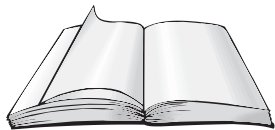


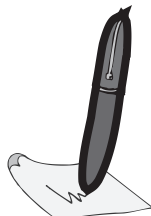
Ohio Test of English Language Acquisition (OTELA)



Directions for
Administration
Spring 2008



READING



WRITING



LISTENING



SPEAKING



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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Table of Contents

Introduction.....	1
Security Concerns and Procedures	1
Assessment Schedule and Time Allotments.....	2
Important Dates	2
Contact Information.....	3
Test Design and Estimated Administration Times	3
Before Testing.....	4
Receiving Materials	4
Additional Materials Provided by the Test Administrator.....	4
Demographic Page and Pre-ID Labels	4
Header Sheets	5
Preparing the Assessment Room	5
Reviewing the Scripted Directions	5
Preparing for the Listening Assessment	6
Assessment Groups	6
Practice for the Administration	6
Equipment	6
Format of the OTELA Listening Prompt CD.....	7
Student Assessment Materials.....	7
Administration Setting	7
Interruptions in the Administration.....	7
Directions for Administering the Listening Section	7
During the Listening Assessment Administration	8
Preparing for the Speaking Assessment	8
Assessment Groups	8
Practice for the Administration	8
Equipment	8
Administration Setting	8
Interruptions in the Administration.....	8
Directions for Administering the Speaking Assessment.....	9
During Testing	9
Breaks	9
Student Test Booklets and Answer Documents.....	9
General Test Directions	10
Monitoring Students	10
Defective Assessment Materials.....	11
Students Who Become Sick.....	11
Procedures for Students with Accommodations.....	12
Definition of an Accommodation.....	12
Criteria for the Use of Accommodations	12
Allowable OTELA Accommodations.....	13
Special Versions	13
Large Print.....	13
Braille.....	14

After Testing	15
Collection of Student Materials	15
Returning Materials	15
Things to Remember	16
Appendix A: OTELA Reading Directions	17
Appendix B: OTELA Writing Directions	20
Appendix C: OTELA Listening Directions	25
Appendix D: OTELA Speaking Directions	33

Introduction

This Ohio Test of English Language Acquisition (OTELA) Directions for Administration (DFA) Manual contains information about administering the spring 2008 OTELA in Reading, Writing, Listening, and Speaking for grades 3–12.

Test Administrators (TAs) should review the information in this DFA to familiarize themselves with test administration procedures. This information is essential to the successful administration of the OTELA for grades 3–12.

Security Concerns and Procedures

Maintaining assessment security is one of your most important responsibilities as a TA. 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 student test booklets and answer documents have been returned to your School Test Coordinator (STC) or District Test Coordinator (DTC).

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 must be returned; these materials include:

- 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 (used and unused)
- All Listening and Speaking Prompt CDs
- All Speaking Scoring Guides

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by the district. Unless directed otherwise by the district, 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 or the staff member designated by the district.

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

The 2008 administration of the OTELA will take place from February 25, 2008, through April 4, 2008. Make-ups for absentees are permitted, as long as they are within the testing window.

To ensure that all students have sufficient time to complete the assessment, the 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 student's answer document. *Local flexibility in sequencing of tests is permitted, but security of all test materials must be maintained at all times. Please schedule the administration of OTELA with sufficient time to return materials to the DTC by the last day of the test window: April 4, 2008.*

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 administration of that subject on another day. TAs should plan accordingly.

Important Dates

Date	Activity
February 11, 2008	DTC receives test materials from the American Institutes for Research (AIR)
February 25, 2008 – April 4, 2008	Test administration window
No later than April 7, 2007	DTC returns materials to AIR

Contact Information

For information about ...	Contact ...
<ul style="list-style-type: none"> ▪ OTELA policies ▪ Receiving and returning test materials ▪ Ordering additional materials ▪ Ordering special versions ▪ Accommodations 	Your District Test Coordinator (DTC)

Test Design and Estimated Administration Times

The OTELA includes four subjects: Reading, Writing, Listening, and Speaking. Note that the 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 below.

OTELA 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

Before Testing

Receiving Materials

TAs should verify that they have the materials necessary to administer the OTELA. In addition to this DFA, TAs will use the following testing materials:

- Listening Prompt CD
- Speaking Prompt CD
- Speaking Scoring Guide

TAs will receive the following materials for each student:

- One student test booklet, appropriate for the student's grade band, containing the Reading, Writing, Listening, and Speaking tests
- One answer document, appropriate for the student's grade band. Students must use the answer document that is appropriate for their grade band.

NOTE: It is important that each student has a student test booklet and an answer document appropriate for his or her grade band and that all booklets are returned and accounted for before, during and after testing.

Additional Materials Provided by the Test Administrator

For the assessment administration, TAs must have the following items available:

- 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

For TAs who wish to record students' Speaking responses, a cassette and cassette recorder will also be needed. This is optional. See **Appendix D** for more information.

Demographic Page and Pre-ID Labels

Pre-ID labels are available to districts. For students in districts that choose not to take advantage of pre-ID labels, **all** information must be gridded on the demographic page. It is recommended that pre-identification labels are affixed to answer documents after the test administration. If labels are affixed before testing, students might mark on the labels, which would affect the scanning of the answer documents. TAs and STCs should discuss whether pre-ID labels are available and should work together to ensure the demographic information is completed correctly.

When completing the demographic page:

- **Double check the accuracy of each pre-ID label. Do not affix pre-ID labels with incorrect information.**
- Verify that the correct pre-ID label (if available) is affixed. The pre-ID label should be placed in box N, which reads “Place the student’s OTELA pre-ID label here.”
 - **NOTE**—Even when using a pre-ID label, the following fields **must** be bubbled-in:
 - IEP/504 (if applicable)
 - Accommodations (if applicable)
 - Special version (if applicable)
 - Migrant status (bubble Y if applicable)
- If there is no pre-ID label, bubble all fields on the demographic page.

Bubbling the demographic information is essential to the timely receipt of student score reports. **Please make sure that all necessary information is bubbled completely and accurately.**

Header Sheets

For the spring 2008 OTELA, test administrators and STCs do not need to complete a header sheet. AIR, the test contractor, will be tracing the bar codes on all 3–5, 6–8, and 9–12 answer documents to verify the number of answer documents returned by each school and district and to assign an IRN to student records if IRN information is not provided or is mis-bubbled.

Preparing the Assessment Room

Arrive at the assessment room early to make sure that it is ready for the assessment session. Be sure that there is an area in the room where assessment materials not in use can be stored securely and away from students.

Check the assessment room for possible assessment question “clues” prior to each assessment session. Charts, maps, and other materials in the classroom that could assist students with assessment items should be covered or removed prior to the assessment administration.

Give each student a work space that is large enough to accommodate an open student test booklet and answer document. Work spaces should be cleared of all other materials. During the assessment, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. Plan to provide No. 2 pencils with erasers for each student and to have extra pencils on hand.

Reviewing the Scripted Directions

To ensure standardized administration conditions, this DFA contains directions that the TA will read to the students (located in the Appendices). The scripts include specific directions for administering each assessment and instructions to be read aloud to students. The oral

scripts should be reviewed by all TAs prior to the assessment session, and the scripted directions that are in bold print must be read verbatim to students. Please do not deviate from the oral scripts.

Specific scripts for each section of the OTELA are found in the appendices of this manual as follows:

- Appendix A Reading script
- Appendix B Writing script
- Appendix C Listening script
- Appendix D Speaking script

Read the appropriate script to students, paying careful attention to the TA instructions that are inserted among the oral directions to students. These instructions to the TA are printed in regular type. **All information to be read aloud to students is printed in bold type.**

Preparing for the Listening Assessment

Assessment Groups

As many students as can fit in the classroom and meet the conditions described in this DFA manual may be assessed (see the **Security Concerns and Procedures** section on page 1).

Practice for the Administration

TAs will feel more comfortable about administering the OTELA Listening assessment if they practice running the equipment and reading through the scripted administration directions that are read to students. The scripted directions are in Appendix C. Before the administration, TAs should listen to at least the first two minutes of the Listening Prompt CD to familiarize themselves with the format.

Equipment

The OTELA Listening test includes an audio CD containing pre-recorded Listening prompts (questions). TAs will need an audio compact disc player to play the recordings of the listening prompts for this assessment. The player must provide adequate clarity and volume so that all students in the administration room can hear the listening prompts clearly.

It is critical that TAs test the audio compact disc player and the Listening Prompt CD before administering the Listening assessment. Follow the list below to ensure that the Listening Prompt CD will be audible to all students.

- Make sure that the Listening Prompt CD is appropriate for the grade band being assessed (3–5; 6–8; or 9–12).
- Place the audio compact disc player used to play the prompts at a centrally located place in the room. Turn it on and listen to it from each student’s seat. If the prompts are not audible, adjust the volume accordingly.

- If the audio compact disc player requires batteries, make sure that they will last for the entire assessment session.

Format of the OTELA Listening Prompt CD

TAs will receive a Listening Prompt CD with the assessment materials. A narrator will read the **entire contents** of the student test booklet. The stimulus material (the “listening passage”) is read **two** times. The questions and answer choices are read **one** time. Students have 10 seconds to respond to each question after the narrator has read the last option. TAs should follow the directions in Appendix C, stopping and starting the Listening Prompt CD as instructed.

Student Assessment Materials

TAs will need one of the following for each student taking the Listening assessment:

- Student test booklet, appropriate for the grade band being administered
- Answer document, appropriate for the grade band being administered
- No. 2 pencils with erasers

Administration Setting

The administration room should have appropriate seating for each student. The TA’s primary responsibility is that students be able to hear the Listening Prompt CD. The room must be free from outside noise from the hallway and adjoining classrooms.

Students should be seated far enough apart so that they do not distract one another. Students should not be seated at the same table or have the opportunity to see one another’s answer documents.

Interruptions in the Administration

It is important that the OTELA Listening administration be smooth and free of interruptions. In the event of an interruption (such as a fire alarm or a CD player malfunction), follow the general guidelines below. These guidelines may be superseded by guidelines provided by your school or district.

If the interruption is serious and affects all students, stop the administration for all students. Stop the Listening Prompt CD. After the interruption, restart the administration from the point where the Listening Prompt CD was stopped.

Directions for Administering the Listening Section

At the start of the Listening section, pass out the student test booklets. If students have previously completed other subjects, make sure that each student receives the student test booklet and answer document with his or her name written on the cover. Students may NOT open their test booklets until the scripted directions (located in Appendix C) instruct them to do so. Make sure that each student has No. 2 pencils with erasers.

When students reach the end of the assessment, they are instructed to put down their pencils. Students should NOT leave the room at this point. They should wait for instructions from the TA.

Collect all student test booklets and answer documents before releasing students.

During the Listening Assessment Administration

Monitor the room during the assessment. TAs may not answer students' questions while the assessment is in progress.

Preparing for the Speaking Assessment

Assessment Groups

Because the student's oral responses will be scored in real time, the Speaking assessment will be administered individually.

Practice for the Administration

TAs will feel more comfortable about administering the OTELA Speaking assessment if they practice running the equipment and reading through the scripted administration directions that are read to students. The scripted directions are located in Appendix D. Be sure to read through them.

Before or early on the day of the administration, listen to at least the first two minutes of the Speaking Prompt CD. TAs will discover that they need to pause and restart the Speaking Prompt CD as instructed in Appendix D.

Equipment

TAs will need an audio compact disc player to play the Speaking Prompt CD. The player must provide adequate clarity and volume so the student can hear the speaking tasks clearly. Test the sound quality of the Speaking Prompt CD before the administration to identify an appropriate volume setting.

Administration Setting

The administration room should have appropriate seating for the student. The room must be free from outside noise from the hallway and adjoining classrooms.

Interruptions in the Administration

It is important that the test administration be smooth and free of interruptions. In the event of an interruption (such as a fire alarm or CD player malfunction), follow the general guidelines below. These guidelines may be superseded by guidelines provided by your school or district.

Stop the Speaking Prompt CD at the time of the interruption. After the interruption, restart the administration from the point where the Speaking Prompt CD was stopped.

Directions for Administering the Speaking Assessment

Students will respond to recorded Speaking prompts. TAs will play the Speaking Prompt CD and score the student's spoken responses in real time. Specific scripted directions to be read to students are located in Appendix D of this manual. Scoring guidelines are located in the Speaking Scoring Guide, which is included with the OTELA administration materials. Please review the scoring guidelines carefully before administering the assessment.

TAs have the option of recording students' oral responses to the Speaking tasks and scoring them at a later time. See **Appendix D** for further information.

Speaking scores must be bubbled in the student's answer document by the test administration. Failure to do so will result in a score of Did Not Attempt (DNA).

During Testing

Breaks

It is the TA's responsibility to provide breaks for students during the administration of the OTELA if it is the district policy to allow breaks. TAs should tell students before the assessment what they may do during the breaks. TAs should follow the directions below when providing a break:

- Before the test begins, let students know when the break will occur.
- Have a watch or a clock available to time the length of the break.
- Students will remain in the assessment room. Lunch or recess will not occur as a break.
- No talking will be allowed during the break.
- Students should be encouraged to stand for a stretch break at their desks.
- No additional materials should be taken out during a break. Only the student test booklet and answer document (closed and face down) and pencil should be on the desk.
- When the entire group has had a break, students will resume the assessment.

At any time during the administration of the OTELA, a student may leave the room for a restroom break, but to ensure assessment security, only one student should leave the room at any one time. The entire group may not use the restroom at the same time. The single student should be monitored in some fashion during the break to ensure the student does not have access to answers for the test.

Student Test Booklets and Answer Documents

At the start of the first subject's administration, give each student a student test booklet and an answer document that are appropriate for the student's grade level. Ask students to write their names on the front covers. When re-distributing OTELA materials for subsequent subjects, verify that each student receives his or her student test booklet and answer document.

If it is district policy that pre-ID labels are affixed to answer documents prior to test administration, TAs must verify that each student receives the answer document with his or her name on the pre-ID label.

General Test Directions

Explain to students that they will be taking a test. Inform the students that they need to be quiet and that if they have questions, they should raise their hands. If necessary, repeat the directions or answer questions regarding the directions for all students who have difficulty understanding or following the directions. Test directions should be repeated verbatim whenever possible. If the directions must be simplified, the simplification must adhere to the intent of the directions and should not provide any additional information. Test directions must be read in English and may not be translated into other languages. Students should be encouraged to complete all exercises and questions and not to leave anything blank. Upon completion of a subject, students are **not** permitted to look ahead to other subjects or return to a subject they had taken previously.

Read aloud word for word the material that is printed in bold type. The material in regular type is information for the TA and should not be read aloud to students. Repeat any part of these directions as many times as needed. However, do not suggest answers to any assessment questions.

After students are seated in the desired arrangement, read aloud the appropriate script before distributing the test booklets.

Monitoring Students

When the assessment session has begun, check that students are marking and writing their answers in the appropriate places on their answer documents. Do not interfere with the students' concentration when checking students' progress. Students may make notes in their test booklets if they wish. However, all responses must be marked on the answer document or they will not be scored.

Except on the Speaking section, students are not allowed to talk during the administration of the assessment. Direct students who finish the assessment before others to remain silent. Provide materials for students to work on after they finish the test and close their test booklets. Silent work may be either a book or work that is **not related to the test**. This book or work should be chosen before the day of testing. The student will take out this work only when he or she has finished the test and his or her test booklet has been collected.

Toward the end of the assessment period, but while students still have their test booklets, it is good assessment practice to remind students to complete the entire assessment. It is **inappropriate** to review a student's test booklet or answer document after it is handed in and then give it back to the student with instructions to complete the assessment. This action would constitute a breach of test security.

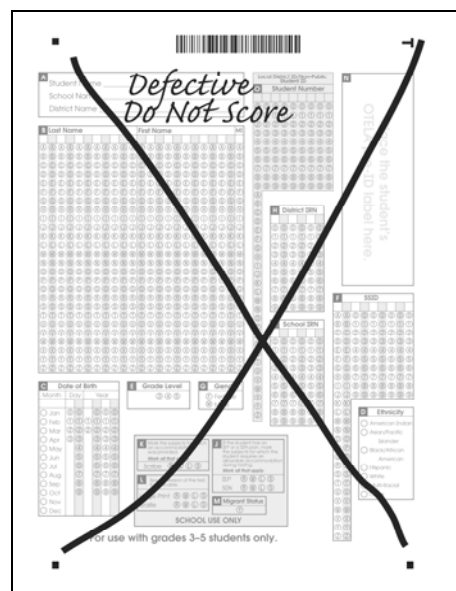
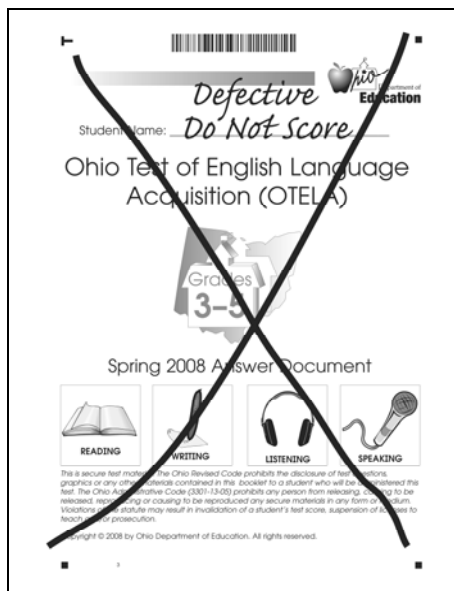
Defective Assessment Materials

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

- Take a replacement test booklet from the overage supply.
- Direct the student to continue with the new test booklet.
- Return all of the student's used test booklets (defective and replacement) with the other nonscorable materials after the assessment.

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

- Take a replacement answer document from the 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 other answer documents that are to be scored.
- Write "Do Not Score–Defective" on the front and back covers of the defective answer document.



Students Who Become Sick

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

- Write down the bar code number of the affected test booklet and provide this information to the STC. STCs must report this information to the DTC, who will

- report it to the test contractor and ODE. Schools and districts must account for all materials.
- Securely dispose of the booklet according to school and/or district procedures for disposing of soiled materials.

If a student is sick and an answer document becomes soiled, please 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 and provide this information to the STC. STCs must report this information to the DTC, who will report it to the test contractor and ODE. Schools and districts must account for all materials.
- Securely dispose of the answer document according to school and/or district procedures for disposing of soiled materials.

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 district-wide 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.

Special Versions

Large Print

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

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.

After Testing

Collection of Student Materials

When students have completed the assessment, they should raise their hands so that the TA can collect the student test booklets and answer documents. Do not allow any student to leave the room until his or her test materials have been collected. Collect the test materials from each student individually. Do not allow students to “pass around” assessment materials.

Allow students who have finished the assessment before others to work quietly at their desks. Have a supply of generic silent work to distribute to students who have completed the assessment. Silent work may be either a book or work that is **not related to the test**. This book or work should be chosen before the day of testing. The student will take out this work only when he or she has finished the test and his or her test booklet has been collected.

Immediately after the assessment, and before dismissing students, carefully count the test booklets to ensure that all student materials have been collected.

Returning Materials

All materials should be returned to the STC or designated staff member directly after the assessment is completed.

Verify that all OTELA materials are returned:

Grades 3–12 Scorable Material	<ul style="list-style-type: none">• Used answer documents for grades 3–5, 6–8, 9–12
Grades 3–12 Nonscorable Material	<ul style="list-style-type: none">• Listening Prompt CDs for grades 3–5, 6–8, 9–12• Speaking Prompt CDs for grades 3–5, 6–8, 9–12• Speaking Scoring Guides for grades 3–12• Unused pre-ID labels• Special versions, if applicable• Unused answer documents or grades 3–5, 6–8, 9–12• Student test booklets (used and unused) for grades 3–5, 6–8, 9–12• Defective and do not score booklets• Cassette (if speaking responses were recorded)

Things to Remember

Before Testing

- ❑ Verify that the correct number of assessment materials has been received for each grade band.
- ❑ Gather and organize all necessary materials: student test booklets, answer documents, supply of sharpened No. 2 pencils (pens may not be used), this DFA, the Speaking Scoring Guide, the Listening and Speaking Prompt CDs and an audio compact disc player, a watch or clock to measure assessment times and breaks, and silent work for students. The use of a cassette tape and recorder are optional.
- ❑ Arrange for a quiet, comfortable, well-lighted, distraction-free setting in which to assess students.
- ❑ Determine whether district policy allows breaks.
- ❑ Be aware that if assessment groups exceed the numbers specified for each section of the assessment, a proctor must be present in addition to the TA.

During Testing

- ❑ Use the scripts located in the Appendices of this manual.
- ❑ Attend to students when they raise their hands. Answer questions to clarify general directions, but do **not** answer questions about or read aloud any assessment material.
- ❑ Be sure that students are marking their answers in the appropriate places in their answer documents.
- ❑ Maintain a quiet and comfortable environment in the classroom.
- ❑ Stay in the classroom during the entire assessment.

After Testing

- ❑ Collect all student test booklets and answer documents.
- ❑ Keep the completed answer documents to be scored separate from the nonscorable materials.
- ❑ Return the materials, used and unused, to the STC or designated staff member (see the list on the previous page).

Appendix A:

OTELA Reading Directions

This section of the DFA contains directions for administering the OTELA Reading assessment. **All scripted directions are in bold print and must be read verbatim.**

Administration Directions and Script

Make sure that all students are seated properly before administering the Reading assessment. Each student should have No. 2 pencils with erasers.

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session.

The OTELA is an un-timed assessment. If most students have finished the Reading assessment but a few students appear to need more time, you may allow them to finish in another room with a proctor. If it is known ahead of time that some students are likely to take longer than others to complete the assessment, arrangements should be made to have them tested individually or in a small group with extended time.

OTELA Reading Script (Grades 3–5, 6–8, 9–12)

You are about to take the Reading section of the OTELA. You may not talk during this test. I will now pass out the student test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so. Pass out the test booklets and answer documents for the correct grade band; if students have previously taken other subjects, make sure each student receives the test booklet and answer document with his or her name written on the cover. If the pre-ID label was affixed, make sure each student receives the answer document with his or her name on the label. **Does everyone have No. 2 pencils with erasers?** Distribute additional pencils if necessary.

Is your name written on the front cover of your test booklet and answer document? If not, please write your name on the line provided now.

After students are appropriately seated and test booklets, answer documents, and pencils have been distributed: **You may now open your booklets to the first page of the Reading test, located on page 1 in your test booklet.**

Follow along in your booklet as I read aloud.

This section tests how well you can read in English. You will darken the circle for each answer on page 3 in your answer document. Here is an example of how to correctly darken a circle:

Correct Incorrect
● ✖ ✖ ✖

During the Reading test, you will read passages and answer questions about them. Sometimes the question asks you to think of a word that is missing from the passage. Here is an example:

Sample Question 1

The teacher gave John a piece of _____ and asked him to write his answer on the board.

Choose the best answer to fill in the blank. Mark your answer on page 3 in your answer document next to sample question 1.

- A. pen**
- B. gum**
- C. chalk**
- D. paper**

Pause while students mark their answers for sample question 1.

Answer C is the best answer. You darken answer circle C because John wrote on the board with a piece of chalk.

Please turn the page.

Sometimes the question asks you to find information in the passage. Here is an example:

Sample Question 2

Mary and her friends Petra and David went to the mall yesterday to buy a birthday present for Petra's baby sister. They bought her a lovely toy bear.

Why did Mary and her friends go to the mall? Mark your answer on page 3 in your answer document next to sample question 2.

- A. To see Petra's sister**
- B. To get some new shoes**
- C. To have lunch**
- D. To buy a gift**

Pause while students mark their answers for sample question 2.

Answer D is the best answer. You darken answer circle D because the passage says that Mary and her friends went to buy a present at the mall.

Remember: Read the passage once. Then read the question carefully. Read the passage again if necessary before you choose your answer.

In a moment, you will begin taking the Reading Assessment. You will have as much time as you need to complete this test. You will mark your answers on page 3 in your answer document. If you need a break during the test, close your test booklet and answer document and raise your hand.

When you come to the stop sign after question 20, stop. You may go back and check your answers for the Reading test. Do not look ahead to the other tests. When you are finished with the Reading test, close your test booklet and answer document and place them face down on your desk. Raise your hand, and I will collect your test materials. You may work on some silent work.

Do you have any questions? Answer any procedural questions.

You may now begin the Reading test.

Appendix B:

OTELA Writing Directions

This section of the DFA contains directions for administering the OTELA Writing assessment. **All scripted directions are in bold print and must be read verbatim.**

Administration Directions and Script

Make sure that all students are seated properly before administering the Writing assessment. Each student should have two pencils with erasers.

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session.

The OTELA is an untimed assessment. If most students have finished the Writing assessment but a few students appear to need more time, you may allow them to finish in another room with a proctor. If it is known ahead of time that some students are likely to take longer than others to complete the assessment, arrangements should be made to have them tested individually or in a small group with extended time.

OTELA Writing Script (Grades 3–5, 6–8, 9–12)

You are about to take the Writing section of the OTELA. You may not talk during this test. I will now pass out the student test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so. Pass out the test booklets and answer documents for the appropriate grade band; if students have previously taken other subjects, make sure each student receives the test booklet and answer document with his or her name written on the cover. If the pre-ID label was affixed, make sure each student receives the answer document with his or her name on the label. **Does everyone have No. 2 pencils with erasers?** Distribute additional pencils if necessary.

Is your name written on the front cover of your test booklet and answer document? If not, please write your name on the line provided now.

After students are appropriately seated and test booklets, answer documents, and pencils have been distributed:

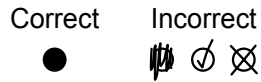
Grades 3–5: **Please open your test booklets to page 19.**

Grades 6–8: **Please open your test booklets to page 19.**

Grades 9–12: **Please open your test booklets to page 19.**

Follow along in your booklet as I read aloud.

This section tests how well you can write in English. You will darken the circles in your answer document for some questions; for others, you will write a response to a prompt. Here is an example of how to correctly darken a circle:



Read this script for all grades:

For questions that ask you to write your answer, read each prompt or question carefully. The question will tell you which page to write on in your answer document. Write as much as you can. Your response will be scored on the basis of how well you do the following:

- Write about the prompt
- Include details in your answer
- Be sure your response makes sense and is easy to understand
- Use the English language correctly

Here is an example:

What do you like to do on Saturdays?

Write at least three sentences about one thing you like to do on Saturdays.

Here is a sample answer:

Example for grades 3–5 only:

I love to read books on Saturdays. My favorite kinds of books are mystery books. Sometimes I read three books in one day!

Example for grades 6–8 only:

On Saturdays my grandmother always comes over and together we cook a big meal for the family. She is teaching me how to make traditional Swedish foods, like meatballs and cookies. I love cooking with my grandmother.

Example for grades 9–12 only:

On Saturdays I like to go running. I am going to try out for the track team next year, so I'm training. Each Saturday I see how long it takes me to run to the gas station and back. I'm getting faster and faster. I hope I make the team!

Now that you have heard the sample answer, think about these questions:

- Does the response answer the question?
- Does the answer include details?
- Does the answer make sense?

Pause while students consider these questions.

Do you have any questions? Answer students' questions.

Please turn the page.

Script for Grades 3–5 and 6–8:

For other questions, you will read examples of student writing. Read these passages very carefully, and then read the test questions and choose the best answer. Be sure to look back at the passages to help you answer the test questions. Sometimes, an answer choice might seem correct by itself, but if you read the whole passage, you will see that it is not. Be sure to read and pay attention to the whole passage before you answer the test questions. You will darken the circle for each answer on page 6 in your answer document.

Here is an example:

My sister is my best friend. She plays with me and made me laugh.

Choose the best answer to replace made. Choose D if no change is needed. Mark your answer on page 4 in your answer document next to sample question 1.

- A. makes
- B. making
- C. make
- D. No change is needed.

Pause while students mark their answers to the practice question.

Answer A is the best answer. You darken answer circle A because it is the best answer.

Sometimes, you will look at a graphic organizer that students have made to help them plan their writing. Look carefully at the graphic organizer, and then read the questions. Look at the four answer choices and choose the best one. You may look back at the graphic organizer if you need to. You will darken the circle for each answer in your answer document. Here is an example of how to correctly darken a circle:

Correct Incorrect
● ~~●~~ ~~○~~ ~~⊗~~

In a moment, you will begin taking the Writing test. You will have as much time as you need to complete this test. When you come to the stop sign after question 11, stop. You may go back and check your answers for the Writing test. Do not look at the other tests. When you are finished with the Writing test, close your test booklet and answer document and place them face down on your desk. Raise your hand, and I will collect your test materials. You may work on some silent work.

Do you have any questions? Answer any procedural questions.

You may now turn the page and begin taking the Writing test.

Script for Grades 9–12:

For other questions, you will read examples of student writing. Read these passages very carefully, and then read the test questions and choose the best answer. Be sure to look back at the passages to help you answer the test questions. Sometimes, an answer choice might seem correct by itself, but if you read the whole passage, you will see that it is not. Be sure to read and pay attention to the whole passage before you answer the test questions. For questions 2 through 4, you will darken the circle for each answer on page 6 in your answer document. For questions 6 through 11, you will darken the circle for each answer on page 8 in your answer document.

Here is an example:

My sister is my best friend. She plays with me and made me laugh.

Choose the best answer to replace made. Choose D if no change is needed. Mark your answer on page 4 in your answer document next to sample question 1.

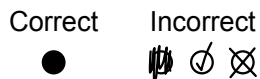
- A. makes**
- B. making**
- C. make**
- D. No change is needed.**

Pause while students mark their answers to the practice question.

Answer A is the best answer. You darken answer circle A because it is the best answer.

Sometimes, you will look at a graphic organizer that students have made to help them plan their writing. Look carefully at the graphic organizer, and then read the questions. Look at the four answer choices and choose the best one. You may look back at the graphic organizer if you need to. For questions 2 through 4, you will darken the circle for each answer on page 6 in your answer document. For questions 6 through 11, you will darken the circle for each answer on page 8 in your answer document.

Here is an example of how to correctly darken a circle:



In a moment, you will begin taking the Writing test. You will have as much time as you need to complete this test. When you come to the stop sign after question 12, stop. You may go back and check your answers for the Writing test. Do not look at the other tests. When you are finished with the Writing test, close your test booklet and answer document and place them face down on your desk. Raise your hand, and I will collect your test materials. You may work on some silent work.

Do you have any questions? Answer any procedural questions.

You may now turn the page and begin taking the Writing test.

Appendix C:

OTELA Listening Directions

This section of the DFA contains directions for administering the OTELA Listening assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. **All scripted directions are in bold and must be read verbatim.**

Administration Directions and Script

Make sure that all students are seated appropriately before administering the Listening assessment. Each student should have two No. 2 pencils with erasers.

Follow the directions below as closely as possible. Scripted directions in bold should be read to the students verbatim during the assessment session.

Read the script below before playing the Listening Prompt CD. Breaks can be provided at the end of each section, if the district allows breaks. If a break is given, restart the Listening Prompt CD where it was stopped to play the instructions for the next part of the test.

OTELA Listening Scripts (Grades 3–5, 6–8, 9–12)

You are about to take the Listening section of the OTELA assessment. This section tests how well you listen and understand in English. You may not talk during this test. I will now pass out the student test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so. Pass out the test booklets and answer documents for the appropriate grade band; if students have previously taken other subjects, make sure each student receives the test booklet and answer document with his or her name written on the cover. If the pre-ID label was affixed, make sure each student receives the answer document with his or her name on the label. **Does everyone have No. 2 pencils with erasers?** Distribute additional pencils if necessary.

Is your name written on the front cover of your test booklet and answer document? If not, please write your name on the line provided now.

In a few moments, you will listen to a recording. The recording will tell you everything you need for the Listening test. I will stop the recording at the end of each part of the test. If you have any questions about this test, please ask me now. Answer questions.

After students are appropriately seated and test booklets, answer documents, and pencils have been distributed:

Grades 3–5: **Please open your test booklets to page 31.**

Grades 6–8: **Please open your test booklets to page 31.**

Grades 9–12: **Please open your test booklets to page 33.**

Follow along in your booklet as I read aloud.



On the recording you will hear stories and questions. You will hear each question once. You will answer the questions by darkening the circles on:

Grades 3–5: **page 8 of your answer document.**

Grades 6–8: **page 8 of your answer document.**

Grades 9–12: **page 10 of your answer document.**

Here is an example of how to correctly darken a circle:

Correct	Incorrect
	

Continue the script for the grade band to which you are administering.

Listening Script for Grades 3–5

Be sure that all students have opened their test booklets to the first page of the Listening section.

I will now play the instructions for the first part of the Listening test.

[Play the CD.]

Play track 1 for the short phrases and short dialogues section directions.

After you hear the sentence, “The narrator will then continue,” pause the Listening Prompt CD.

Do you have any questions? Answer procedural questions.

[Un-pause the CD.]

Play the end of track 1, as well as tracks 2–5.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 4. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the next part of the Listening test.

[Un-pause the CD.]

Play track 6 for the long dialogue section directions.

After you hear the sentence, “You will then have 10 seconds to choose your answer to the second question,” pause the Listening Prompt CD.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the next part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 7–14.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 12. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the last part of the Listening test.

[Un-pause the CD.]

Play track 15 for the short presentations section directions.

After you hear the sentence, “You will then have 10 seconds to choose your answer to the second question,” pause the Listening Prompt CD once again.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the next part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 16–22.

When you hear the closing (“This is the end of the Listening section. Please put down your pencils and close your test books.”), stop the Listening Prompt CD. Be sure that you have collected all student test booklets and answer documents before dismissing students.

Listening Script for Grades 6–8

Be sure that all students have opened their test booklets to the first page of the Listening section.

I will now play the instructions for the first part of the Listening test.

[Play the CD.]

Play track 1 for the short phrases and short dialogues section directions.

After you hear the sentence, “The narrator will then continue,” pause the Listening Prompt CD.

Do you have any questions? Answer procedural questions.

[Un-pause the CD.]

Play the end of track 1, as well as tracks 2–4.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 3. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the next part of the Listening test.

[Un-pause the CD.]

Play track 5 for the long dialogue section directions.

After you hear the sentence, “You will then have 10 seconds to choose your answer to the second question,” pause the Listening Prompt CD once again.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the next part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 6–9.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 7. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the next part of the Listening test.

[Un-pause the CD.]

Play track 10 for the short presentation section directions.

After you hear the sentence, “You will then have 10 seconds to choose your answer to the second question,” pause the Listening Prompt CD once again.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the next part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 11–14.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 11. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the last part of the Listening test.

[Un-pause the CD.]

Play track 15 for the long presentation section directions.

After you hear the sentence, “Then you will hear the long presentation a second time followed by either a third or a third and fourth question and their answer choices,” pause the Listening Prompt CD once again.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the last part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 16–23.

When you hear the closing (“This is the end of the Listening section. Please put down your pencils and close your test books.”), stop the Listening Prompt CD. Be sure that you have collected all student test booklets and answer documents before dismissing students.

Listening Script for Grades 9–12

Be sure that all students have opened their test booklets to the first page of the Listening section.

I will now play the instructions for the first part of the Listening test.

[Play the CD.]

Play track 1 for the short phrases and short dialogues section directions.

After you hear the sentence, “The narrator will then continue,” pause the Listening Prompt CD.

Do you have any questions? Answer procedural questions.

[Un-pause the CD.]

Play the end of track 1, as well as tracks 2–7.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 6. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the next part of the Listening test.

[Un-pause the CD.]

Play track 8 for the long dialogue section directions.

After you hear the sentence, “You will then have 10 seconds to choose your answer to the second question,” pause the Listening Prompt CD once again.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the next part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 9–12.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 10. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the next part of the Listening test.

[Un-pause the CD.]

Play track 13 for the short presentation section directions.

After you hear the sentence, “You will then have 10 seconds to choose your answer to the second question,” pause the Listening Prompt CD once again.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the next part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 14–15.

Pause the Listening Prompt CD after students have had 10 seconds to respond to question 12. Be sure that all students are ready to proceed with the next part.

I will now play the instructions for the last part of the Listening test.

[Un-pause the CD.]

Play track 16 for the long presentation section directions.

After you hear the sentence, “Then you will hear the long presentation a second time followed by the third and fourth questions and their answer choices,” pause the Listening Prompt CD once again.

Do you have any questions? Answer procedural questions.

You may now turn the page and wait for the last part of the Listening test to begin.

[Un-pause the CD.]

Play tracks 17–25.

When you hear the closing (“This is the end of the Listening section. Please put down your pencils and close your test books.”), stop the Listening Prompt CD. Be sure that you have collected all student test booklets and answer documents before dismissing students.

Appendix D:

OTELA Speaking Directions

This section of the DFA contains directions for administering the OTELA Speaking Assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. **All scripted directions are in bold and must be read verbatim.**

Before you begin administration of the Speaking Assessment, decide whether you will score students' responses live as they are spoken or record the responses on audiocassette to score at a later time. If you will be recording students' oral responses, follow the instructions below:

Optional Recording of Student Responses for OTELA Speaking Tests

The OTELA Speaking Tests are designed to be scored "live" by TAs—as a student provides a response, that response is scored by the administrator using the rubric for the item and the score is recorded in the student's answer document. TAs **MUST SCORE and RECORD RESPONSES IN STUDENT ANSWER DOCUMENTS**. Failure to do so will result in a score of Did Not Attempt (DNA).

TAs may optionally record each student's speaking responses using an audiocassette recorder and score and record the scores at a later time, if the following conditions are met:

1. The audiocassette tape and recorder are provided by the school.
2. The recorded responses are kept secure at all times and are linked to the student by name and/or student identification number so that each tape can be matched with the student whose responses it contains.
3. The recorded responses are returned with all other test materials. These responses will be securely stored by AIR.
4. The scores for each recorded response are bubbled in the student's answer document before the answer document is returned for scoring.

OTELA Speaking Scripts (Grades 3–5, 6–8, 9–12)

Follow the directions below as closely as possible. The scripted instructions in bold must be read verbatim during the administration of the Speaking section. To assist you in the administration, the script is organized into the five stages of the administration:

1. Introduction
2. Directions for How to Answer
3. Using the Speaking Prompt CD
4. Complete the Final Preparations
5. Begin the Assessment

1. Introduction

Hello. Welcome to the OTELA Assessment of English Speaking. This section tests how well you can speak in English.

Today you will participate in the OTELA Assessment of English Speaking.

We will use this assessment to learn about your skills in speaking English in school.

Please do your best to answer all the questions, using your best English.

In a few moments, you will listen to 12 questions about some school topics. You will answer the questions in English.

I will listen to and grade your answers. Do not worry if some of the questions are difficult. Only I will hear your responses.

2. Directions for How to Answer

In a moment I will play a recording of questions that you will answer in English.

Please take your time and think about your answers.

When you answer, speak clearly.

The information in the question will tell you how long your answer should be. If you cannot answer the whole question, you should try to answer as much as possible.

After you hear a question, you will hear two beeps:

After the first beep, begin speaking.

When you hear the second beep, stop speaking and get ready to listen to the next question.

Do you have any questions now? Wait for responses from students and answer any questions.

3. Using the Speaking Prompt CD

You will now answer two practice questions. You will hear each question twice. Listen carefully and answer the question as best you can.

Start track 1 of the Speaking Prompt CD. A voice on the recording will administer practice task number 1. A beep will signal that the student can begin speaking.

Listen to the student as he or she responds to practice task 1 to be sure the student is responding in English. If the student is not, remind him or her to respond in English as best he or she can. Do not score the student's responses to the practice questions.

The second beep will indicate that response time has ended. The student should complete his or her response to practice task number 1.

Pause the Speaking Prompt CD after the second beep.

You just heard and responded to the first practice question. Do you have any questions?

Wait for responses and answer any questions.

I will now play the second practice question.

Un-pause the CD and play the remainder of track 1. Again, the student will hear a beep to begin speaking and a beep to stop speaking. Pause the Speaking Prompt CD after the second beep after practice task 2.

4. Complete Final Preparations

Give the student the student test booklet appropriate for his or her grade level.

We are now ready to start the assessment. Please note that some of the tasks have pictures with them.

The pictures will help you answer the questions. The pictures are numbered. The person speaking on the recording will tell you which pictures to look at for each question.

Once we begin, I will not be able to answer questions or stop the recording.

Do you have any final questions? Wait for a response.

You may now open your test booklet to the first page of the Speaking test.

Grades 3–5: **Open your test booklet to page 45.**

Grades 6–8: **Open your test booklet to page 47.**

Grades 9–12: **Open your test booklet to page 49.**

Enjoy yourself, and good luck!

5. Begin the assessment

Un-pause the Speaking Prompt CD and play track 2, as well as the other tracks on the CD. Each speaking item is on its own track. You may pause the CD as needed, but students must be scored on the responses between the beeps, which signal the beginning and end of the response session.

Prepare to score the student's responses. You will record the student's Speaking scores on page 10 of the grades 3–5 and grades 6–8 answer documents. You will record the student's speaking scores on page 12 of the grades 9–12 answer document. See the Speaking Scoring Guide for further information.

As the student progresses through the assessment, be sure that he or she is looking at the pictures specified by the questions, where applicable. If he or she is not, you may pause the prompt CD and direct student to look at the correct picture.

Turn off the Speaking Prompt CD after you hear the following words:

“Thank you! You have now completed the Speaking assessment.”

Place the student's answer document and test booklet with the other testing materials. The CD, Speaking Scoring Guide, and cassette (if the responses were recorded) must be returned with all other assessment materials after test administration is complete.

