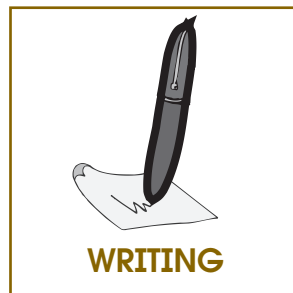


# Ohio Test of English Language Acquisition (OTELA)



## Test Coordinator's Manual Spring 2009

(For District Test Coordinator and School Test Coordinator Use)



## Important Dates

Date	OTELA	Activity
By January 12, 2009	K-12	Receive test materials
January 19, 2009 – March 13, 2009	K-12	Test administration window
<b>March 16, 2009</b>	<b>K-12</b>	<b>Last day for UPS pickup of OTELA materials</b>

*NOTE: Materials not picked up by March 16, 2009, will **not** be scored.*

## Contact Information

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

The Ohio Test of English Language Acquisition (OTELA) is composed of items developed as part of a consortium in partnership with the Council of Chief State School Officers (CCSSO) and items developed by the Ohio Department of Education.

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# New for This Administration

## Test Window

For the 2009 administration of OTELA, students in grades K–2 and 3–12 will be tested during the same window: January 19 through March 13, 2009.

## Multiple Test Booklet Forms for Each Grade Band (Grades 3–12 only)

Test booklets for grades 3–12 will include field-test items for the 2009 OTELA. Therefore, schools within the same district may receive different test booklet and TA kit form numbers. However, each school will only receive **one form** number for each grade band (e.g., school A will receive test booklet form 1 and TA kit 1 for grades 3–5; school B will receive test booklet form 2 and TA kit 2 for grades 3–5). There will be no Form SV for OTELA.

Answer documents may be used with any form number, as long as the grade band on the answer document corresponds with the grade band on the test booklet. Students must use grade band materials appropriate for their enrolled grade.

Note that district coverage will include only one form number. Therefore, districts may not be able to fulfill requests for test booklets or TA kits from their coverage materials. Districts should place an additional order in TIDE at the school level if they need a particular form number. TIDE opens for additional orders on January 12, 2009, and closes March 12, 2009.

The K–2 materials are organized as they have been in years past. There are no field-test items for K–2. There is only one version of the kindergarten inventories and one version of the grades 1–2 inventories; Test Administrators (TAs) should refer to the kindergarten and grades 1–2 DFAs.

## Testing Group Number

The spring 2009 OTELA student score sheets for grades K–2 and answer documents for grades 3–12 contain a new box (Box P) for recording testing group numbers. This field is **required**. Box P is located on the inside back cover of answer documents and on the scoring page of the student score sheets.

The purpose of assigning a testing group number to a testing session is to aid in identifying a group of students quickly and easily should an anomaly occur during testing, such as defective materials being discovered after the test was administered.

A testing group is defined as a group of students taking the OTELA in the same room at the same time. For speaking, which requires a one-on-one administration, it is suggested that each Test Administrator (TA) be assigned a unique testing group number. All students assessed by a speaking TA will bubble their TA's testing group number in the speaking section of Box P on their answer documents. For K–2, each TA who completes the student score sheet will bubble his or her number in Box P.

The district must designate a person to be responsible for assigning testing group numbers to all testing sessions. The designated person is also responsible for notifying each TA of his or her

testing group number(s). The TA will need to make sure that this number is bubbled on the student answer document in Box P for each group of students he or she oversees.

The worksheet in Appendix B of this manual may be used to assign and/or record testing group numbers. This sheet is also available for download from the ODE web site at [www.ode.state.oh.us](http://www.ode.state.oh.us); keyword search “Testing Group Numbers.” Note that while the sample worksheet includes only 10 testing group numbers, testing groups for each subject may range from 001 to 999.

Designated personnel are required to assign testing group numbers, but they are not required to use the worksheet. For example, personnel may develop their own Excel spreadsheet or use a local database to organize the testing group information. Regardless of the method used to assign testing group numbers, documentation should be kept for one year after the end date of the test administration. Districts may be asked to make this information available after the test administration.

### **Grades 3–12 Demographic Fields on Two Pages**

The addition of the test booklet form code and testing group number fields for the spring 2009 grades 3–12 OTELA requires that the demographic information in the answer documents span two pages. Please be sure to complete all necessary fields on the inside back cover and back cover of the grades 3–12 answer documents.

For the K–2 student score sheets, demographic information is found on the student score sheet.

### **Instructions for Completing the Demographic Pages**

Appendix E of the Grades 3–12 DFA includes directions for completing the demographic fields. If pre-ID labels are not available, all demographic information for students who are participating needs to be bubbled. For those with pre-ID labels, the test booklet form code and testing group number boxes must be completed for all students and the School Use Only box must be completed by staff for applicable students.

Note that the “School Use Only” sections must be completed by staff who are familiar with the students being assessed. It is recommended that these sections be completed after testing has concluded.

### **Supplemental Instructions for Special Versions**

Appendix F of the Grades 3–12 DFA includes the supplemental instructions for the spring 2009 OTELA special versions, including Braille and large print.

# 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 2009 OTELA for grade bands K–2, 3–5, 6–8, and 9–12 in Reading, Writing, Listening, and Speaking.

Before distributing materials to schools, please review the information in this manual to become familiar with the assessment procedures. This information is essential to the successful administration of the OTELA. Please read this manual carefully.

## Overview of OTELA

The OTELA assessments for kindergarten and grades 1–2 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, and 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, with all four inventories 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.

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. Each test booklet contains all four domains.

## Assessment Schedule and Time Allotments

See the **Important Dates** table on the inside front cover of this manual 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:

**January 19 – March 13, 2009.**

To ensure that all students have sufficient time to complete the assessment, the grades 3–12 OTELA is not a timed assessment. Note, however, that the testing time for the listening and speaking sections is based on the running time of the CDs, which **must** not be stopped during the administration except where specifically instructed in the *Grades 3–12 Directions for Administration* manual.

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. Please*

*schedule the administration of OTELA with sufficient time to return materials to the DTC by the last day of the test window: **January 19 – March 13, 2009**. Note that setup time is not included in administration time.*

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.

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

Subjects (Domains)	Estimated Testing Time in Minutes*	Number of Items			Administration Notes
		Grades 3–5	Grades 6–8	Grades 9–12	
Reading	40	20 multiple choice + field test	20 multiple choice + field test	20 multiple choice + field test	Group setting
Writing	60	9 multiple choice & 2 writing prompts + field test	9 multiple choice & 2 writing prompts + field test	9 multiple choice & 3 writing prompts + field test	Group setting
Listening	35	18 multiple choice + field test	18 multiple choice + field test	20 multiple choice + field test	Group setting, requires use of audio CD player to play Listening Prompt CD
Speaking	35	12 tasks + field test	12 tasks + field test	12 tasks + field test	Individual setting, requires use of audio CD player to play Speaking Prompt CD and <b>may</b> require use of cassette recorder to record student responses for teacher scoring

\*The estimated testing time includes the additional time to complete the field-test items.

## Security Concerns and Procedures

*Maintaining assessment security is one of the 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, TCs are responsible for ensuring the security of not only the physical test booklets but also the individual assessment questions and materials. TCs are responsible for maintaining the security of the assessment questions and materials 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](http://www.ode.state.oh.us); search keywords “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. Test coordinators and test administrators may keep this Test Coordinator’s Manual and the DFAs for kindergarten, grades 1–2, and grades 3–12. All other materials, BOTH USED AND UNUSED, must be returned; these materials include:

- All used and unused kindergarten student score sheets
- All used and unused grades 1–2 student score sheets
- All test booklets (for each grade band, 3–5, 6–8, and 9–12)
- All used and unused answer documents for grades 3–12
- All Listening and Speaking Prompt CDs for grades 3–12
- All Speaking Scoring Guides for grades 3–12

Test administrators may keep or destroy the grades 3–12 DFAs and the kindergarten and grades 1–2 DFAs.

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by the district. Districts must assign staff who 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 the school district for handling alleged assessment security violations.

# District Test Coordinator (DTC) Information

## Responsibilities

The DTC is responsible for coordinating the administration of the spring 2009 OTELA in the district. DTCs should be familiar with the contents of this TC manual, as well as the Kindergarten, Grades 1–2, and Grades 3–12 DFA manuals.

The DTC's 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.
- Discuss the method for collecting testing group number information with the STCs. Determine whether this documentation will be retained by the school or district.
- Collect all test materials from STCs.
- Return all test materials (used and unused) to AIR. March 16, 2009, is the last day for materials pickup. **In order to be scored, all materials must be picked up from the district by March 16, 2009.**
- 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](http://www.ode.state.oh.us); search keywords "testing rules book."

## Receiving Materials

All OTELA materials (K–12 materials) for all schools in a district will be shipped to the DTC. Shipments will include the box(es) of district overage materials as well as the box(es) of materials for each school. Upon receipt of the boxes from UPS:

### *School Box(es)*

- Take inventory of the number of school boxes received. Do not open the school boxes.
- Securely store school boxes until they can be distributed to the STCs.
- Distribute the box(es) to each school (DTCs do not have to check each school's box; the STC will do that). Remind STCs that, after testing, they should return all materials to the district in the same box(es) in which the materials were delivered.
- As soon as possible after distributing the materials to schools, call all STCs, or ask them to contact the DTC, 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 the DTC immediately.
- If an STC needs extra materials, supply them from the district's overage materials when possible.

### *District Overage Box(es)*

- Locate the DTC Kit, which should contain the following contents:
  - District packing list
  - Copies of the school packing list(s)
  - This TC manual
  - UPS return shipping labels
  - Return identification labels for scorable (priority 1) and nonscorable (priority 2) materials
- Take inventory of the district's overage shipment. When possible, use these overage materials to supplement a school's shipment of test materials if necessary (e.g., students who need to take the OTELA enroll during test week; defective materials are received, etc.).
  - **IMPORTANT:** Test booklets and TA kits from the district overage will include only one form number per grade band. If a school needs a form number that differs from what is available in the district overage, place an additional order for the school through TIDE. It is the DTC's responsibility to ensure that all schools have enough test materials to test every eligible student. See the **District Overage Materials and Additional Orders** section below.
- Notify AIR if a discrepancy or shortage is found in the overage materials.
- If additional materials are needed beyond those in the district's overage supply, follow the instructions in the next section: **District Overage Materials and Additional Orders**.

### **District Overage Materials and Additional Orders**

Each school will be shipped overage materials. If personnel from a school in the district find that they need additional materials and the DTC is unable to fulfill requests from the district overage materials, please place an order online at <http://www.ohtide.org/TIDE>, or contact AIR:

American Institutes for Research (AIR)  
Phone: 1-888-944-5001  
Email: [OHHelpDesk@air.org](mailto:OHHelpDesk@air.org)

TIDE opens for additional orders on January 12, 2009, and closes March 12, 2009. Only DTCs are permitted to order additional materials; additional materials are shipped to the DTC.

### **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 the DTC **no later than March 13, 2009**.

When receiving the materials from STCs after testing, the DTC should do the following:

- Count the boxes from each school.
- Confirm that each box has the appropriate return shipment identification label affixed. Verify that priority 1 labels are affixed to boxes of scorable materials. Priority 2 labels should be affixed to boxes of nonscorable materials.
  - If the DTC is repackaging materials returned by the STCs, it is permissible to return scorable materials from multiple schools together in the same box and to return nonscorable materials from multiple schools together in a different box.
- Confirm that each box is sealed securely with packaging tape.
- Record all UPS tracking numbers in Appendix A of this manual, or make copies of the labels before affixing them to the boxes.
- Place a UPS return shipping label on each box.
- Give the boxes to the daily UPS driver. **Monday, March 16, 2009, is the last day for UPS pickup. Tests picked up after March 16 will not be scored.**
- If there is no daily UPS pickup, arrange for a pickup by calling the Help Desk at 1-888-944-5001.

**Do not destroy any secure test materials or unused answer documents. All secure test materials and answer documents MUST be returned to AIR. If there are any questions, contact AIR or ODE.**

# School Test Coordinator (STC) Information

## Responsibilities

The STC is responsible for coordinating the administration of the OTELA in the school. The STC's 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 the school within the test window. Please schedule the administration of OTELA with sufficient time to return materials to the DTC.
- 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. The 1:30 ratio does not apply to the Speaking test, which is a 1:1 ratio.
- Receive, check in and securely store materials.
- Discuss testing group numbers with the district and provide this information to Test Administrators, who will ensure that the numbers are recorded on students' answer documents. Discuss with the DTC whether the documentation should be retained at the school or provided to the district. See Appendix B of this manual.
- 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 the school's test materials (all used and unused scorable and nonscorable) to the 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

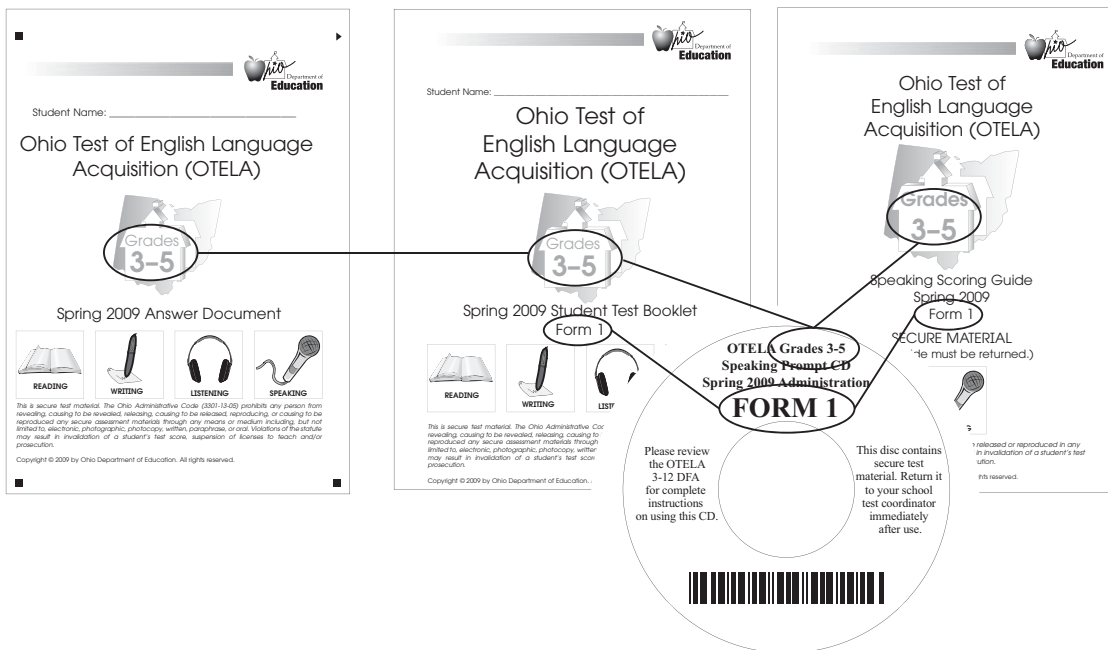
STCs will receive their boxes of OTELA test administration materials from the DTC.

The K–12 STC Kit includes this manual, priority 1 return shipment identification labels for scorable materials, priority 2 return shipment identification labels for nonscorable materials, and pre-ID labels (if ordered).

Each shipment will contain the number of materials that were ordered for the school, plus an overage of 5%. In the event that the school has not received a sufficient amount of materials, please contact the DTC to obtain additional materials. If materials listed on the packing slip are not included, notify the DTC.

Count the number of TA kits and verify that there is an adequate number for the TAs in the school. Also verify that the grade band and form number of each TA kit and its contents

(Listening CD, Speaking CD, Speaking Scoring Guide) correspond to the grade band and form number that will be administered to students in the school.



Verify that the number of kindergarten student score sheets, grades 1–2 student score sheets, and grades 3–12 test booklets and answer documents listed on the packing slip is sufficient for the number of students who will be taking the OTELA in the school.

Keep all materials in locked storage until it is time 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.

Keep all boxes in which the test materials are delivered. Use these boxes to return the materials to the DTC when testing is complete. If the boxes are damaged in the original shipment, use sturdy boxes or ask the DTC to request additional boxes from AIR.

### Pre-ID Labels and Demographic Information

Pre-ID labels are available to districts that successfully uploaded a pre-ID file during the TIDE order window. For students in districts that choose not to take advantage of pre-ID labels, all information must be gridded on the demographic page(s). Generic labels are not available for OTELA. It is recommended that pre-ID labels are affixed to student score sheets and 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 student score sheets and 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(s):

- **Double check the accuracy of each pre-ID label. Do not affix pre-ID labels with incorrect information.**
- Verify that the pre-ID label is correct (if available). 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)
    - Testing group
    - Test booklet form code
- If there is no pre-ID label, bubbling all fields on the demographic page(s) is required. See Appendix E of the Grades 3–12 Directions for Administration manual for information on completing the demographic pages.

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

### **Header Sheets**

For the spring 2009 OTELA, there is no header sheet. Test administrators and STCs do not need to complete a header sheet. AIR, the test contractor, will be tracking the bar codes on kindergarten student score sheets, grades 1–2 student score sheets, and grades 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 incorrectly bubbled.

### **Distributing Materials**

#### *Grades K–2 Materials Received by School Test Coordinators*

Distribute materials to TAs, ensuring they have adequate quantities. STCs and TAs should verify that K–2 TAs have the following materials necessary to administer the OTELA:

- Kindergarten DFA and/or Grades 1–2 DFA (one per test administrator)
- Kindergarten student score sheets (one per student) and/or grades 1–2 student score sheets (one per student)

### *Grades 3–12 Materials Received by School Test Coordinators*

Distribute materials to TAs. Each TA will need one TA kit per grade band; students will each need one test booklet and answer document appropriate for their grade band. STCs and TAs should verify that each TA has the following

- TA Kit, appropriate for the grade band and test booklet form being administered. TA kits include:
  - Listening Prompt CD, appropriate for the grade band and test booklet form being administered
  - Speaking Prompt CD, appropriate for the grade band and test booklet form being administered
  - Speaking Scoring Guide, appropriate for the grade band and test booklet form being administered
  - Grades 3–12 Directions for Administration
- 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.

- ☐ Collect materials from TAs. The table below identifies what must be returned. Note that test coordinators and test administrators may keep this Test Coordinator’s Manual and the DFAs for kindergarten, grades 1–2, and grades 3–12. All other materials must be returned. Unused pre-ID labels should be securely destroyed by the school.

Scorable Material (priority 1)	Kindergarten and Grades 1–2 Scorable Material	<ul style="list-style-type: none"> <li>• Completed kindergarten student score sheets</li> <li>• Completed grades 1–2 student score sheets</li> </ul>
	Grades 3–12 Scorable Material	<ul style="list-style-type: none"> <li>• Used answer documents for grades 3–5, 6–8, 9–12</li> </ul>
Nonscorable Material (priority 2)	Kindergarten and Grades 1–2 Nonscorable Material	<ul style="list-style-type: none"> <li>• Unused pre-ID labels</li> <li>• Unused kindergarten student score sheets</li> <li>• Unused grades 1–2 student score sheets</li> </ul>
	Grades 3–12 Nonscorable Material	<ul style="list-style-type: none"> <li>• Listening Prompt CDs for grades 3–5, 6–8, 9–12</li> <li>• Speaking Prompt CDs for grades 3–5, 6–8, 9–12</li> <li>• Speaking Scoring Guides for grades 3–12</li> <li>• Special versions, if applicable</li> <li>• Unused answer documents for grades 3–5, 6–8, 9–12</li> <li>• Test booklets (used and unused) for grades 3–5, 6–8, 9–12</li> <li>• Defective and “do not score” booklets</li> <li>• Cassette(s) (if speaking responses were recorded)</li> </ul>

- Sort the materials by grade band: kindergarten, 1–2, 3–5, 6–8, 9–12.
- Compare the K–2 student score sheets against the school packing list, verifying that all student score sheets received by the school are being returned. Compare the grades 3–12 answer documents against the school packing list, verifying that all answer documents received by the school are being returned. Districts must return all used and unused student score sheets and answer documents.
- Separate scorable student score sheets from nonscorables. Separate scorable answer documents from nonscorables.
- Check the back of each scorable student score sheet and the inside back cover and back cover of each answer document to ensure that a pre-ID label is affixed and that all necessary demographic information is bubbled-in. Record the number of kindergarten and grades 1–2 student score sheets and grades 3–5, 6–8, 9–12 answer documents that are being returned for scoring in Appendix A of this manual.
- Package the scorable materials for return to the DTC. Districts may return K–2 and grades 3–12 materials in the same box. Do not overfill boxes. If needed, include filler material, such as newspaper, in the box to prevent contents from shifting during shipping. Affix a priority 1 return shipment identification label to every box that contains scorable material. Complete the school, district, and box information on the label.

**Priority 1**  
**Return Shipment ID Label**

Please complete the information below and affix this label to priority 1 materials next to the UPS return service label (see the Test Coordinator's Manual for additional information).

School Name & IRN \_\_\_\_\_

District Name & IRN \_\_\_\_\_

Box \_\_\_\_\_ of \_\_\_\_\_

**AIR, 820 Freeway Drive North, Columbus, OH 43229**

- Compare the grades 3–12 test booklets, the CDs and speaking scoring guides (components of the TA kits), and special versions against the grades 3–12 school packing list. Districts must return all secure material. AIR and ODE will follow up with districts and schools that do not return all of their secure material.
- Package the nonscorable materials for return to the DTC. Do not overfill boxes. If needed, include filler material, such as newspaper, in the box to prevent contents from shifting during shipping. Affix a priority 2 return shipment identification label to every box that contains nonscorable material. Complete the school, district and box information on the label.

**Priority 2**  
**Return Shipment ID Label**

Please complete the information below and affix this label to priority 2 materials next to the UPS return service label (see the Test Coordinator's Manual for additional information).

School Name & IRN \_\_\_\_\_

District Name & IRN \_\_\_\_\_

Box \_\_\_\_\_ of \_\_\_\_\_

**AIR, 820 Freeway Drive North, Columbus, OH 43229**

- Take inventory of these materials and place them in a secure, locked location until they are returned to the DTC. The last day for pickup of OTELA materials at the district location is **Monday, March 16, 2009**. Therefore, STCs must work with the DTC to

return materials to the district location no later than **Friday, March 13, 2009**. The DTC may request that STCs return materials prior to March 13 to allow sufficient time for processing by the district.

## 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.

Please see Appendix F of the Grades 3–12 DFA for supplemental instructions for use with the OTELA special versions.

### Large-Print Materials

Large-print 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 may respond directly in the large-print test booklets, or they may use the standard answer document. If the student responds directly in his or her test booklet, 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. 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). Only responses recorded in the answer document **will** 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](http://www.ode.state.oh.us); search keywords “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. School staff should use caution when providing these accommodations because the potential exists to exceed the criteria for allowable accommodations. The intent of the OTELA, which is to assess the student’s English language acquisition, must be considered. Any accommodation that would affect the assessment would not be an allowable accommodation. For example, an accommodation such as a read aloud will not give valid data on acquisition of the English language. Therefore, a read aloud is not an allowable accommodation.

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.

### **Examples of Allowable Accommodations for OTELA**

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**

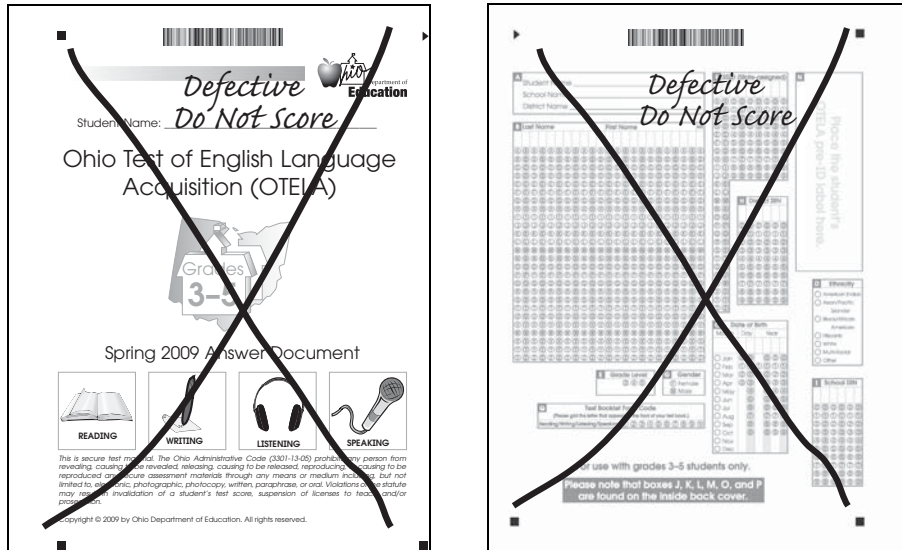
A student might receive an incomplete or a defective test booklet. TAs should instruct the student to raise his or her hand and then follow the steps below with the student.

- Take a replacement test booklet from an overage supply. Verify that the booklet is not defective.
- 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. Verify that the answer document is not defective.
- 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.
- On the defective answer document, mark a large X across the front and back covers and write "Defective—Do Not Score" on the front and back. Return the answer

document with other nonscorable materials (e.g., 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. STCs should record the number in Appendix A of this manual.
- Securely dispose of the booklet according to school and/or district procedures for disposing of soiled materials.
- No later than March 13, 2009, STCs should write a letter that includes the bar code number of the affected booklet and an explanation of the situation. A copy must be given to the DTC. DTCs should mail a copy of the letter to OTELA Project, 41 S. High Street, Suite 2425, Columbus, OH 43215.

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. STCs should record the number in Appendix A of this manual.
- Securely dispose of the answer document according to school and/or district procedures for disposing of soiled materials.
- No later than March 13, 2009, STCs should write a letter that includes the bar code number of the affected booklet and an explanation of the situation. A copy must be

given to the DTC. DTCs should mail a copy of the letter to OTELA Project, 41 S. High Street, Suite 2425, Columbus, OH 43215.

## Invalidations

Invalidations must be submitted for the spring 2009 OTELA administration by **Friday, March 20, 2009**. In order to invalidate a student's test, DTCs should download the OTELA Request for Invalidation form from [www.ohiodocs.org](http://www.ohiodocs.org). All fields must be completed, and the document must be signed by the superintendent or the superintendent's designee. The form should be faxed to the number at the bottom of the document. All requests are reviewed by ODE prior to invalidating students' scores.

The following examples reflect some, but not all, possible reasons to invalidate a test:

- Test security is compromised by an administrator.
- The student is discovered cheating (must be invalidated).
- The student started but did not complete the test because of illness (district's choice whether to invalidate or have the student complete the test). The student may complete the test when he or she returns to school, if within the test window.

If the student's score is invalidated, the DTC or STC should package and return the student's test booklet and answer document according to the directions in this manual.

Invalidations submitted after the deadline of Friday, March 20, 2009, must be submitted through EMIS.

# Appendix A: Secure Material Records

STCs and DTCs should use this page to record information about secure materials. Retain for district's records. Do not return to AIR.

**DISTRICT/SCHOOL NAME & IRN:** \_\_\_\_\_

SCORABLE DOCUMENTS	NUMBER RETURNED FOR SCORING
Kindergarten student score sheets	
Grades 1–2 student score sheets	
Grades 3–5 answer documents	
Grades 6–8 answer documents	
Grades 9–12 answer documents	

<b>SOILED DOCUMENTS:</b> Record the grade band, bar code number, and information on the soiled book here. Follow the instructions on page 19 for transmitting this information to AIR and ODE.	
SOILED TEST BOOKLETS	
SOILED ANSWER DOCUMENTS	

<b>UPS TRACKING NUMBERS:</b> Record OTELA tracking numbers here, or make copies of the labels before affixing them to the boxes.

# Appendix B:

## Roster of Testing Group Numbers

The spring 2009 OTELA student score sheets for grades K–2 and answer documents for grades 3–12 contain a new box (Box P) for recording testing group numbers. This field is **required**. Box P is located on the inside back cover of answer documents and on the scoring page of the student score sheets.

The purpose of assigning a testing group number to a testing session is to aid in identifying a group of students quickly and easily should an anomaly occur during testing, such as defective materials being discovered after the test was administered.

A testing group is defined as a group of students taking the OTELA in the same room at the same time. For speaking, which requires a one-on-one administration, it is suggested that each Test Administrator (TA) be assigned a unique testing group number. All students assessed by a speaking TA will bubble their TA’s testing group number in the speaking section of Box P on their answer documents. For K–2, each TA who completes the student score sheet will bubble his or her number in Box P.

The district must designate a person to be responsible for assigning testing group numbers to all testing sessions. The designated person is also responsible for notifying each TA of his or her testing group number(s). The TA will need to make sure that this number is bubbled on the student answer document in Box P for each group of students he or she oversees.

The worksheet in Appendix B of this manual may be used to assign and/or record testing group numbers. This sheet is also available for download from the ODE web site at [www.ode.state.oh.us](http://www.ode.state.oh.us); keyword search “Testing Group Numbers.” Note that while the sample worksheet includes only 10 testing group numbers, testing groups for each subject may range from 001 to 999.

Designated personnel are required to assign testing group numbers, but they are not required to use the worksheet. For example, personnel may develop their own Excel spreadsheet or use a local database to organize the testing group information. Regardless of the method used to assign testing group numbers, documentation should be kept for one year after the end date of the test administration. Districts may be asked to make this information available after the test administration.



**Testing Group Roster  
OTELA Spring 2009**



AMERICAN INSTITUTES FOR RESEARCH®

District Name: \_\_\_\_\_  
 District IRN: \_\_\_\_\_  
 School Name: \_\_\_\_\_  
 School IRN: \_\_\_\_\_

Testing Group Number*	Test Administrator Name(s)	Subject	Date and Time Test Administered	Comments
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				

\*Test groups will not be used to compile score report data.

**Districts should retain this list. Do not return it to AIR with your test materials.**

Optional Use. Districts may create their own form to record the testing group numbers.

