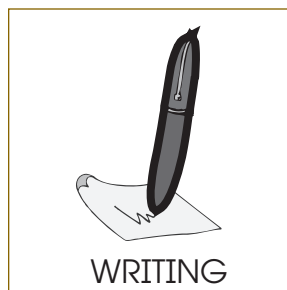
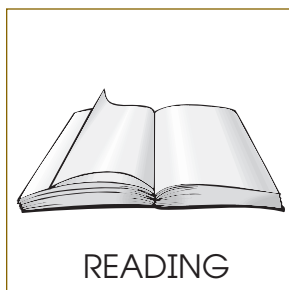


Ohio Test of English Language Acquisition (OTELA)



Test Coordinator's Manual Spring 2012

(For District Test Coordinator and Building Test Coordinator Use)



Important Dates

Date	OTELA	Activity
By January 9, 2012	K–12	Receive test materials
January 16, 2012 – March 9, 2012	K–12	Test administration window
March 12, 2012	K–12	Last day for UPS pickup of OTELA materials

*NOTE: Materials not picked up by March 12, 2012, will **not** be scored.*

Contact Information

For DTCs who would like information about ...	Contact ...
<ul style="list-style-type: none">• OTELA policy• Accommodations	Ohio Department of Education Office of Assessment Phone: 614-466-0223 Fax: 614-995-5568 education.ohio.gov
<ul style="list-style-type: none">• Receiving and returning shipments• Ordering additional materials• TIDE	American Institutes for Research Phone: 1-888-944-5001 Email: OHHelpDesk@air.org

Note: Building Test Coordinators should contact the District Test Coordinator with any questions.

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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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 2012 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 entirely 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 Manual (DFAM)* 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 16 – March 9, 2012.

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 be 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: **March 9, 2012**. 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. It is permissible for more than one subject to be administered in one day. BTCs 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	25–30	20 multiple choice	20 multiple choice	20 multiple choice	Group setting
Writing	35–40	9 multiple choice & 2 writing prompts	9 multiple choice & 2 writing prompts	9 multiple choice & 3 writing prompts	Group setting
Listening	30	18 multiple choice	18 multiple choice	20 multiple choice	Group setting, requires use of audio CD player to play Listening Prompt CD
Speaking	25–30	12 tasks	12 tasks	12 tasks	Individual setting, requires use of audio CD player to play Speaking Prompt CD and may require use of cassette recorder to record student responses for teacher scoring

Security Concerns and Procedures

Maintaining assessment security is one of the most important responsibilities of 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 Ohio Statewide Assessment Program Rules Book, which is available online. Go to education.ohio.gov and search keywords: *assessment rules book*.

All OTELA materials for each school must be accounted for throughout the assessment and returned to AIR after testing. Test coordinators and test administrators may keep this *Test Coordinator's Manual* and the DFAMs for kindergarten, grades 1–2, and grades 3–12. All other materials, BOTH USED AND UNUSED, must be returned; these materials include the following:

- 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 DFAMs and the kindergarten and grades 1–2 DFAMs.

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. A TA must meet these criteria: be employed by the district and hold a current license/certificate issued by the ODE. 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 BTC.

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 2012 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 DFAMs.

The DTC's primary responsibilities include the following:

- Account for materials when received from AIR.
- Distribute test materials to schools.
- Help BTCs prepare for testing.
- Train BTCs in test security and test-materials handling and answer any questions they may have about the test administration.
- Enter data into the TIDE online system.
- Determine the method for collecting testing group number information.
- Collect all test materials from BTCs.
- Return all test materials (used and unused) to AIR. March 12, 2012, is the last day for materials pickup. **In order to be scored, all materials must be picked up from the district by March 12, 2012.**
- 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 education.ohio.gov and search keywords: *assessment 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 BTCs.
- Distribute the box(es) to each school (DTCs do not have to check each school's box; the BTC will do that). Remind BTCs 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 BTCs, or ask them to contact the DTC, to confirm that they have the quantity of materials they require for testing. The BTC 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.
- If a BTC 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:
 - 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
 - “Do Not Score” bag
- Take inventory of the district’s overage shipment. In addition to the packing list, you will receive security checklists that identify the document IDs for the test booklets, answer documents and student score sheets you receive. When possible, use the 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).
 - **IMPORTANT:** 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 by contacting the AIR Help Desk; please report the material that is missing and the bar code number(s).
- If additional materials are needed in excess of 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 the quantity ordered plus 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 www.ohtide.org, or contact AIR:

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

TIDE opens for additional orders on January 9, 2012, and closes March 7, 2012, at 3:00 p.m. Only DTCs are permitted to order additional materials; additional materials are shipped to the DTC.

Returning Materials

After testing, it is the BTC’s responsibility to collect, take inventory of, and pack all test materials (both scorable and nonscorable) for his or her school. The BTCs should return all test materials (both scorable and nonscorable) to the DTC **no later than March 9, 2012**.

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

- Request a copy of the generic label roster (for districts utilizing generic labels and the TIDE record change system).
- 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 BTCs, 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. Make sure answer documents have not been placed inside test booklets.
 - “Do Not Score” documents should be placed in the “Do Not Score” bag, provided with the DTC Kit, and included with priority 2 materials. Do not include blank score sheets or answer documents in the “Do Not Score” bag. Only student score sheets and answer documents that have been marked with student responses that are not to be scored should be returned in the “Do Not Score” bag.
- 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 12, 2012, is the last day for UPS pickup. Tests picked up after March 12 will not be scored.**
- If there is no daily UPS pickup, arrange for a pickup by calling the OTELA Help Desk at 1-888-944-5001. You will be asked to provide the number of boxes that need to be picked up and the UPS RS label tracking numbers.

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

Building Test Coordinator (BTC) Information

Responsibilities

The BTC is responsible for coordinating the administration of the OTELA in the school. The BTC'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 DFAMs.
- 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 requires a 1:1 ratio. The TA must meet these criteria: be an employee of the district and hold a current license/certificate issued by the ODE.
- Receive, check in and securely store materials.
- Determine method to distribute testing group numbers to TAs.
- Distribute test materials to TAs on the day the OTELA is to be administered.
- Maintain the security of test materials after each test administration.
- Maintain the generic label roster and provide a copy to the DTC (for districts utilizing generic labels and the TIDE record change system).
- 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

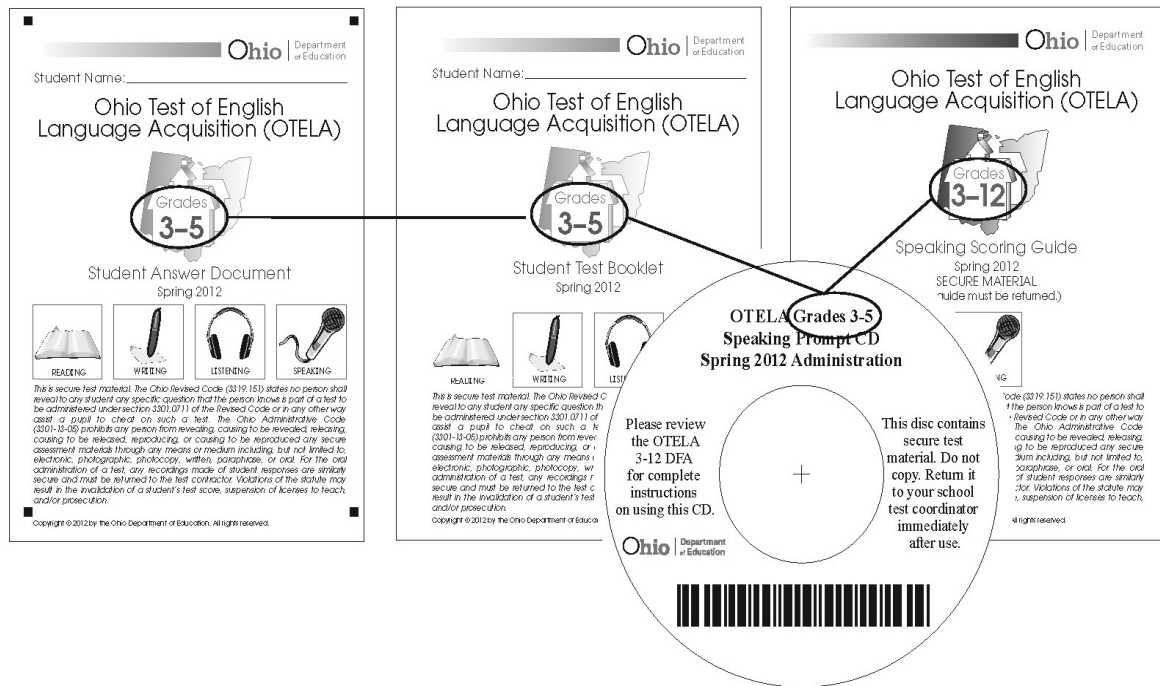
BTCs will receive their boxes of OTELA test administration materials from the DTC.

The K–12 BTC Kit includes the following:

- School packing list
- This TC manual
- Return identification labels for scorable (priority 1) and nonscorable (priority 2) materials
- Generic labels and a generic labels roster
- Pre-ID labels (if ordered)
- “Do Not Score” bag

Each shipment will contain the number of materials that were ordered for the school, plus an overage. 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 of each TA Kit and its contents (Listening CD, Speaking CD, Speaking Scoring Guide) correspond to the grade band that will be administered to students in the school. Note that for spring 2012, the Speaking Scoring Guide contains scoring information for three grade bands: 3–5, 6–8, and 9–12.



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. In addition to the packing list, you will receive security checklists that identify the document IDs for the test booklets, answer documents and student score sheets that you receive.

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, Generic Labels and Demographic Information

For the spring 2012 administration, all schools will receive a set of generic labels for OTELA. Schools for which pre-ID data were uploaded will receive pre-ID labels with student information; the generic labels will be sent in addition to pre-ID labels.

Pre-ID Labels

Pre-ID labels are available to districts that successfully uploaded a pre-ID file during the on-time TIDE order window. It is recommended that pre-ID labels be 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 BTCs should discuss whether pre-ID labels are available and should work together to ensure that the demographic information is completed correctly. Be sure to apply demographic labels carefully, double-checking that the correct label is applied to the correct student's answer document or score sheet.

When using pre-ID labels:

- Double-check the accuracy of each pre-ID label. Discuss with the DTC whether to use pre-ID labels with incorrect information. Do not affix incorrect pre-ID labels unless your DTC advises you that he or she will update the student's data in the TIDE record change system. If pre-ID label data are incorrect, you must report it to the DTC, and he or she must update the student's record in TIDE during one of the record change windows. If the pre-ID label is affixed and the record is not updated in TIDE, the information on the pre-ID label will be reported.
- Note that the SSID is not printed on the pre-ID label but is included in TIDE. If you are using a pre-ID label, it is not necessary to bubble the student's SSID on the demographic page.
- The pre-ID label should be placed in Box N, which reads "Place the Student Pre-ID Label Here." Do not place the pre-ID label in Box A.
 - NOTE—Even when a pre-ID label is used, the following fields must be bubbled:
 - IEP/504 (if applicable)
 - Accommodations (if applicable)
 - Special version (if applicable)
 - Migrant status (if applicable)
 - Testing group number

Generic Labels

BTCs should discuss with the DTC whether the district intends to use generic labels and the TIDE record change system. If the generic labels and TIDE record change system will be used for the spring 2012 OTELA administration, please follow the procedures in this section. Schools and districts that will not be utilizing the generic labels should destroy the labels.

The generic labels provided with the spring 2012 OTELA materials can be used for any student who did not receive a pre-ID label. If the generic label is applied to a student's score sheet or answer document, at a minimum, the student's first and last names must be bubbled for tracking purposes; the balance of the demographic information, including SSID, may be

entered through the online TIDE record change system or bubbled on the document. Failure to enter information in the TIDE record change system or bubble information for documents with a generic label affixed will result in empty demographic fields being reported.

The time period for using the TIDE record change system to update generic labels with student demographic information is January 9, 2012, through March 16, 2012. Please follow these steps when working with generic labels:

- BTCs or TAs should use a No. 2 pencil to write the student's name on the generic label that has been affixed to the student's score sheet or answer document in Box N. Be sure that the name written on the label matches the student name written on the front of the document. Additionally, at a minimum, bubble the student's first and last names in Box B.
- BTCs should record the student's name on the generic label roster that was provided in the BTC Kit.
- BTCs should make a copy of the completed generic label roster for the DTC.
- The DTC must log into TIDE and update the generic label record with the appropriate student's information if fields on the back and inside covers are not bubbled.

Bubbling Demographic Information

If a pre-ID label is not available and generic labels will **not** be used, 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 2012 OTELA, there is no header sheet. Test administrators and BTCs 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 Building Test Coordinators

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

- Kindergarten DFAM and/or Grades 1–2 DFAM (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 Building 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. BTCs and TAs should verify that each TA has the following:

- TA Kit, appropriate for the grade band being administered. TA Kits include these materials:
 - Listening Prompt CD, appropriate for the grade band being administered
 - Speaking Prompt CD, appropriate for the grade band being administered
 - Speaking Scoring Guide
 - *Grades 3–12 Directions for Administration Manual*
- 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 the following:

- A supply of sharpened No. 2 pencils and erasers
- An audio compact disc player to play the Listening and Speaking Prompt CDs or a computer to play CDs. No one is permitted to make a copy of the CDs.
- A clock or watch
- Silent work for each student

Returning Materials

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

- Collect materials from TAs. The table on the next page identifies what must be returned and what should not be returned.

What Must Be Returned and What Should Not Be Returned

Scorable Material (priority 1)	Kindergarten and Grades 1–2 Scorable Material	<ul style="list-style-type: none"> • Completed kindergarten student score sheets • Completed grades 1–2 student score sheets
	Grades 3–12 Scorable Material	<ul style="list-style-type: none"> • Used answer documents for grades 3–5, 6–8, 9–12
Nonscorable Material (priority 2)	Kindergarten and Grades 1–2 Nonscorable Material	<ul style="list-style-type: none"> • Unused kindergarten student score sheets • Unused grades 1–2 student score sheets
	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 • Special versions, if applicable • Unused answer documents for grades 3–5, 6–8, 9–12 • Test booklets (used and unused) for grades 3–5, 6–8, 9–12 • Defective and “Do Not Score” booklets (Note: “Do Not Score” documents include defective booklets and documents that contain student responses that should not be scored. These materials should be placed in the “Do Not Score” bag by the TC. Do not place blank documents in the “Do Not Score” bag.) • Cassette(s) (if speaking responses were recorded)
Do not return		<ul style="list-style-type: none"> • Unused pre-ID labels (securely destroy) • Unused generic labels • Generic label rosters • TCM and DFAMs • Security checklists • Packing lists • Unused priority 1 and 2 labels

- 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. Make sure answer documents have not been placed inside test booklets. Answer documents returned inside test booklets will cause delays in scoring and reporting.
- ❑ 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 or generic label is affixed and that all necessary demographic information is bubbled. Record the number of kindergarten and grades 1–2 student score sheets and grades 3–5, 6–8, and 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. (Note that the DTC may elect to return scorable materials from multiple schools in the same box. Therefore, the DTC may provide additional instruction on how materials should be returned to the district location.)

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. Keep “Do Not Score” documents separate so they may be placed in the “Do Not Score” bag by 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. (Note that the DTC may elect to return nonscorable materials from multiple schools in the same box. Therefore, the DTC may provide additional instruction on how materials should be returned to the district location.)

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 12, 2012**. Therefore, BTCs must work with the DTC to return materials to the district location no later than **Friday, March 9, 2012**. The DTC may request that BTCs return materials prior to March 9 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 DFAM 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 appropriate grade-band 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). This must be done by a licensed/certified school or district employee with a witness present during the transcription. 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). This must be done by a licensed/certified school or district employee with a witness present during the transcription. 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 education.ohio.gov and search keywords: *assessment 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.

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 record only 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.
- Read aloud: For the spring 2012 OTELA, the read aloud accommodation is available for the Reading and Writing sections in grades 3–5, 6–8, and 9–12. The read aloud may be administered one-on-one or to a group of students. Please see Appendix F of the *Grades 3–12 Directions for Administration Manual* for instructions on administering the read aloud for OTELA. Please note: for the Reading test, only the questions may be read aloud. Do not read the passages aloud.
- Large-print and Braille versions of the OTELA are also available. These materials can be ordered by DTCs through AIR's TIDE system: www.ohtide.org.

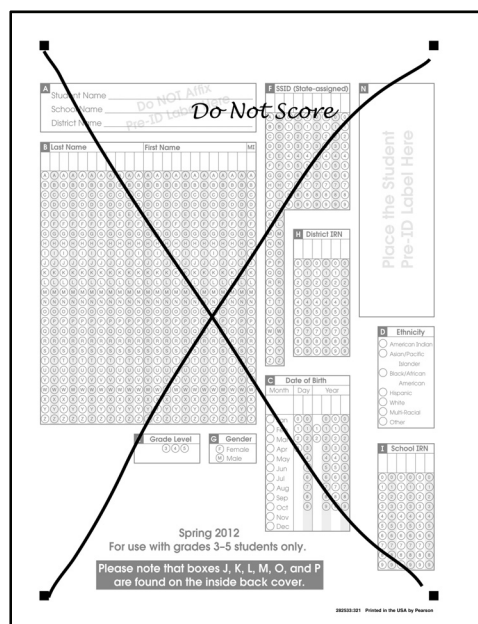
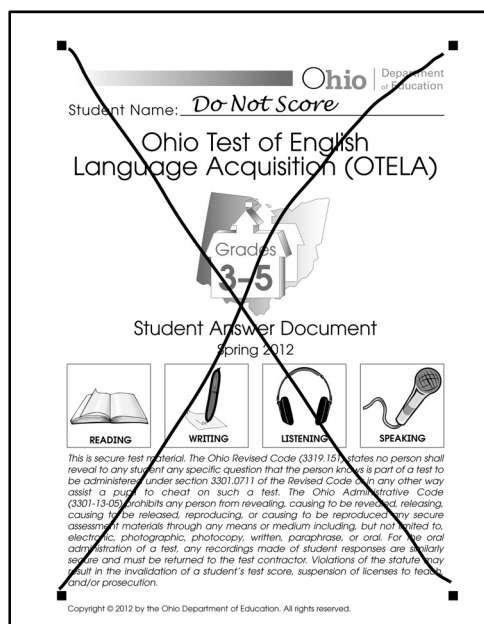
Defective Assessment Materials

A student might receive an incomplete or defective test booklet. The TA 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 new 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 defective answer document, follow the steps below:

- Take a replacement answer document from the overage supply. Verify that the new answer document is not defective.
- Affix the pre-ID label to the replacement answer document, or bubble the student’s information. Have the student complete the remainder of the OTELA in 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 “Do Not Score” on the front and back. TCs should put “Do Not Score” documents in the “Do Not Score” bag and return the “Do Not Score” bag 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, the TA should follow the steps below:

- Write down the bar code number of the affected test booklet; the bar code number is listed at the top of the front cover. The BTC should record the number in Appendix A of this manual.
- Securely dispose of the test booklet according to school and/or district procedures for disposing of soiled materials.
- No later than March 9, 2012, the BTC 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. The DTC should mail a copy of the letter to OTELA Project, 41 S. High Street, Suite 2425, Columbus, OH 43215 or fax to 614-220-9012.

If a student is sick and an answer document becomes soiled, the TA 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 the student's information.
- Write down the bar code number of the affected answer document; the bar code number is listed at the top of the front cover. The BTC should record the number in Appendix A of this manual.
- Securely dispose of the affected answer document according to school and/or district procedures for disposing of soiled materials.
- No later than March 9, 2012, the BTC should write a letter that includes the bar code number of the affected answer document and an explanation of the situation. A copy must be given to the DTC. The DTC should mail a copy of the letter to OTELA Project, 41 S. High Street, Suite 2425, Columbus, OH 43215 or fax to 614-220-9012.

Record Change Windows

For the spring 2012 OTELA Administration, TIDE (www.ohtide.org) will have two online record change windows:

- Pre-processing record change window: January 9 – March 16, 2012

During the pre-processing record change window, DTCs have the opportunity to enter demographic information for generic labels, as noted above. In addition, DTCs can edit pre-ID data that were previously submitted during the on-time order window, such as student's name, date of birth, and grade.

- Pre-reporting record change window: April 18 – April 19, 2012

During the pre-reporting record change window, DTCs have the opportunity to update demographic information for all students for whom a scorable answer document was received. In addition, DTCs must resolve any tested out of grade (TOG) flags during this window.

Invalidations

Spring 2012 OTELA invalidations must be submitted through TIDE during the first record change window: January 9 – March 16, 2012. Requests may be 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 BTC should package and return the student's test booklet and answer document according to the directions in this manual. Invalidated records will be reported as INV. Documents returned as "Do Not Score" will not be reported.

Invalidations not submitted through TIDE must be handled by districts before submitting OTELA data to EMIS.

Verifications

Spring 2012 OTELA requests for verifications must be submitted through TIDE within 30 days of students' scores becoming available. The OTELA verifications window is May 9 – June 6, 2012. Requests will be reviewed by ODE prior to processing verification requests. The contractor has 30 days to investigate and resolve verifications.

Note that for 2012 districts will be charged \$25 for each student answer document or score sheet that must be pulled and/or reviewed by the contractor for a verification. When submitting verification requests in the TIDE system, districts will be required to submit a purchase order number, and the purchase order must be faxed or mailed per the instructions listed in TIDE.

Comment Form

Test coordinators are encouraged to submit comments and suggestions regarding the administration of the OTELA by completing the OTELA Comment Form, available online at www.ohiodocs.org. DTCs, BTCs and teachers administering the OTELA are encouraged to complete this form at the end of testing.

Appendix A: Secure Material Records

BTCs and DTCs should use this page to record information about secure materials. Retain for the 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	

SOILED DOCUMENTS: 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	

UPS TRACKING NUMBERS: 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 2012 OTELA student score sheets for grades K–2 and answer documents for grades 3–12 contain 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.

Test Administrators are required to instruct students to grid Box P “TESTING GROUP NUMBER,” or to complete Box P themselves. **A *testing group* is defined as any location (e.g., room 105) within the school where an OTELA test administration (of any size) is being conducted.**

The purpose of assigning a testing group number to a testing location 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. The testing group number is based on the test location. The testing group number is not based on test administrator.

A testing group is defined as a group of students taking the OTELA in the same room at the same time.

The district must designate a person or persons to assign testing group numbers to all testing locations within each school. 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 sample *Testing Group Roster* in this appendix may be used to assign or record testing group numbers. This roster is also available for download from the ODE Web site at education.ohio.gov search keywords: *Testing Group Numbers*.

Designated personnel are required to assign testing group numbers, but they are not required to use the *Testing Group Roster*. 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, any documentation should be kept at either the school(s) or the district for one year after the test administration. DTCs and BTCs should discuss the best place to keep this documentation. DTCs may be asked to make this information available after the test administration. **If answer documents or score sheets are returned for scoring without Box P completed, DTCs may be contacted to provide the information.**

The testing group number roster should not be returned to AIR or to ODE unless requested.

