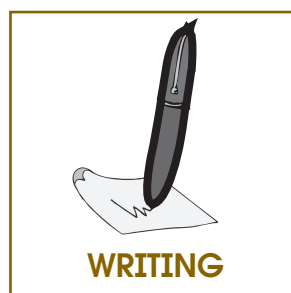


Ohio Test of English Language Acquisition (OTELA)



Test Coordinator's Manual Spring 2007

(For District Test Coordinator
and School Test Coordinator Use)



Items for the Ohio Test of English Language Acquisition (OTELA) were developed as part of a consortium in partnership with the Council of Chief State School Officers (CCSSO).

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Introduction

This Test Coordinator's (TC) Manual for the Ohio Test of English Language Acquisition (OTELA) contains general information about the assessment and specific information about administering the spring 2007 OTELA for grade levels K–2, 3–5, 6–8, and 9–12 in Reading, Writing, Listening, and Speaking.

Before distributing materials to your schools, please review the information in this manual to familiarize yourself with the assessment procedures. This information is essential to the successful coordination of the OTELA. Please read this manual carefully.

Overview of OTELA

The OTELA assessments for grades K–2 are different from those for grades 3–12 in that the K–2 assessments consist directly of inventories rather than multiple-choice and constructed-response test items. For K–2, students do not respond to test items. Instead, the Test Administrator (TA) observes students in a variety of settings (classroom, cafeteria, playground, other settings) and records students' typical behaviors or responses to a set of tasks. Each language domain (Reading, Writing, Listening, and Speaking) has its own inventory, but all four inventories are assembled in the Directions for Administration (DFA) manual for either kindergarten or grades 1–2. Ideally, the classroom teacher or language resource teacher is the TA.

The K–2 inventories are not timed activities. As such, there are no estimated test administration times. Please complete the inventories for each child within the test administration window.

For the grades 3–12 OTELA, students will respond to multiple-choice and constructed-response items during the administration of the four subjects: Reading, Writing, Listening, and Speaking. The students' test booklets and answer documents are organized by grade band: 3–5, 6–8, and 9–12.

Note that the grades 3–12 OTELA is not timed; however, the general design and the estimated administration time of each subtest for each grade level are included in the table on the next page.

OTELA for Grades 3–12
Estimated Test Administration Times and Number of Items per Form

Subjects (Domains)	Estimated Time in Minutes	Number of Items			Administration Notes
		Grades 3–5	Grades 6–8	Grades 9–12	
Reading	25–30	20 multiple choice	20 multiple choice	20 multiple choice	Group setting
Writing	35–40	9 multiple choice & 2 writing prompts	9 multiple choice & 2 writing prompts	9 multiple choice & 3 writing prompts	Group setting
Listening	30	18 multiple choice	18 multiple choice	20 multiple choice	Group setting, requires use of audio CD player to play Listening Prompt CD
Speaking	25–30	12 tasks	12 tasks	12 tasks	Individual setting, requires use of audio CD player to play Speaking Prompt CD and may require use of cassette recorder to record student responses for teacher scoring

Security Concerns and Procedures

Maintaining assessment security is one of your most important responsibilities as a Test Coordinator. At all times, district and state procedures for protecting secure assessment materials should be followed. It is illegal and unethical to reproduce or disclose any of this material or cause it to be reproduced or disclosed in any format. Assessment security is vital to the successful administration of the assessment. Thus, you are responsible for ensuring the security of not only the physical test booklets but also the individual assessment questions and materials. Your responsibility for maintaining the security of the assessment questions and materials continues even after the test materials have been returned to the American Institutes for Research (AIR), the operations contractor. All staff should be familiar with the ODE Rules Book, which is available online. Go to www.ode.state.oh.us, search keyword “testing rules book.”

All OTELA materials for each school must be accounted for throughout the assessment and returned to the American Institutes for Research (AIR) after testing. BOTH USED AND UNUSED materials should be returned; these materials include:

- All K–2 Student Score Sheets

- All student test booklets (student test booklets for each grade band, 3–5, 6–8, and 9–12, containing Reading, Writing, Listening, and Speaking tests)
- All answer documents for grades 3–12
- All Listening and Speaking Prompt CDs for grades 3–12
- All Speaking Scoring Guides for grades 3–12

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by the School Test Coordinator (STC). Unless directed otherwise by the STC, TAs are responsible for returning secure assessment materials to the storage area after each administration. Only those individuals authorized by district policy should have access to these materials. Under **no** circumstances should students have access to assessment materials before or after the assessment session.

During each assessment administration, a TA must be in the room at all times. If students are allowed to leave the room while the assessment is in progress, they must first turn in their assessment materials. TAs must account for all assessment materials before dismissing students.

There should be one TA for every 30 students in any assessment room for Reading, Writing, and Listening. Because students’ responses to the Speaking assessment will be scored live, a ratio of one TA to one student is necessary for the Speaking assessment.

When assessment administration is complete and TAs have accounted for all materials, TAs should return them immediately to the STC.

At any point, if it is believed that a violation of assessment security has occurred, follow the procedures established by your school district for handling alleged assessment security violations.

Assessment Schedule and Time Allotments

See the **Important Dates** table on the next page for the testing windows. Make-ups for absentees are permitted as long as they are within the testing window.

The K–2 inventories are not timed activities. As such, there are no estimated test administration times. Please complete the inventories for each child within the test administration window.

To ensure that all students have sufficient time to complete the assessment, the grades 3–12 OTELA is not a timed assessment. There is no recommended sequence for administering the Reading, Writing, and Listening tests. However, it is **recommended** that the Speaking test is administered last, because the TA will record the Speaking scores on the student’s answer document. *Local flexibility in sequencing of tests is permitted, but security of all test materials must be maintained at all times.*

For the grades 3–12 OTELA, note that the administration of a subject must be completed in one day (e.g., Reading is administered on Monday, Writing is administered on Tuesday). It is not permissible to start administering a subject on one day and then complete the administration of that subject on another day. STCs and TAs should plan accordingly.

Important Dates

Date	OTELA	Activity
By January 8, 2007	K–2	Receive test materials
January 15, 2007 – March 16, 2007	K–2	Test administration window
By February 5, 2007	Grades 3–12	Receive test materials
February 12, 2007 – March 16, 2007	Grades 3–12	Test administration window
By March 16, 2007	K–2 and Grades 3–12	Return test materials to AIR

Contact Information

For information about ...	Contact ...
<ul style="list-style-type: none"> ▪ OTELA policy ▪ Accommodations 	Ohio Department of Education Office of Assessment Phone: 614-466-0223 Fax: 614-995-5568 http://www.ode.state.oh.us
<ul style="list-style-type: none"> ▪ Receiving and returning shipments ▪ Ordering additional materials 	American Institutes for Research Phone: 1-888-944-5001 Email: OHHelpDesk@air.org

District Test Coordinator (DTC) Information

Responsibilities

As the DTC, you are responsible for coordinating the administration of the spring 2007 OTELA in your district. You should be familiar with the contents of this TC manual, as well as the Kindergarten, Grades 1–2, and Grades 3–12 DFA manuals.

Your primary responsibilities include the following:

- Account for materials when received from AIR.
- Distribute test materials to schools.
- Help STCs prepare for testing.

- Train STCs in test security and test-materials handling, and answer any questions they may have about the test administration.
- Collect all test materials from STCs.
- Return all test materials (used and unused) to AIR by the requested return date.
- Ensure that state and district test security procedures are followed at all times. ODE’s Rules Book and Standards for the Ethical Use of Tests are online. Go to www.ode.state.oh.us, search keyword “testing rules book.”

Your specific responsibilities for distributing the test materials to your schools include:

- Take inventory of the number of school boxes received. Do not open the school boxes.
- Take inventory of the district’s overage shipment. You will use these overage materials to supplement a school’s shipment of test materials if necessary (e.g., if students who need to take the OTELA enroll during test week; defective materials are received, etc.). It is your responsibility to ensure that all schools have enough test materials to test every eligible student. Notify AIR if a discrepancy or shortage is found in the overage materials. See the **District Overage Materials and Additional Orders** section on the next page.
- Securely store materials until they can be distributed to the STCs.
- Supply materials, including overage, to schools as needed.
- Order additional materials from AIR, if necessary.

Receiving Materials

All OTELA materials (K–2 materials and 3–12 materials) for all schools in a district will be shipped to the DTC. The K–2 and 3–12 shipments will arrive separately (see the **Important Dates** table on page 4) and will include the following:

- District packing list
- TC manual
- Return shipping labels
- Individual boxes for each of the schools (the schools’ boxes will contain school packing lists)
- A box of district overage materials, equaling 10% of the total orders for all schools in the district

Upon receipt of your OTELA materials:

- Confirm that your shipment contains a TC manual, boxes for each of the schools listed on your packing list, a box of district overage materials, and return shipping labels.
- Distribute the box(es) to each school (you do not have to check each school’s box; the STC will do that). Tell STCs that, after testing, they should return all materials to the district in the same box in which the materials were delivered.

- As soon as possible after distributing the materials to schools, call all STCs, or ask them to contact you, to confirm that they have the quantity of materials they require for testing. The STC should verify the contents of his or her shipment against the packing list immediately upon receipt of the shipment and should report any discrepancies or shortages to you immediately.
- If an STC needs extra materials, supply them from the district's overage materials.
- If you need additional materials beyond those in your district's overage supply, follow the instructions in the next section: **District Overage Materials and Additional Orders**.

District Overage Materials and Additional Orders

You will be shipped overage materials equaling 10% of the orders for all schools in your district. If personnel from a school in your district find that they need additional materials, please contact AIR:

American Institutes for Research (AIR)

Phone: 1-888-944-5001

Email: OHHelpDesk@air.org

Returning Materials

After testing, it is the STC's responsibility to collect, take inventory of, and pack all test materials (both scorable and nonscorable) for his or her school. The STCs should return all test materials (both scorable and nonscorable) to you by the date listed in the **Important Dates** table on page 4.

When you receive the materials from STCs after testing:

- Count the boxes from each school.
- Confirm that each box has a return shipment identification label affixed.
- Confirm that each box is sealed securely with packaging tape.
- Place a return shipping label on each box.
- Arrange for a pick-up.

Do not destroy any secure test materials. All secure test materials MUST be returned to AIR.

STC Information

Responsibilities

As the STC, you are responsible for coordinating the administration of the OTELA in your school. Your primary responsibilities include the following:

- Become familiar with the contents of this TC manual, as well as the Kindergarten, Grades 1–2, and Grades 3–12 DFA manuals.
- Establish an OTELA testing schedule for your school within the test window.
- Identify and train TAs on test administration procedures.
- Arrange for a TA to be available and present during the test administration. A single TA may administer the test to up to 30 students, but a monitor must also be present for each additional 30 students in the testing room. The ratio of TAs/monitors to students is one TA/monitor to 30 students.
- Receive, check in and securely store materials.
- Distribute test materials to TAs on the day the OTELA is to be administered.
- Maintain the security of test materials after each test administration.
- Return your school’s test materials (all used and unused scorable and nonscorable) to your DTC. Scorable materials include K–2 Student Score Sheets and answer documents for grades 3–12. Nonscorable materials include **unused** Student Score Sheets and answer documents, as well as test booklets, large-print test booklets, Braille test books, Listening Prompt CDs, Speaking Prompt CDs, and Speaking Scoring Guides.

Receiving Materials

STCs will receive two sets of OTELA test administration materials from the DTC: one set for grades K–2 and a second set for grades 3–12. Additionally, STCs will receive an STC Kit.

The K–2 STC Kit includes this manual, return shipment identification labels, envelopes to return completed Student Score Sheets, Header Sheets, and pre-ID labels (if ordered).

The 3–12 STC Kit includes this manual, return shipment identification labels, Header Sheets, paper bands to secure Header Sheets and completed answer documents for scoring, and pre-ID labels (if ordered).

Each shipment will contain the number of materials that were ordered for your school. In the event that your school has not received a sufficient amount of materials, please contact the DTC to obtain additional materials. If you do not receive materials listed on the packing slip, notify the DTC.

Count the number of TA Kits and verify you have an adequate number for the TAs in your school.

Verify that the number of grades K–2 Student Score Sheets and grades 3–12 student test booklets and answer documents listed on the packing slip is sufficient for the number of students who will be taking the OTELA in your school.

Keep all materials in locked storage until you are ready to distribute them to the TAs. Test materials must be distributed on the administration day and must be returned to secure storage immediately after testing.

Grades 3–12 Materials Received by School Test Coordinators

Distribute materials to TAs. STCs and TAs should verify that TAs for grades 3–12 receive the materials necessary to administer the OTELA, including:

- Grades 3–12 DFA
- Listening Prompt CD
- Speaking Prompt CD
- Speaking Scoring Guide
- Student test booklets, appropriate for the student’s grade band (one per student)
- Answer documents, appropriate for the student’s grade band (one per student)

In addition, TAs should have:

- A supply of sharpened No. 2 pencils
- An audio compact disc player to play the Listening and Speaking Prompt CDs
- A clock or watch
- Silent work for each student

Returning Materials

After testing, it is each STC’s responsibility to collect, take inventory of and pack all test materials for his or her school. STCs are to return all test materials to the DTC.

When preparing all materials for your school for return to the DTC, use the original boxes to pack materials. For additional boxes, contact your DTC. Do not overfill boxes. If needed, include filler material, such as newspaper, in the box to prevent contents from shifting during shipping.

Affix the return shipment identification label provided in your STC Kit and return the box (or boxes) to the DTC.

Grades K–2 OTELA

STCs should collect OTELA materials from TAs immediately after testing. For grades K–2, this includes:

- Pre-ID labels, if applied by the TA (used and unused)
- Student Score Sheets (used and unused)
- Header Sheets, if completed by the TA (used and unused)

Take inventory of these materials and place them in a secure, locked location until they are returned to the DTC. TAs may keep the DFA manuals.

Check the back of each completed grades K–2 Student Score Sheet to ensure that a pre-ID label is affixed and that all necessary demographic information is bubbled-in. Make sure that each Header Sheet is completed and the number of Student Score Sheets being returned with each Header Sheet is correct.

Put each completed Header Sheet with its corresponding Student Score Sheets in an envelope. Use a separate envelope for each Header Sheet and its Student Score Sheets. Only the Header Sheets and Student Score Sheets that are returned in envelopes will be processed and scored.

The unused materials should be placed in the box for return; they do not have to be wrapped or bundled in any particular order.

Grades 3–12 OTELA

STCs should collect OTELA materials from TAs immediately after testing. For grades 3–12, this includes:

- Listening Prompt CDs
- Speaking Prompt CDs
- Speaking Scoring Guides
- Pre-ID labels, if applied by the TA (used and unused)
- Student test booklets (used and unused)
- Answer documents (used and unused)
- Header Sheets, if completed by the TA (used and unused)
- Special versions, if applicable

Take inventory of these materials and place them in a secure, locked location until they are returned to the DTC. TAs may keep the DFA manuals.

Check the back of each completed answer document to ensure that a pre-ID label is affixed and that all necessary demographic information is bubbled-in. Make sure that each Header Sheet is completed and the number of answer documents being returned with each Header Sheet is correct.

Secure a paper band around each Header Sheet and its corresponding answer documents. Use a separate band for each Header Sheet and its answer documents. Only the Header Sheets and answer documents that are banded together will be processed and scored.

The unused materials should be placed in the box for return; they do not have to be wrapped or bundled in any particular order.

Special Versions

Two special versions of the grades 3–12 OTELA are available: large print and Braille. Because the K–2 OTELA is administered by the TA, who observes student typical behaviors and responses in a variety of everyday school settings, no special versions for the K–2 OTELA are available.

Large-Print Materials

Large-print student test booklets (grades 3–12) are available for students who have difficulty reading text in a standard-sized font and whose IEP or 504 plan specifies the use of large-print materials. The large-print test booklets are printed in 18-point type.

Students who take the OTELA using large-print test booklets will respond directly in the large-print test booklets. The student’s multiple-choice responses and responses to the writing prompts **must** be transcribed, verbatim, into an answer document for the appropriate grade band (3–5, 6–8, 9–12). Responses written in the student’s large-print test booklet **will not** be scored. A student’s pre-ID label, if available, should be affixed to the answer document that is returned for scoring.

Braille Test Booklets

Braille test booklets (grades 3–12) are available for students who read classroom materials in Braille and whose IEP or 504 Plan specifies the use of Braille materials.

Students using the Braille test booklet will need a scribe or an assistive device to record their responses. It is recommended that these students should be assessed in a separate test administration. The student’s multiple-choice responses and responses to the writing prompts **must** be transcribed, verbatim, into an answer document for the appropriate grade band (3–5, 6–8, 9–12). Responses recorded anywhere but the answer document **will not** be scored. A student’s pre-ID label, if available, should be affixed to the answer document that is returned for scoring.

Procedures for Students with Accommodations

Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities. Refer to the section on accommodations in the Rules Book, which is online. Go to www.ode.state.oh.us, search keyword “testing rules book.”

Criteria for the Use of Accommodations

A student may require accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom and are specified in the Individualized Education Plan (IEP) or 504 Plan. If the person providing the accommodation is also administering the statewide test, then that person must be a licensed/certificated employee of the district.

Accommodations should be made to facilitate participation by students with disabilities or limited English proficiency. However, any accommodation that gives a student an advantage is not considered allowable because it does not allow valid assumptions to be made from the results.

Students with disabilities who have an IEP or have been evaluated under Section 504 may be provided accommodations during the administration of statewide tests. The Ohio Administrative Code defines four criteria for allowable accommodations:

- The accommodation must be typically afforded the student in the classroom for classroom and districtwide tests. In addition, the accommodation must be documented in the IEP or 504 Plan.
- The accommodation cannot change the content or structure of the test. For example, the TA may not convert open-ended questions to multiple-choice questions.
- The accommodation cannot change what the test is intended to measure. For example, the TA is not permitted to read the passages from a reading test because this would change the test from a measure of reading skills to a measure of listening skills. The use of assistive technologies (e.g., word processor on the writing test) does not change what a test is intended to measure.
- The accommodation cannot change or enhance the student's response. For example, a scribe may only record the actual response provided by the student. Some students who have more pronounced coordination and fine-motor disabilities are unable to produce written work in the classroom without the assistance of a scribe or certain augmentative communication devices. If such an accommodation is provided in the classroom, then the IEP team may determine that the accommodation should be provided to the student at the time of testing. School staff should use caution when providing these accommodations because the potential exists to exceed the criteria for allowable accommodations.

Allowable OTELA Accommodations

The following accommodations may be provided to students with disabilities on the OTELA (in addition to any accommodations specified in the student's IEP or 504 plan):

- Dictation of Responses (Scribe): Students who are unable to write due to a disability are allowed to dictate their responses to a transcriber or into an audio recorder for the Reading, Writing and Listening OTELA. The student's answers should be transferred onto the student's original answer document.
 - The scribe cannot change or enhance the student's answers or response.
The scribe may only record the actual response provided by the student.
- Large-print and Braille versions of the OTELA are also available. Contact AIR to order these materials.

Defective Assessment Materials

A student might receive an incomplete or a defective test booklet. TAs should instruct the student to raise his or her hand and then follow the steps below with the student.

- Take a replacement test booklet from an overage supply.
- Direct the student to continue with the new test booklet.
- After the assessment, return all of the student’s used testing material (defective and replacement) with the other testing materials.

If a student receives an incomplete or a defective answer document, TAs should instruct the student to raise his or her hand and follow the steps below:

- Take a replacement answer document from an overage supply.
- Affix the pre-ID label to the replacement answer document, or bubble-in the student’s information. Have the student complete the remainder of the OTELA on the replacement answer document.
- Transcribe the student’s other responses into the replacement answer document.
- Include the completed replacement answer document with the Header Sheet and the other answer documents that are to be scored.
- Write “Do Not Score–Defective” on the cover of the defective answer document and return with other non-scorable materials (e.g., student test booklets and unused answer documents).

Students Who Become Sick

If a student is sick and a test booklet becomes soiled, TAs should follow the steps below:

- Write down the bar code number of the affected test booklet.
- Securely dispose of the booklet according to school and/or district procedures for disposing of soiled materials.
- When the materials are returned, enclose a note with the bar code number of the affected booklet and an explanation of the situation.

If a student is sick and an answer document becomes soiled, TAs should follow the steps below:

- Transfer the student’s responses from the soiled answer document to a new answer document from the overage supply. Affix the pre-ID label to the new answer document, or bubble-in the student’s information.
- Write down the bar code number of the affected answer document.

- Securely dispose of the answer document according to school and/or district procedures for disposing of soiled materials.
- When the materials are returned, enclose a note with the bar code number of the affected answer document and an explanation of the situation.

