and verbs in writing; creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs in written text; responding to simple questions about familiar topics.	recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics	recognizing and using frequently occurring nouns, verbs, and short phrases in writing; writing and completing words with missing letters; using question words to create simple questions; expressing an opinion or preference; creating complete simple sentences by placing words in the correct order.	recognizing and using frequently occurring regular plural nouns, verbs and prepositions in writing; writing common grade level words, writing sentences with few errors; expressing an opinion with a reason; creating complete sentences by placing words in the correct order.	recognizing and using frequently occurring regular plural nouns, verbs, prepositions, and question words in writing; writing common words and accurate grade-level sentences; expressing an opinion or a preference, including a reason for that opinion; creating complete sentences by placing words in the correct order.



Ohio

School Report Cards

English Language Proficiency Improvement Indicator



5 points possible

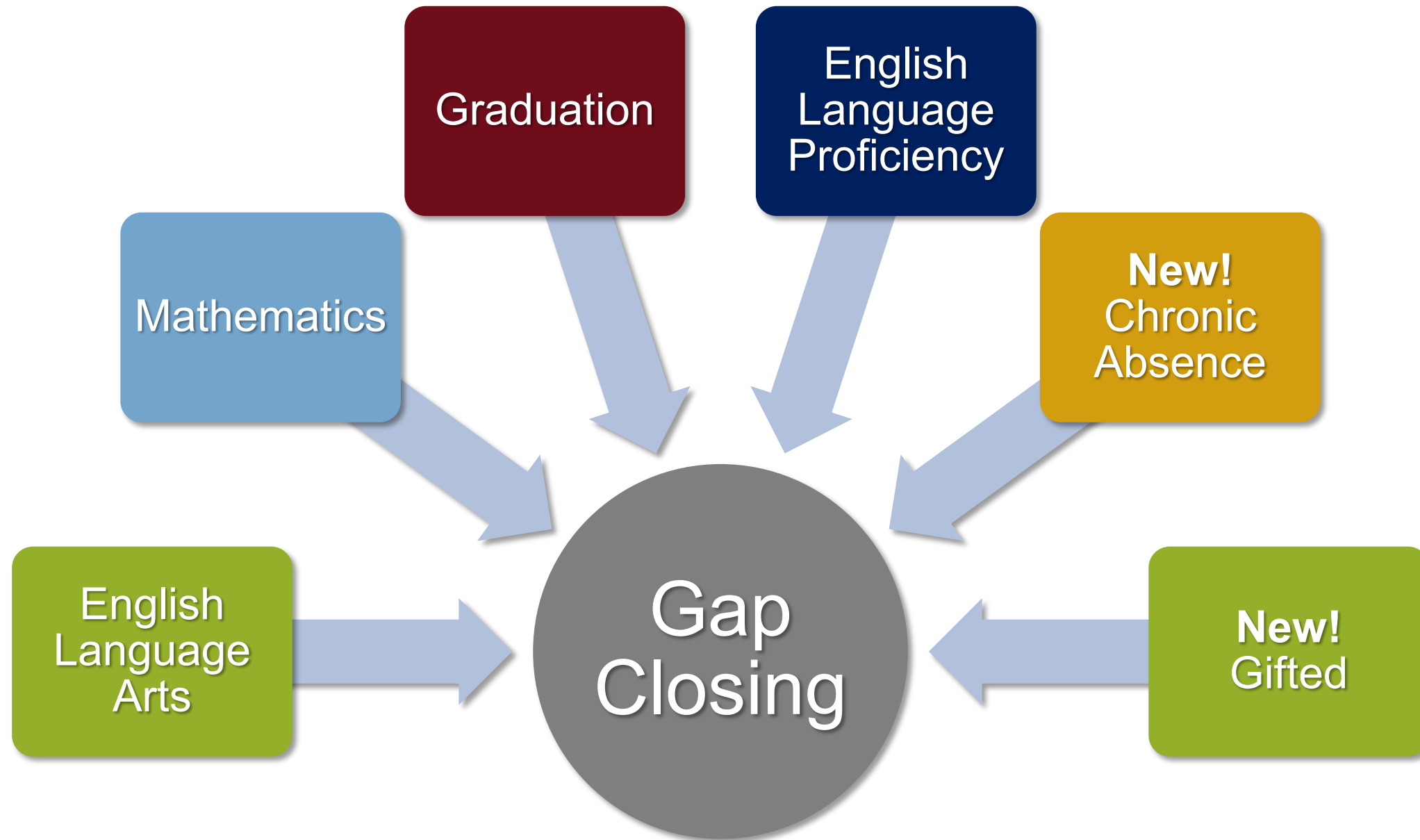
≥15 students with two
consecutive OELPA scores

Gap Closing Component




Individual student targets

Long-term goals for
all English learners

Revised Gap Closing Component, 2022



Individual Student Targets for English Language Proficiency Improvement

Grade when Identified as English Learner (Initial OELPA)	Sum of Initial OELPA Domain Scores (point range)	Target for Annual Improvement (points/year)
Grades K-8	4-11 points	Increase 2 points per year
Grades K-8	12-20 points	Increase 1 point per year
 Grades 9-12	4-7 points	Increase 2 points per year
Grades 9-12	 8-20 points	 Increase 1 point per year

Example

Grade 9: Reading 1, Listening 4, Writing 2, Speaking 4

Long-term Goals: English Language Proficiency Improvement Indicator

Original Goals (2017)											
Year	15-16 (Baseline)	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
% of all English Learners	45	48	51	54	57	60	63	66	69	72	75

Amended Goals (2022)											
Year	20-21 (Baseline)	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
% of all English Learners	39.5	43.05	46.6	50.15	53.7	57.25	60.8	64.35	67.9	71.45	75

How to Meet the Goal

Students make expected annual progress

Students reach English proficiency

Overall improvement of 10% or more

If the percentage of all ELs improving is greater than or equal to the annual performance goal, five points are assigned.

If the percentage of all ELs improving increases by 10%, five points are assigned.

English Language Proficiency Improvement Indicator Resources

[Overview of the
indicator](#)

Technical
Documentation

Coming soon!

[Ohio's Plan for
ESSA
Amended](#)

[Download Data](#)

see Gap Closing files

Direct questions to the Office of Accountability
accountability@education.ohio.gov

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Announcements

2023 OELPA User Survey

- ✓ Collect feedback for improvement
- ✓ All user roles: DTC, BTC, TE, TA, DA, etc.
- ✓ Access survey from test portal
- ✓ Complete survey Jan. 30 - April 7, 2023



ELPA21 Professional Learning Workshops



Registration Site:

[2022-2023 Ohio ELPA21 Professional Learning Workshops](#)

Online workshops are
11:00 a.m.-5:30 p.m.

Active participation required

10 seats per workshop, then waitlist

Registration open 30 days before



Professional Learning Workshops

Differentiating Instruction for ELs (Level 1)

Jan. 12

Differentiating Instruction for ELs (Level 2)

Jan. 18, April 12, April 18

Formative Assessment for ELs (Level 1)

April 20, June 14

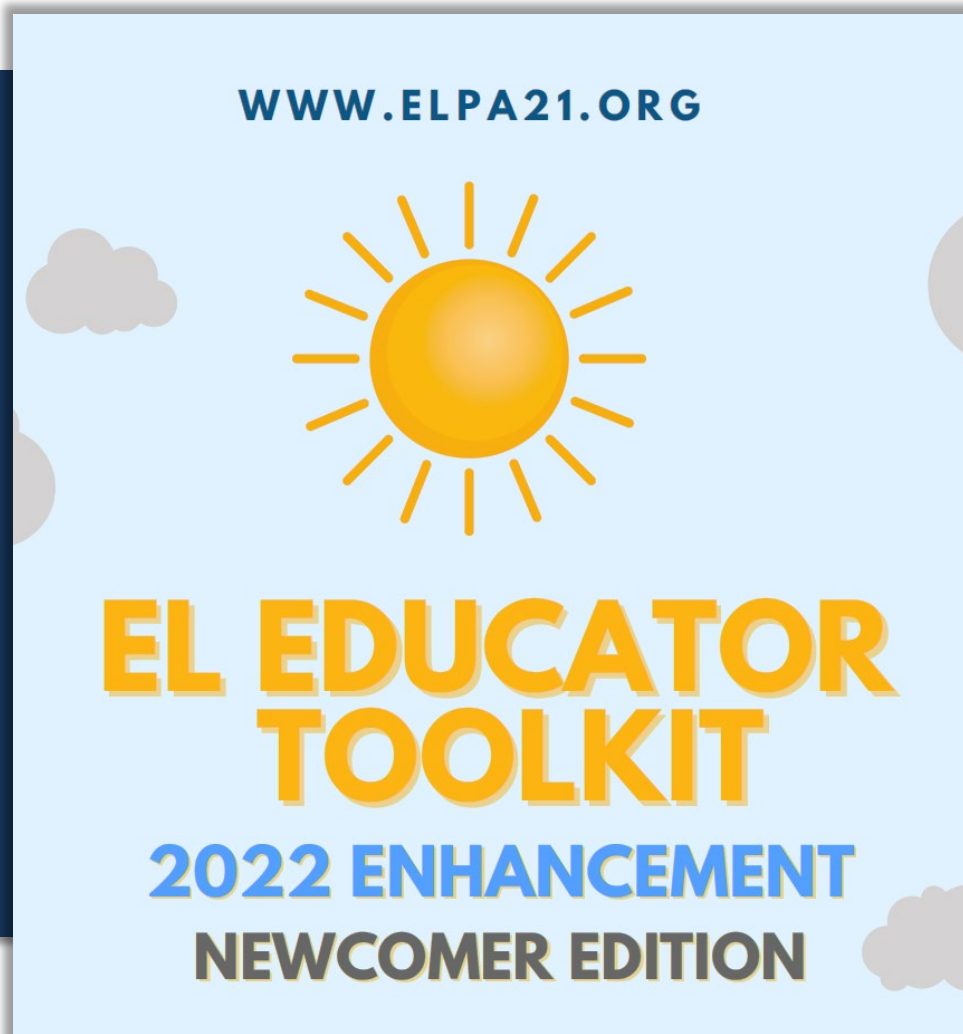
Formative Assessment for ELs (Level 2)

June 20, June 22

Register on [Eventbrite](#). Contact Laquita Moss at moss@cresst.ucla.edu with questions.



All-new content designed to support newcomers!



- ✓ Infographics
- ✓ Tip sheets
- ✓ Newcomer student profile
- ✓ EL performance measures



ASSETS

The Podcast



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Danny Brassell

Margarita Calderon

Nooshan Ashtari

Lisa Tabaku

Take a deep dive into the educational realities of multilingual learners across the country





Questions, Comments, Discussion

Contact Information

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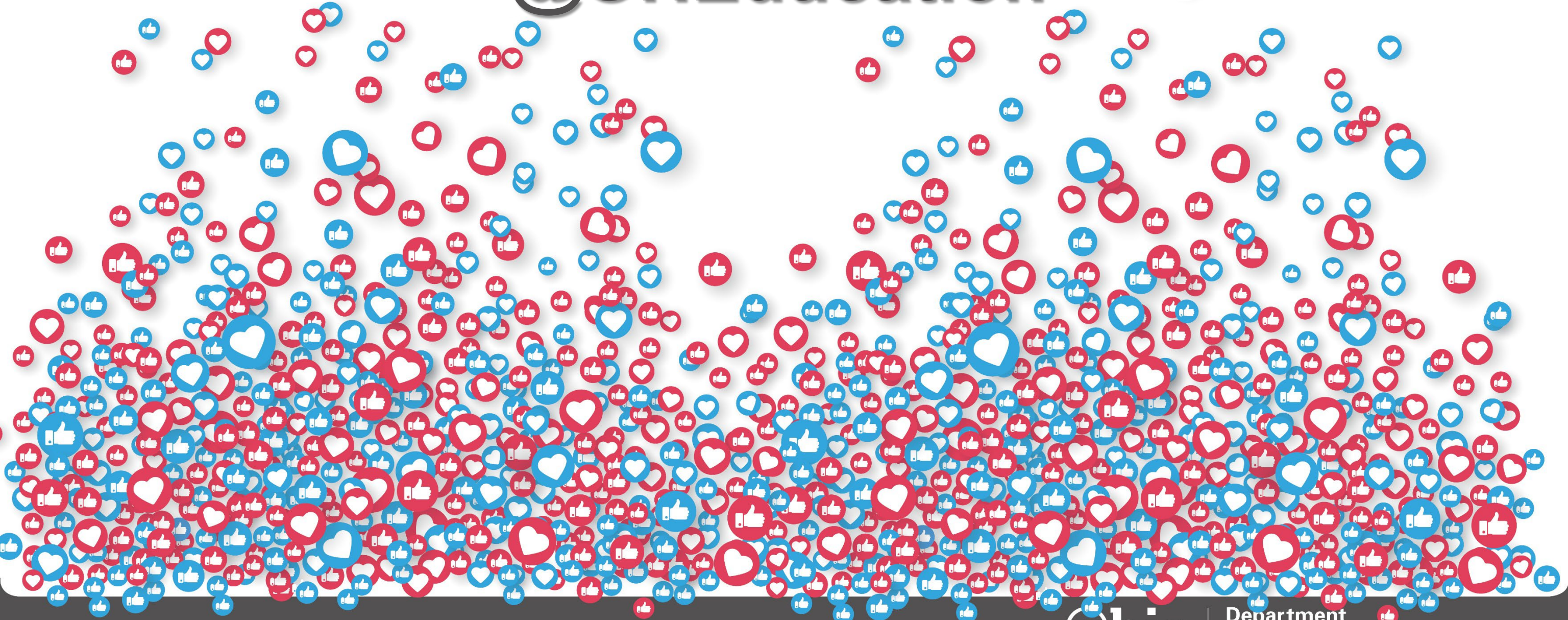
Ohio

**Department
of Education**

THANK YOU!



@OHEducation



**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers