



Ohio

Ohio English Language Proficiency Assessment

Test Coordinator Manual

SPRING 2018

Testing Support

For assistance with	District Test Coordinators Should Contact	Building Test Coordinators Should Contact
Testing resources, manuals, user guides, guidance documents, technical specifications and practice materials	Portal for OELPA http://oh.portal.airast.org/ocba/ELPA-User	
Identifying which students are eligible to take each test	Ohio Department of Education (the Department) Office of Curriculum and Assessment Paula Mahaley, 614-466-0217 paula.mahaley@education.ohio.gov or Xavier Webb, 614-466-0031 xavier.webb@education.ohio.gov	
Test window and administration issues		
Scheduling test administrations		
Identifying which students cannot test online or use technology		
Locate materials		
Emergency school closures during the test window		
Ordering paper materials for the K-1 writing supplement and the K-12 paper pencil tests		
Please contact the staff member listed at the Department, Office of Curriculum and Assessment, 1-614-466-1317		
Accessibility and Accommodations	Andrew Hinkle	The district test coordinator
Obtaining SSIDs for chartered nonpublic students	Anthony Newberry	
Security cases; test incidents	Cathie Rollings	
Obtaining SSIDs for home-schooled students	Andrea Mallory	
Obtaining SSIDs for a newly enrolled student	The district's EMIS Coordinator or the student's prior district	The district test coordinator
Submitting Pre-ID data	American Institutes for Research (AIR) 1-877-231-7809 OHHelpDesk@air.org	
Marking accessibility features under the test settings in a student record		
Ordering K-1 writing paper test materials in TIDE for online administrations		
User accounts		
Secure browsers and apps	American Institutes for Research (AIR) 1-877-231-7809 OHHelpDesk@air.org	
Error messages received during the online test administrations		
Questions about district shipments of paper materials, packing documents and missing materials	Measurement Incorporated (MI) 1-877-231-7809	
Returning paper materials		

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1. Introduction

1.1 Overview of OELPA

Ohio is a member of the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium which developed the English language proficiency assessment based on the English Language Proficiency Standards. The test administered in Ohio is the Ohio English Language Proficiency Assessment (OELPA). The OELPA is designed to measure an English learner's skills in four key domains or test areas: listening, reading, writing, and speaking.

OELPA is administered to the following grade bands: kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8, and grades 9-12. Each OELPA grade band assessment includes four tests: listening, reading, writing, and speaking.

1.2 About This Manual

The *Spring 2018 Test Coordinator's Manual* covers policies and procedures for districts and schools that are administering OELPA using online and/or paper for the spring 2018 administration. District test coordinators and building test coordinators must review the information in this manual **prior** to testing.

This manual does not cover technical specifications, details on how to use online systems or step-by-step test administration directions. Test coordinators and/or technology coordinators should refer to the technical specifications, user guides and *Test Administration Manual*, available on the [portal](#).

1.3 Test Mode

The OELPA was designed as an online test. The expectation is that all districts and schools will test students online but some exceptions will be permitted.

The following are situations where districts and schools may be eligible for paper testing:

- 1) A district or school with students who will require the use of paper test forms as an accommodation documented in an IEP or 504 plan, or due to a student's religious beliefs; or
- 2) A district or school that lacks the required technology infrastructure to test all students online, including schools that:
 - a. Are new to state testing and verify a lack of technology to test all students online; or
 - b. Experience a change in the district's or school's technology system that impacts capacity to test all students online.

Districts or schools with the above situations involving the limitation of technology should contact the Department at statetests@education.ohio.gov to start the process of determining eligibility for an exception to online testing.

If paper test forms are needed, then review the process for [requesting exceptions to online testing](#).

Note that the online writing test for kindergarten and grade one is a **two-part test**. The first part of this test is an online writing test, and the second part is the paper writing test. Both parts of the test are completed on the same day. The Department recommends that the online portion is completed before the paper writing test. There may be a break between the two parts if enough time is allowed for the student to complete both parts of the test in the same day. Please note if only one component is administered, the student's score will be considerably affected.

The K-1 online reading, listening, and speaking tests do not have a paper component.

The K-12 paper/pencil tests will include all four tests in one test booklet for those students who will not use the online assessment.

1.4 Test Windows

The **Online** and **Paper** test window for the Spring 2018 OELPA is **February 5 – March 30**. Makeup testing is included within the test window. For students taking the paper version, all responses must be entered in the DEI by the last day of the test window (March 30). There is no modified schedule for the OELPA; no changes to the test window are permitted. Students must complete all four tests within the test window.

The K-12 paper test booklets and the K-1 supplemental writing booklets, will be delivered the week of January 22 for those districts/schools that ordered the materials in TIDE during the initial order window of November 13-17. The additional order window for the paper test materials is January 22nd – March 26th.

1.5 Scoring the K-12 Paper/Pencil Test

If your district administers paper versions of the OELPA in any grade band (K-12) (not the K-1 writing paper supplement), test administrators will be required to manually enter all machine scored-student responses for the listening, reading, and writing into the AIR system using the [Data Entry Interface \(DEI\)](#) for scoring (see icon). The system will not be open until the test window opens. A [user guide on the DEI](#) is available for the K-12 paper/pencil test administration. Districts should account for the time needed to complete manual data entry for each test when using the DEI so all data are entered on time. **The DEI does not apply to the K-1 online writing paper component.**

Districts will also need to locally score the speaking test for any paper OELPA assessments. Instructions regarding local scoring will be included with the K-12 paper/pencil materials. There is also a [tutorial](#) located on the portal for TAs to review prior to conducting the scoring. The tutorial is only for K-12 paper/pencil tests, not the online speaking test.

Please note that the K-1 online writing paper component, and all accommodated paper forms for grade bands K-12, will be returned to the vendor for hand scoring of the writing portion once testing is completed. The Directions for Administration must also be returned.

2. Schedules

2.1 Key Dates

The following table lists key administration dates.

Activity	Date(s)
Registration Window for the spring administration (all students who are taking tests online must be pre-identified in advance of testing prior to the test window opening <i>February 5</i> ; all students, regardless of test mode, must be pre-identified in TIDE by March 30)	Aug. 29 – Mar. 30
On time order window for K-1 writing supplements and K-12 paper tests	Nov. 13-17
K-1 writing supplements and K-12 paper materials due in districts	Jan. 22
Online and K-12 Paper Test window	Feb. 5 – Mar. 30
Additional order window for K-1 writing supplements and K-12 paper tests	Jan. 22 – Mar. 26
Deadline for submitting student responses in the Data Entry Interface (DEI)	Mar. 30
Deadline for returning paper test materials	Immediately after testing and no later than Apr. 2
Deadline for returning non-scorable paper test materials to MI	April 6
Last day to submit Test Status Requests for reopens, resets and invalidations in TIDE for online tests	Mar. 26

2.1.1 Deadlines for Returning Paper Test Materials

IMPORTANT: Districts are required to return **scorable** paper tests **immediately** after testing. District test coordinators must schedule their pickup date for the business day after the district's testing window ends. The Department considers a district's failure to return paper scorable documents the day after testing concludes to be a test security violation.

There are no automatic pickups of OELPA materials. Districts must follow the instructions in the [Paper Testing](#) section of this manual to arrange for the return of their materials for the K-12 paper tests. Districts that are administering the K-1 online writing test must return their K-1 paper writing materials per the instructions in the "[After Testing](#)" section for Paper Testing.

Districts are required to return their schools' **nonscorables** within one week of returning scorable documents.

2.2 Testing Times

Please check the current testing times posted on the OELPA web page, [FAQ](#). These approximate times are for student work time only. Therefore, allow an additional 15–20 minutes to pass out test tickets, set up equipment (headsets/headphones/microphones), read directions, and perform other testing activities. Please note these are estimates. Students should

be allowed the time needed to complete the test. Students must complete the test the same day the test was started.

Time for students to practice using the OELPA Practice Test should be scheduled before students take the actual test. This is not a timed test and provisions should be made for students who may need additional time. Completing the practice test will help familiarize students with the AIR testing platform as well as the types of items and tasks they will encounter on the operational test. The practice test will also provide an opportunity to test the equipment students will use during the operational test. It is strongly recommended that all students who will test online have time scheduled for the Practice Test.

2.3 Scheduling Administrations

The Department allows flexibility to accommodate students, especially those using the online tests and those requiring the use of technology and the computer lab. In-service and professional days may occur during the testing window, but these days will reduce the number of test days within the test window available to the school and district. There will be no modified testing schedules or extensions to the published test windows.

Districts may schedule the four tests in the order they choose; there is no prescribed order of administration. The tests may be scheduled one per day or multiple tests per day. If multiple tests are administered in one day, please allow for enough time for each test to be started and completed in the **same day**. Late starts in the day due to poor scheduling **will not allow** districts to continue the test the following day. The incomplete test will be scored as is. A request to reopen the test will be denied. Please remember that the K-1 online writing test has two components which must be administered in the same day. The Department recommends that the online portion of the K-1 online writing test is completed before the paper portion of writing test.

When scheduling administrations, consider that students taking the speaking test will be speaking their responses aloud. For this reason, the **speaking test must be administered one-to-one, with one student and one TA in one test room whether the test is online or paper**. This is also a security issue. Schools also must ensure that students taking the speaking test do not disturb other students. Testing in four corners of a large room such as a gym is **not** permitted.

The Department strongly recommends that schools begin testing early in the window and do not wait until late in the test window to begin administering tests. Districts and schools cannot test outside the published administration window. To do so is a test security violation.

Students are required to complete a test in one day (this includes both parts of the K-1 writing online test). For example:

- If a student starts listening on Wednesday, he or she must complete listening that same Wednesday.
- If a student starts reading on Monday, he or she must complete reading that same Monday.

- If a student starts the writing test at 3pm on Tuesday and does not complete the test before leaving for the day, the student will not be allowed to complete the test on Wednesday.

There may be extraordinary circumstances that stop a test and it must resume on another day. Please call the Department for these situations. Poor scheduling is not considered an extraordinary circumstance.

If the school elects, a student may take more than one test on a single day, as long as all tests the student starts are completed that same day. For example, if a student starts the listening and reading tests on Monday, he or she must complete the listening and reading tests on the same Monday.

2.4 Administration Preparations

For paper tests, the preparation includes the time needed to prepare the testing room, distribute materials to students and read the scripted directions for starting the administrations. For online tests, test administrators need to prepare the testing room, establish test sessions, read scripted directions, assist students with signing/logging into the test and approve students to test.

The Department expects districts and schools that administer online tests to have the necessary online technology requirements in place well in advance of the test window and that students have had time to become familiar with the technology. Districts and schools must not wait until the first day of the test window to prepare student devices for testing. Districts and schools administering online tests should review the [Technical Specifications Manual](#) and [Secure Browser Installation Manual](#) for detailed instructions on preparing for online testing. Any questions regarding these areas should be directed to the AIR Help Desk.

2.4.1 Domain Exemptions

Domain exemptions are available for the 2017-2018 school year on the OELPA. Districts mark the domain exemption for each student through TIDE registration. The domain exemption must be marked prior to the start of the test. Please see the [TIDE User Guide](#) for instructions on manually editing or uploading test settings.

Districts may choose to use the domain exemption; it is not mandatory. Districts exempt students from no more than three of the four domains on the OELPA if the student's disability is such that the student cannot participate in the stated domain per the individualized education program (IEP) or 504 plan with existing accommodations. Like accommodations, the domain exemption must be documented on the IEP or 504 plan to be allowed. For example, English learners with hearing impairments could be exempt from taking the listening domain test; a nonverbal English learner could be exempt from taking the speaking domain test. An English learner reading below grade level is still a reader and would not qualify for an exemption. At least one domain must be attempted to meet the participation requirement. Districts cannot exempt all four domain tests – listening, reading, writing, and speaking.

Students will receive an overall designation of Proficient if they receive 4's and/or 5's on all non-exempt domains. Students cannot receive an overall designation of Proficient if any domain is untested in the absence of a valid exemption or invalidated after testing. Additional information will be included in the Directions for Administration Manual.

2.5 Interruptions during Testing

2.5.1 Disruptive Students

If a student becomes disruptive during testing, the test administrator should stop testing for all students affected and have the disruptive student removed. Once the student is removed, the other students in the testing group may continue testing with the remaining time.

If the disruptive student is unable to continue testing on the day the test was started, the student **cannot** test on another day. The student may not go back over questions already answered.

2.5.2 Students Who Become Ill

If a student becomes ill and is unable to continue testing (either online or paper) on the scheduled test day, it is the administrator's responsibility to make sure the online test is logged off or collect the student's paper test materials. The student should then complete the test on another day during the test window. The student may not go back over questions already answered. It is the test administrator's responsibility to ensure that the student does not go back to previously answered questions.

2.6 Make-Up Testing

Make-up testing must occur within the test window. Make-up testing is scheduled by the district.

Scenarios for conducting make-up testing:

- A student is absent on the day he or she was scheduled to take a test. The district/school will schedule another day within the test window.
- A student has missed the entire test window and returns after the test window has closed. The district/school shall **not** test the student.

2.7 Breaks

Breaks in the Testing Session

District and school policy will determine if breaks are permitted. It is preferable that only one student at a time be allowed out of the testing room. Students who wish to use the restroom during the test must turn in all their paper testing materials to the test administrator prior to

leaving the room. Paper test materials include scratch paper, test booklets and/or special versions. For students using online tests, students must turn in scratch paper (if applicable). Students should pause their online tests when taking a break. The 20-minute pause rule should be explained to the students.

The test administrator may wish to give the student a break, especially if the student is working slowly. If a break is given and the students remain in the test room, for online testing, the test must be paused. For paper testing, all test materials remain on the student's desk with the test booklet closed. If both the student(s) and the test administrator leave the room, the test administrator must keep all testing materials secure or place the test materials in a locked, secure location.

If the test session continues through the lunch period, the student may have lunch in the test room or go to the lunch room with the test administrator remaining with the student to ensure the student does not discuss the test with other students. The online test will be paused and the paper test materials will be placed in a secure location if the student and test administrator leave the test room for lunch.

Test security must be maintained throughout the break. Students must be supervised and must not talk during a break.

2.8 After Test Administration

For students testing online, after the student has concluded reviewing responses, the student will submit his or her test and the test administrator will end the test session. If the student wrote any responses on scratch paper, the test administrator must securely destroy that paper (except for the K-1 online writing test paper component).

For students using paper tests, the test coordinator or test administrator must apply the student's Pre-ID label to the scorable document that contains the student's responses.

3. Test Security

One of the most important responsibilities of test coordinators, test administrators, monitors, proctors and teachers is maintaining test security. At all times, the district's and the state's written procedures for protecting secure test information **must** be followed. It is illegal and unethical for anyone to reproduce or disclose any of the test content or cause the content to be reproduced or disclosed in any format. Test security is vital to the successful administration of the tests. All district and school personnel are responsible for ensuring the security of the individual test questions. The responsibility to maintain the security of the test questions continues even after the test concludes.

Under Ohio law, releasing any test questions or other contents of a test or helping students cheat in any other way will result in an invalidation of test scores and may result in a termination of employment, suspension of certificates to teach, and/or prosecution. Districts must ensure that students are aware of test security requirements and associated consequences. Violations of test security provisions in the district's written procedures may also be punishable by penalties specified by the district.

3.1 Electronic Device Policy

Districts/schools must have a policy on electronic device usage during and after test sessions. Accessing an electronic device during testing is grounds for an invalidation; however, if cheating can be ruled out, the district may elect not to invalidate the test. If a student was observed having a cell phone out during or after the test session, it is important to determine if any test question, passage or prompt was photographed, shared, or in any way compromised. In extreme cases where test questions, passages, or prompts have been posted on any social medium, the district must immediately contact the [Office of Curriculum and Assessment](#). District/school policy will determine if an invalidation is required for any other situation.

Districts/schools must determine if electronic devices may be used after the test session has been completed. Silent work may be allowed after the completion of a test session and may include electronic devices if this is permitted within the district/school policy and does not pose a threat to test security.

Test administrators may have a cell phone for medical and technological emergencies, to use as a time keeper or to otherwise perform necessary test-related actions. Test administrators must not use the cell phone for non-test related issues or personal issues. Test administrators should be reminded to **never** take photographs of students, tests, computers or the testing room during testing and should the photographs be taken, **never** post on any social medium.

3.2 Test Administrator Criteria

Any person administering a state test must be an employee of the district and hold a license, certificate or permit issued by the Ohio Department of Education. During every administration, a test administrator who meets these criteria must be in the room **at all times**. This person must actively monitor students to ensure test security. If the test administrator must leave the room in

which the test is being administered, another test administrator who meets the criteria must be called to be in the test room. Students must never be left unattended during a test administration.

The maximum ratio for testing purposes is one test administrator to 30 students in any testing room *except the speaking test* which must be administered **one-to-one** with a test administrator who meets the criteria. For any group of more than 30 students, a proctor or monitor must be in the room with the test administrator. The proctor or monitor is not required to meet the criteria for administering a test. A test administrator must be in each testing room, including rooms where small groups are administered the tests or where accommodations are provided.

3.3 Actively Monitor Test Sessions

Test coordinators are responsible for maintaining test security. At any point, if district or school personnel believe that a violation of test security has occurred, they should follow the procedures established by the school district for handling alleged test security violations.

A test administrator must actively monitor the test session. This includes but is not limited to the following:

- making sure the enrolled grade level and the grade band of the test match;
- making sure the students are taking the correct test;
- observing that students are not involved in activities that might be considered cheating;
- monitoring test completion per student;
- monitoring how much time is left in a test session and student test completion;
- generally being involved with the test session; and
- walking around the room (the test administrator may sit at the test administrator desk for short periods but may not be involved with non-test activities listed below).

These are not active monitoring behaviors and may be test security violations:

- reviewing a test so closely that student responses are clearly examined;
- sitting next to a student during the test (the test administrator may sit during the speaking test but usually faces the student);
- being involved with non-test administration activities such as grading papers, completing lesson plans, completing tasks on an electronic device for a non-test reason or having a cell-phone conversation that is not test related; or
- leaving the students unattended while the test is still in session.

If district policy allows students to leave the room while testing is in progress, students must first get permission from the test administrator. Districts and schools must follow the guidelines set forth under "[Breaks](#)" in the Schedules section of this manual.

3.4 Security Violations

The following are security violations, which will need to be discussed with the Department as soon as the alleged violation is known; see the [inside front cover](#) of this manual for contact information. This is not an exhaustive list.

Before or during a test administration:

- Reviewing a test booklet or a student's answer document to review test content or student responses;
- Using a student's login information to access an online test to review the test content;
- Reviewing the test and creating a study guide or in some way releasing the test questions to students;
- Describing the test questions in an email, or discussing the test questions with anyone;
- Standing over a student who is taking the test and indicating in some manner that the student's answer is incorrect, blank or deficient;
- Coaching a student in any manner to indicate the correct answer or any answer.

After the administration:

- Posting any portion of the test content, verbatim or paraphrased, and/or a student response on social media before, during or after the test administration;
- Marking, tampering with or contaminating a student's responses in any way, unless by a scribe or test administrator with permission to transcribe the student's responses with no changes;
- Failing to collect and securely shred any scratch paper that was provided to and used by students during a test and that contains student writing;
- Failing to account for and return any secure paper test materials;
- Discussing test questions after the test has been administered, which may affect students who are tested on a later day;
- Describing the test questions in an email or discussing the test questions with anyone.

At any point, if personnel believe that a violation of test security has occurred, he or she should contact the building test coordinator about the alleged test security violation. The building test coordinator should report the alleged security violation to the district test coordinator. The district test coordinator will contact the Department to discuss the situation. Guidance on test incidents is available in the [Test Incident Guidance Document](#).

4. Ethical Use of Tests

Pursuant to the requirements of Amended Substitute House Bill 152 (July 1993), the State Board of Education has adopted *Standards for the Ethical Use of Tests* (see Ohio Administrative Code [3301-7-01](#)). These Standards guide those who are engaged at any stage of the testing process in performing their responsibilities with honesty, integrity, due care and fairness to all. The Standards ensure the integrity of the testing process and the reliability and validity of inferences made from the test results.

The Standards are designed to govern testing practices related (but not limited) to state graduation testing, standardized achievement testing and any other grade-level or age-level testing conducted building-wide or district-wide.

The Standards are grouped per the following stages of the testing process:

- (1) standards associated with communicating the ethical standards to and monitoring the educational practices of staff members who are assigned testing responsibilities;
- (2) standards associated with practices in preparing students for a test;
- (3) standards associated with administration and scoring of tests; and
- (4) standards associated with the interpretation and/or use of test results.

Examples of ethical and unethical or inappropriate test practices are provided in the *Standards for the Ethical Use of Tests*. These examples provide a guide for identifying general categories of unethical practices that can occur at each stage of the testing process and can be helpful during staff in-services related to testing. Some of these examples can be found below. These examples are not intended to be an exhaustive list of all possible unethical practices. Good professional judgment must be used when you are determining whether a testing practice not listed in the Standards may be unethical. If you have any questions, please contact the Department. Please note that an unethical practice may also be a security violation.

Scenarios Related to the *Standards for the Ethical Use of Tests*

Is this activity or behavior an ethical practice?	Yes	No
Using the state-provided practice tests as the sole method of preparing students for the tests without teaching the learning standards measured by the tests		X
Using the state-provided practice tests as an activity after students have received instruction on the learning standards and item formats	X	
Making a copy of the tests and/or preparing a student study guide based on the tests		X
Preparing students for the tests by incorporating Ohio's Learning Standards in the appropriate subject curriculum	X	
Copying the vocabulary words from a secure published test that will be administered and incorporating them into instruction		X

Is this activity or behavior an ethical practice?	Yes	No
Changing answers that students have marked, written, typed or gridded in		X
Using the results of the tests as one of the sources of information on which to evaluate the effectiveness of curriculum	X	
Hinting to a student to reconsider any answers given on a test		X
Encouraging students who are under performing to stay home during the administration of a standardized test and/or coding these lower-performing students out of the district summaries to exclude their scores from being reported to the public		X
Correcting student responses to ensure a student a place in a gifted program		X
Setting a testing schedule that limits students from receiving the maximum time allowed for the test		X
Providing teachers and counselors with information they need to interpret test results	X	
Revealing the test scores of one student to another student		X

5. Student Pre-ID and Test Eligibility

5.1 Pre-ID

Districts must pre-identify or register all students who are taking OELPA in [TIDE](#). When doing so, districts will mark the student's test mode: online (O) or paper (P). Marking (O) or (P) does not post an order for paper/pencil materials or the K & 1 writing supplements; the districts must go into TIDE and order these testing materials. It is a separate task.

Students with an online test mode will have access to tests for which they are eligible in the online Student Testing Site. Students with a paper test mode designation in their Pre-ID records and students that were identified as taking the OELPA online in grades K & 1 will receive Pre-Printed Pre-ID labels if their records were successfully submitted by the deadline listed in the [Key Dates](#) table in this manual.

If a student who is testing on paper or a student that is testing online for grades K & 1 Writing does not receive a Pre-ID label because the student's record was not submitted by the deadline for receiving Pre-ID labels, during the test window the district or building test coordinator must complete the two steps below:

1. Enter the student demographic information in TIDE for online administrations; and
2. Print an on-demand Pre-ID label from TIDE and apply it to the student's scorable document.

Districts that receive an initial order of paper materials also will receive blank Print On-Demand label stock that can be used to print Pre-ID labels for orders not placed by the November 17 deadline. Districts must use either Pre-Printed or Print On-Demand Pre-ID labels, as generic labels are not provided for OELPA.

NOTE: Student reporting is based on the demographic information in TIDE. AIR will use the student's SSID, or Student ID for nonpublic and home-schooled students, to link the student's score data with his or her demographics in TIDE. Failure to accurately Pre-ID students will prevent the successful merge of student data for reporting.

5.1.1 SSIDs for Students Enrolled in Public Districts and Community Schools

Use of the SSID is required for all of Ohio's statewide tests in public schools.

The use of SSID also applies to students who are not enrolled in public schools but who attend chartered nonpublic schools and are on a scholarship program. See the next section for students enrolled in chartered nonpublic schools.

5.1.2 Student IDs for Students Enrolled in Chartered Nonpublic Schools

The Department provides chartered nonpublic schools with a four-letter school code for use when creating and assigning Student IDs at the school. (See the Testing Support table on the [inside front cover](#) for contact information.) Test coordinators must use the guidelines provided by the Department to establish Student IDs for chartered nonpublic school student pre-

identification and testing. Students who are enrolled in the same school from one school year to the next should use the same Nonpublic Student ID from year-to-year. Newly enrolled students should not be assigned Nonpublic Student IDs used in prior years by another student.

Chartered nonpublic schools with assigned student identifiers will enter those IDs in the SSID field of the student's Pre-ID record in TIDE.

Please note that chartered nonpublic students participating in an EdChoice, Cleveland or Jon Peterson Scholarship already have an assigned SSID that they will use for the state tests.

5.1.3 Reporting to a Home District in Addition to the Attending District

The Home District field of the [Pre-ID layout](#) allows the reporting of student scores to a second district. The most common scenario for including Home District information with a Pre-ID record is a student who attends a Joint Vocational School (JVS) or Career Technology Center (CTC). For AIR to report scores of students who are attending a JVS or CTC to students' Home Districts, the test coordinator must populate the Home District IRN field in the student's Pre-ID record in TIDE. If the test coordinator populates the Home District IRN field with a valid IRN, AIR will report the student to the Attending School IRN, the Attending District IRN and the Home District IRN.

Note that AIR does not use the Home School IRN; this field is for district reference only.

The Home District will not print on the Pre-ID labels of students who are testing on paper and who receive Pre-ID labels. Test coordinators must double check students' Pre-ID records to confirm that a Home District is included, if applicable.

If a student does not have a Pre-ID label, the attending district IRN and attending school IRN must be bubbled on the student's scorable document and the home district IRN must be included in the student's Pre-ID record. Students are reported to the attending district/school listed in TIDE and to the home district IRN if listed in the student's Pre-ID record. Bubbling the home district IRN in the district IRN field of the student's scorable document and the student's attending district IRN in the school IRN field of the student's scorable document will not result in the student's score being reported to both the home district and attending district.

Community schools should not include a student's residential district in the Home District IRN positions of the Pre-ID record. Including the community school student's residential district in the Home District field results in the student's scores being reported to that district unnecessarily.

A chartered nonpublic school must list its parent entity's IRN in the Home District field for AIR to report the school's test results to the school's parent entity (e.g., the diocese or association to which the school belongs) in addition to reporting results to the chartered nonpublic school.

5.1.4 Students who Transfer during the Test Window

If a student transfers into the district during the test window, the receiving district must determine whether the student took any part of any test in the prior district.

- If the student took all four tests in the prior district, that district will receive the student's score. The receiving district will need to request a copy of the student's score from the prior district after scores are reported.
- If the student did not take any tests in the prior district, the receiving district will Pre-ID the student and administer the tests the student is required to take within the online or paper test window.
- If the student took at least one test but not all four tests in the prior district, the student will need to take the outstanding test(s) in the receiving district within the online or paper test window. The receiving district should verify which format the student completed by working directly with the prior district. It is critical that the outstanding test(s) be given in the same format (paper or online) as the previously completed part. **Failure to do so will prevent the test parts from being merged and reporting a composite score.**
 - If the student tested online in the prior district, the receiving district will pre-identify the student and administer the remaining test(s) online.
 - If the student tested on paper and it is possible for the prior district to provide the receiving district with the student's scorable document via secure means, the student can complete the remaining part of the test in that document. The receiving district must pre-identify the student and return the document for scoring.
 - If the student tested on paper and the student's scorable document is not available from the prior district, the student will mark responses for the outstanding part of the test in a new scorable document. The test administrator must ensure the student is marking his or her answers in the correct part of the scorable document. The receiving district must pre-identify the student and return the document for scoring.

5.1.4 Identify Correct Enrolled Grade and Administered Test

It is critical that the TA review the student's submitted enrolled grade with the grade band of the test administered and sent for scoring. If the enrolled grade and test grade band do not match, the student's results will be delayed.

5.2 Test Eligibility

OELPA is for **English learners only**. Students identified as English learners are required to take the OELPA. Refer to the Department's [guidelines](#) for information on identifying English learners.

The OELPA test grade band available in the online Student Testing Site for a student designated with an online test format must correspond with the student's enrolled grade, as listed in [TIDE](#).

For students who are testing on paper, district test coordinators must order test materials in TIDE.

6. After Testing Policy

Districts and schools must establish a local policy for students who complete the test before the end of the scheduled testing time on the day of the test. Districts and schools may decide that all students, including those students who finish early, will stay in the testing room for the duration of the administration. If test administrators will not release students when students finish testing and students will remain in the room for the full duration of the testing period, it is advisable to have some generic silent work on-hand for students.

Districts and schools may also decide to release students who complete and submit their tests before the administration period ends. Building test coordinators must ensure that other school personnel are aware of the test administration times and locations and to where students will be released after submitting their tests.

7. Test Management and Reporting

The [TIDE](#) system includes a Test Management System. The Test Management Center allows authorized users to track student online participation in TDS and the DEI (e.g., how many students have tested online and how many still need to test online). Note that these reports are based on the students who are pre-identified in [TIDE for online administrations](#) and the students who have signed into the Student Testing Site.

Test coordinators are responsible for tracking online test submissions throughout the administration windows and verifying that student tests are being completed and submitted.

The [Online Reporting System](#) includes different information for scoring and specific OELPA Score Reports. More detailed information on the Online Reporting System (ORS) is available in the [ORS User Guide](#) and the [Understanding OELPA Reports Manual](#) on the portal.

Within the Online Reporting System, users choose whether to view scores for students who were theirs at the end of the selected administration, scores for their current students, or scores for students who were theirs when they tested. You can find a detailed explanation of this feature in the Online Reporting System (ORS) Module on Data Selection, Tools, & Features available on the portal. Go to "Current students" to find students who tested at a previous district/school.

Students who take the OELPA will also receive the paper Family Report. These reports will be shipped directly to the districts for distribution.

8. Online Testing

This section provides information to districts and schools that are testing online. If your district or school is not testing students online, see [Section 9, Paper Testing](#), in this manual. Please note instructions for the K-1 students who are taking the paper component of the online K-1 writing test. Depending on the size of the district/school, one person may be assigned multiple roles.

8.1 District Test Coordinator Responsibilities

The district test coordinator is the primary point of contact between the district and the Department. In districts where students are testing online, the district test coordinator:

- has primary responsibility for the test administration and oversight of all online systems used during the administration;
- coordinates with the local technology coordinator, as needed, to ensure district and school preparedness for online testing;
- ensures that all personnel are aware of state and district test security procedures and follow these procedures at all times;
- reports all alleged security violations to the Department (building coordinators and test administrators must report to the district test coordinator);
- ensures that all participating students are pre-identified as using online tests;
- orders K-1 writing supplemental paper materials for online tests in TIDE;
- prepares and trains building test coordinators for the test administration prior to testing;
- makes sure test administrators are familiar with the accessibility features and accommodations available for students;
- creates user accounts for all personnel who need access to online testing systems or must delegate this responsibility;
- uses [TIDE](#) to track test completions and ensure all required online tests are submitted; and
- submits any Test Status Requests in TIDE for online administrations, if needed.

8.2 Building Test Coordinator Responsibilities

The building test coordinator is responsible for coordinating the test administration in a school building. In schools where students are testing online, the building test coordinator:

- ensures that state and district test security procedures are followed in the building;
- reports all alleged security violations to the district test coordinator;
- ensures that the test administrators act in accordance with all security requirements;
- trains all test administrators and monitors in proper online test administration procedures before testing;

- can pre-identify students in TIDE using the Add Student task, and can update a student's demographics and accessibility features in TIDE;
- ensures that test administrators have the necessary student information for testing, including test eligibility and accessibility features and accommodations, student names as they appear in TIDE and SSIDs (or Nonpublic Student IDs);
- ensures that test administrators understand their responsibilities when the test session ends;
- ensures that system-ready devices including headphones, earbuds, headsets are available on the day of the appropriate test (for example, only the speaking test requires a listening and recording device); and
- uses [TIDE](#) track test completions and ensure all required online tests are submitted.

Depending on the preference of the district test coordinator, the building test coordinator may also be responsible for creating and maintaining other building-level user accounts in his or her school building.

8.3 Before Testing

8.3.1 *Overage for K-1 Writing Supplemental Paper Tests*

Please note that there will be no district overage for the Kindergarten and Grade 1 Writing Supplemental Paper Materials that are to be given with the online Kindergarten and Grade 1 OELPA writing test. If additional materials are needed, they will need to be ordered during the Additional Orders window.

8.3.2 *Prepare Staff*

Test coordinators are responsible for ensuring that district and school staff who will serve in the various user roles for online testing are identified and have user accounts, understand test security practices, know the testing schedule and are prepared to administer the online tests. The district must ensure that all test administrators meet the criteria and that there are back-up test administrators available during the test should the acting test administrator needs to leave the test room.

8.3.3 *User Accounts*

Test coordinators are responsible for ensuring that all personnel who need access to online testing systems have a user account, and will use the Manage Users task in [TIDE for online administrations](#) to do so. A list of available user roles is below.

- District Test Coordinator (DTC)
- EMIS Coordinator (EC)
- Building Test Coordinator (BTC)
- Test Administrator (TA)
- Information Technology Center (ITC)

Every person who will administer the OELPA online must have a test coordinator (DTC or BTC) or test administrator (TA) user account. Test coordinators must create user accounts well in advance of the test window to ensure that test administrators and teachers have time to set up their accounts and practice setting up test sessions using the [Test Administrator Practice Site](#).

Note that test administrator/teacher user accounts have access to the Test Administrator Interface. When the OELPA window opens, the TA interface will include both OELPA tests and OST tests.

There is no user role specified for technology coordinators, as this role normally does not require access to systems associated with online testing. District test coordinators can add an account for the person serving as the technology coordinator using one of the available user roles if this person needs access to one of the systems.

For directions on creating, modifying and deleting user roles and for detailed information on each user's level of access to the online testing systems, refer to information available on the [portal](#).

8.3.4 Student Pre-ID

Test coordinators must ensure that students are pre-identified in TIDE in advance of when they test. Only students who are pre-identified and have an online test mode designation can take tests online. Under the Student Information task with the "Ohio State Tests 2017-2018" administration of [TIDE](#), district test coordinators have two options for pre-identifying students: (1) upload a Pre-ID file, or (2) manually add students. Building test coordinators have the option to add students manually only.

TIDE synchronizes with the Student Testing Site, [Test Administrator Interface](#) and [Online Reporting System](#). After test coordinators add student information to TIDE, these applications will contain each student's information.

Districts that work with an Information Technology Center (ITC) must contact their Information Technology Center to request that their Pre-ID files are uploaded. Information Technology Centers can upload Pre-ID files but cannot add students manually or edit student records in TIDE.

8.3.5 Updating Accessibility Features under Student Test Settings

Some accessibility features must be enabled for individual students prior to or at the same time of testing. It is advisable for test coordinators to update a student's test settings and or tools in TIDE for online administrations in advance of the test window with the appropriate accessibility features. To do so, the test coordinator can upload a student test settings file or manually edit student records in TIDE for online administrations. For directions on uploading or manually editing student test settings and tools, refer to the [TIDE User Guide](#), located in the help section of TIDE or on the portal. The domain exemption is added in the student test settings. Information on the domain exemption is in section 2.4.1.

Embedded Feature	By default, this feature is	Can this feature be turned on/off through a student settings upload in TIDE?	Can this feature be turned on/off in the Test Administrator Interface?
Color Choice	Black text on a white background	Yes	Yes
Mouse Pointer	At the default level	Yes	Yes
Masking	On	Yes	Yes
Print size	At the default level	Yes	Yes

Test coordinators and test administrators must discuss the features and who will update student records, if needed. If applicable test settings are not marked in TIDE prior to the test administration, the test administrator must update them in the [Test Administrator Interface](#) under "Test Settings" when approving a student to test. Additionally, test administrators must mark if students use accommodations during testing. Refer to [Ohio's OELPA Accessibility Manual](#).

8.3.6 Verifying Technology Preparedness

The Department recommends that a technology coordinator be identified, and be involved with the technology system necessary for the online tests. Test coordinators must verify that their district and school technology, including the network, hardware and software, meets the specified requirements listed on the online [portal](#) to ensure all systems function properly in advance of the test window. District and school personnel must also ensure that there are sufficient numbers of devices to complete online testing for all students within the test window. This may mean that students will need to be placed in groups and tested at different times if one device per student is not available.

All students who are testing online must have access to an approved device during their scheduled test session. Test coordinators must work with technology coordinators to install the [Secure Browser](#) on each computer, Chromebook or tablet students will use for online testing before the test window begins.

Please be sure to review the [Technical Specifications Manual](#) and the [Secure Browser Installation Manual](#) for detailed information on installing and using the Secure Browser as well as information on preparing computers and tablets for online testing.

The test administrator will need access to a device with a supported Internet browser installed so that the test administrator may log into the Test Administrator Interface, set up a test session, approve students to test and monitor the test session. The Test Administrator Interface is web-based and does not require the installation and use of a special application. See the [Online System Requirements](#) document on the portal for a list of supported web browsers.

8.3.7 Headphones/Headsets/Earbuds

The listening test requires a headphone/headset/earbud; the speaking test requires a device for recording the oral responses as well as listening to the prompt. There is no Department list of approved headphones/headsets/earbuds to use on the online test. Districts and schools are encouraged to test their devices *prior to the test window* using the practice site to ensure compatibility with the online system. The headphone/headset/earbud specifications are listed in the FAQ on the [OELPA web page](#).

Headset specifications, as well as headsets that have been tested by AIR and that are known to work with the Student Testing Site are listed in the [Technical Specifications Manual](#) but are not mandated to be used; these are only suggested. Districts may elect to use other headset models. At their option, districts may purchase headsets through AIR. Visit [here](#) for additional information.

8.3.8 Understanding the Functions of the Online Testing Systems

Test coordinators must be familiar with the testing applications listed below.

Online System	Functions and Tasks
Test Information Distribution Engine (TIDE) for Online Administrations	Test coordinators use TIDE to: <ul style="list-style-type: none"> • Manage user accounts • Pre-ID <u>all</u> students taking tests • Print On-Demand Pre-ID Labels • Mark student accessibility features for online tests • Mark student domain exemptions for paper and online tests • Submit test status requests to the Department (if needed) • Create rosters of students and print test tickets (optional) • Track student participation in Monitoring Student Progress • Resolve discrepant records and submit appeals
Test Administrator (TA) Practice Site	Test administrators and teachers with user accounts use the practice site to administer practice sessions and to become familiar with features of the Test Administrator Interface before the test window.
Test Administrator (TA) Interface	Personnel with Test Coordinator, Test Administrator and Teacher user accounts use the Test Administrator Interface to administer the live, operational online tests. They will use the Test Administrator Interface to: <ul style="list-style-type: none"> • Establish test sessions • Approve students to test, update accessibility features (if needed) and mark accommodations (if needed) • Monitor students' online testing progress • Pause student tests (if needed) • Stop test sessions
Online Reporting System (ORS)	Authorized users use the Online Reporting System to: <ul style="list-style-type: none"> • Access score reports when available

Online System	Functions and Tasks
Practice Tests Site	Students, parents and district/school personnel can use the practice tests section of the portal to: <ul style="list-style-type: none"> • Review sample content and item types • Become familiar with online test navigation • Practice responding to items • Use online test tools
Student Testing Site	The live, operational Student Testing Site is: <ul style="list-style-type: none"> • Used only by pre-identified students for online testing • Accessible only via the Secure Browser, which must be installed on the student's device in advance of testing

Access to each application is dependent on the user role. Authorized users can access TIDE, the Test Administrator Interface, the Test Administrator Practice Site and the Online Reporting System from the portal. The practice items are publicly available on the portal. For live, operational testing, students must access the Student Testing Site using the Secure Browser or App.

8.4 During Online Testing

8.4.1 Pausing the Test

If a circumstance requires pausing the test, the student can do so from the Student Testing Site or the test administrator may do so from the [Test Administrator Interface](#). Pausing a student's test signs the student out of his or her test.

8.4.2 Test Opportunities

Students have one test opportunity per test (domain), meaning they can take each test once. After the student completes each test (domain) and **submits** the test, the student will not be able to sign back in and visit the test again without approval from the Department via test status request.

8.4.3 Test Status Requests for Online

There may be times when district test coordinators need to ask the Department to make exceptions to testing rules. See the table below for exceptions and the test status request type that must be submitted in [TIDE](#). A request for a Reopen, Reset or Invalidation is done by each test, not all four tests. Be sure to include detailed rationale in the comments section and/or call the Department to discuss the situation and allowable options. The test status requests are described in more detail in the information that follows.

In order to	Submit this test status request type in TIDE
allow the student to sign back into a test that has been submitted	Reopen a test
allow the student to start the test over by removing all responses marked prior to the request	Reset
invalidate a student's online test	Invalidation

8.4.3.1 Reopen a Test

If a student's test is submitted in error, such as the student submitted the test by accident, the district test coordinator can submit a request to reopen the test. The district test coordinator will submit these requests using the Test Status Request task in TIDE. Directions for submission of test reopen requests are in the [TIDE User Guide](#) located in the help section of TIDE or on the portal.

8.4.3.2 Resets

Resetting a student's test removes that test from the system and enables the student to start the test anew (without losing the test opportunity). Responses associated with a test that is reset are removed from the system.

District test coordinators can submit a test reset for students who begin taking the test without the appropriate IEP/504 accommodations. If a student needs an accommodation that is not provided, submitting a reset allows the student to start the test over when the accommodation is available. Alternatively, a student can pause the test to sign out and then sign into the test on the same day. When re-approving the student to test, the test administrator can mark the correct accommodations and the student can revisit all questions on the test using the accommodations. In this instance, a reset is not necessary.

If a student needs an optional online accessibility feature turned on, he or she can pause the test to sign out and then sign into the test on the same day. When re-approving the student to test, the test administrator can mark the correct optional accessibility features and the student can revisit all questions on the test using the accessibility features. In this instance, a reset is not allowable.

8.4.3.3 Invalidations

A test invalidation is required when a test has been compromised by a student, administrator or unauthorized party to the administration. Invalidating a student's test cancels the student's test opportunity. District test coordinators must submit invalidations in TIDE if there are test violations (e.g., a test administrator sees two students discussing answers to questions during a test session). Refer to the [Ohio Statewide Assessment Program Rules Book](#) for additional guidance on test violations. **There are no breach versions for the OELPA.**

8.4.4 Administering the Test

For information on the steps required of test administrators and students during the online test administration, refer to the *Test Administration Manual* which has specific information on administering the online assessments. The 2018 *Test Administration Manual* will be posted by January for districts to use.

8.4.5 Monitoring Testing

Test coordinators are responsible for maintaining test security. At any point, if district or school personnel believe that a violation of test security has occurred, they should follow the procedures established by the school district for handling alleged test security violations.

Test coordinators should use the Monitoring Test Progress in [TIDE](#) to track the status of online testing in their districts and schools.

8.4.6 Procedures to Follow for Emergency Closing of Schools during Testing

If a school or district closes or must be evacuated due to weather or another emergency during regularly scheduled testing, please use the make-up testing time that you built into your testing window. Completion of the Test Incident Form is not needed. You may call the Department's Office of Curriculum and Assessment at the number listed on the inside cover of this manual for further guidance if needed.

8.5 After Testing for K-12 Online Testing

8.5.1 Submitting the Test

Upon reaching the last item on each test (Speaking, Reading, Writing, and Listening) students can review their answers and then submit their tests. If a student does not actively submit his or her test, the test will remain in paused status. After the close of the test window, tests in paused status will be submitted for scoring.

8.6 After Testing for K-1 Writing Test only

8.6.1 Returning Kindergarten and Grade 1 Writing Supplemental Paper Materials

When a student has completed the test and turns in the paper materials, the test administrator and other staff **cannot** review the student's responses. This is a security violation.

After testing, it is the building test coordinator's responsibility to collect, inventory and pack the kindergarten and grade 1 writing supplemental paper materials for the school and return them to the district test coordinator. The district test coordinator is responsible for returning paper materials to Measurement Incorporated (MI).

Instructions for returning scorable and nonscorable materials are provided in the "[After Testing](#)" section for Paper Testing. Please follow the procedures outlined in that section.

Building test coordinators should direct all questions about returning materials to their district test coordinators. District test coordinators who have any questions or encounter difficulties with the shipping procedures should refer to the [contact information](#) on the inside front cover of this manual.

9. K-12 Paper Testing

This section provides information to districts and schools that are testing completely on paper. If your district or school is not testing students on paper see [Section 8, Online Testing](#), in this manual. This section does not address the K-1 writing online test and its paper component. Depending on the size of the district/school, one person may be assigned multiple roles.

Please note the test window for spring 2018 is February 5-March 30, which is the same for both the paper and the online tests. Please note that paper/pencil or online testing cannot start prior to February 5.

9.1 District Test Coordinator Responsibilities

The district test coordinator is the primary point of contact between the district and the Department. In districts where students are testing on paper, the district test coordinator:

- has primary responsibility for the test administration;
- ensures that all personnel are aware of state and district test security procedures and follow these procedures at all times;
- reports all alleged security violations to the Department (building coordinators and test administrators must report to the district test coordinator);
- ensures that all participating students are pre-identified as using paper tests;
- prepares and trains building test coordinators for the test administration prior to testing;
- makes sure test administrators are familiar with the accommodations available for students;
- orders paper test materials in [TIDE](#);
- receives test materials from Measurement Incorporated (MI) and distributes them to schools;
- ensures that building test coordinators maintain test security of and account for all secure test materials before, during and after test administration;
- ensures all test administrators meet criteria and there is a back-up test administrator if the acting test administrator needs to leave the test room;
- ensures that all boxes of scorable documents are promptly returned to MI for scoring;
- returns all test booklets, special versions, unused scorable documents and secure materials to MI; and
- receives and distributes test results, when available.

9.2 Building Test Coordinator Responsibilities

The building test coordinator is responsible for coordinating the test administration in a school building. In schools where students are testing on paper, the building test coordinator:

- ensures that state and district test security procedures are followed in the building;

- reports all alleged security violations to the district test coordinator;
- ensures that the test administrators act in accordance with all security requirements;
- trains all test administrators and monitors in proper paper test administration procedures before testing;
- can pre-identify students in TIDE using the Add Student task, and can update a student's demographics in TIDE;
- receives test materials from the district test coordinator; provides for locked, secure storage when test materials are not in use; and distributes test materials each day;
- ensures all test administrators meet criteria and there is a back-up test administrator if acting test administrator needs to leave the test room;
- collects and accounts for test materials immediately following the test administration each day;
- ensures that test administrators understand their responsibilities when the test session ends;
- promptly packages and returns scorable documents to the district test coordinator for return to MI for scoring; and
- returns all test booklets, special versions, unused scorable documents and other secure material to the district test coordinator.

9.3 Before Testing

9.3.1 *Secure Test Materials*

District test coordinators order paper test materials in [TIDE for online administrations](#) under the "Paper Orders OELPA Spring 2018" administration. The following materials can be ordered in TIDE for paper tests by grade band:

- Student test booklets -- there is one test booklet per grade band; each grade band's test booklet contains all four tests;
- Large-print student test booklets – there is one test booklet per grade band: each grade band's test booklet contains all four tests.

Braille materials are available for OELPA, but **cannot** be ordered through TIDE. Districts that need OELPA Braille materials must contact the [Help Desk](#).

Please note that the DFA manuals and CDs will be shipped with any paper/pencil test booklets ordered. These do not need to be ordered separately.

Test booklets, DFA Manuals and CDs are secure. Districts and schools that have students using paper tests should maintain the security of physical test materials at all times. Districts and schools must identify a secure location for all secure materials to be locked while testing is not in session.

MI maintains a record of the security numbers of all secure test materials shipped to each district and school. Districts and schools must return all secure test materials, including unused scorable documents, to MI immediately after testing. MI will use a bar code scanner to account for all secure test materials and will provide a record of missing secure test materials to district test coordinators and to the Department. If any secure test material shipped to the district is determined to be missing, the district test coordinator will be required to account for it. Please note the Test Administration Manual is **secure** and must be returned with the paper tests.

District and school personnel may open the shrink-wrapped packages no more than two days prior to testing. These individuals must be an employee of the district and hold a certificate, permit or license issued by the Department.

9.3.2 District Materials

MI will ship test materials for all schools in a district to the district test coordinator. FedEx will *deliver OELPA materials, unless otherwise communicated.*

Each set of materials will be boxed by school. Upon receipt of the initial shipment of boxes from the shipping carrier, district test coordinators should locate the **white district box**, which will contain the following:

- Packing List – a complete list of items, quantities and box locations for the entire order. For secure test booklets, it contains the number of shrink-wrap packs;
- Copies of School Packing Lists;
- Security List – a complete list of item and shrink pack barcodes for secure items in the order;
- Box List – placed in each box within the order, a list of every item in the box;
- Return Kit – this is a clear plastic bag that can be found in the white district box. This kit contains:
 - Green scorable and red non-scorable return labels
 - FedEx return shipping labels
 - Return shipping instructions
- Other administrative material.

The **white box** may also contain secure test materials; please refer to the packing list. Use the District Security Checklist to verify your district overage. The serial numbers of all secure materials sent with the original order are recorded on the security checklist. Verify your overage as soon as possible after distributing materials to the buildings.

Find the District Packing List and School Packing List(s). Use these sheets to sort boxes by building and verify that you have received all boxes. District test coordinators that do not receive all their boxes should call the Ohio Help Desk at 1-877-231-7809 immediately; listen to the menu options for assistance with shipments.

Test materials for the K-12 paper/pencil forms are packaged by school and supplied based on the material orders. The district overage materials are packaged separately. They are to be used if any school needs additional or replacement materials. Materials are linked to your district and should not be shared with other districts.

It is not necessary for the district test coordinator to open the school boxes; building test coordinators are responsible for inventorying school boxes. The district test coordinator must securely store school boxes until they can be distributed to school buildings.

Distribute materials to building test coordinators as early as possible to allow for timely replacement of damaged or missing items. Remind staff to save the boxes the test materials arrived in to use for returning test materials after the test administration.

Instruct building test coordinators on the procedures for collecting and accounting for test materials. Communicate provisions for locked, secure overnight storage of all test materials. Monitor this process throughout testing.

9.3.3 School Materials

District test coordinators will distribute each set of test materials to the building test coordinators in their district. Building test coordinators must keep all the boxes they receive. Building test coordinators will return all materials to the district test coordinator in the same box(es) in which the materials were delivered.

Upon the school's receipt of the initial materials from the district test coordinator, the building test coordinator must locate the **white school box**, which contains the following:

- Packing List – a complete list of items, quantities and box locations for the entire order. For secure test booklets, it contains the number of shrink-wrap packs;
- Security List – a complete list of item and shrink pack barcodes for secure items in the order;
- Box List – placed in each box within the order, a list of every item in the box;
- Pre-printed pre-ID labels;
- Blank print-on demand labels
- Other administrative materials.

Building test coordinators must verify that the number of materials listed on the packing list is sufficient for the number of students who will be taking each test on paper in the school. If the school needs additional materials, the building test coordinator must notify the district test coordinator.

Building test coordinators must review the Pre-ID labels for accuracy. If discrepancies are found, it is the responsibility of the district and building test coordinators to update student records in [TIDE](#).

The building test coordinator must keep all materials in locked storage until it is time to distribute them to the test administrators on test days. Test materials must be returned to secure storage immediately after testing.

9.3.4 Additional Materials

Building test coordinators must notify their district test coordinators if they need additional materials. It is the district test coordinator's responsibility to ensure that all schools have enough test materials to test every eligible student. District test coordinators will use materials from the district overage to supplement school materials if needed with the exception of the K-1 writing supplemental paper materials to be administered with the online test. There is no district overage for the K-1 writing supplemental paper test materials. See the [Online Testing section](#) for K-1 writing supplemental paper test material. District test coordinators may place orders for additional materials during the Additional Order Window in TIDE. All orders are subject to Department approval.

Please note that district test coordinators cannot order Pre-ID labels during the Additional Order Window. However, districts will be able to order additional label stock for the print-on-demand labels.

9.3.5 Scorable Documents

MI tracks scorable documents and through a unique bar code and security number printed on each document. The security number is located on the front page of the scorable document below the bar code. The bar code links the document to the district and school. Information on the district and school that received the scorable document will be used to determine the number of scorable documents returned. When a Pre-ID label is not affixed or when valid district and school IRNs are not gridded, the bar code on the scorable document will be used to determine the district and school IRNs associated with the document.

Because the test contractor tracks scorable documents to the IRNs that receive them, please do not share scorable documents with other districts or between schools.

9.4 During Testing

Test coordinators must understand the rules and procedures that govern paper testing; these are addressed below. For detailed information on the steps required of test administrators and students during the paper test administration, refer to the *Directions for Administration Manual*.

9.4.1 Distributing Materials to Test Administrators

Building test coordinators may open the shrink-wrapped packages no more than two days before testing to organize individual test booklets and special versions. The building test coordinator must secure any remaining secure materials in a pack. Each pack contains a range sheet that shows the range of security numbers contained in that pack. After opening the shrink wrap, the building test coordinator must verify that all secure document serial numbers listed on the range sheet have been included in the pack. These materials must be

kept in a secure location at all times. The morning that a school begins administering tests using paper materials, the building test coordinator may deliver testing materials to rooms as needed.

9.4.2 Pre-ID Labels

Pre-ID labels are shipped only for students whose district/school placed the order successfully in [TIDE](#) by the deadline. Districts that miss the deadline for receiving Pre-ID labels from the vendor can use the TIDE print-on-demand feature to generate labels for scorable documents.

Test coordinators or test administrators must apply the Pre-ID label in the box that reads “Align Top of Label Here”. It is recommended that the Pre-ID label be affixed to scorable documents immediately **after** the student completes his or her test. If labels are affixed before testing, students might mark on the labels, which would affect the scanning of the documents. Please make sure the Pre-ID label affixed to the document reflects the student who marked his or her responses in the document. It is suggested that two persons affix the label; one to check the name on the label and one to check the name on the test **BEFORE** the label is affixed to the test. If you discover that a Pre-ID label was misapplied, do not attempt to remove the label. Contact the [Help Desk](#) for guidance.

Building test coordinators and test administrators must double-check the accuracy of each Pre-ID label and must not apply Pre-ID labels with incorrect information (e.g., a misspelled last name) to the student's scorable document unless the district or building test coordinator intends to update the student's data in TIDE. If the Pre-ID label is affixed and the student's record is not updated in TIDE, the information associated with the student's Pre-ID label in TIDE will be reported.

Note that the Statewide Student Identifier (SSID) or Nonpublic Student ID is not printed on the Pre-ID label but is included in TIDE. If applying a Pre-ID label, it is not necessary to bubble the student's SSID or Nonpublic Student ID on the demographic page.

9.4.3 Demographic Fields on Scorable Documents

District and school personnel will notice that a limited number of fields are available on the demographic page of the scorable documents. This is because student score reports will contain the demographic values listed in TIDE, not the information that is bubbled. AIR will link a student's score data from the test with the student's demographic data in TIDE using the SSID or Nonpublic Student ID.

If a Pre-ID label is not available, it is imperative that a print-on-demand label is used on the scorable document and that all students using paper tests are pre-identified in TIDE to ensure the successful merge of student data for reporting. Failure to Pre-ID students will result in student scores not being reported.

9.4.4 Do Not Score Labels

Schools will receive a set of DO NOT SCORE labels. In all situations for which an entire scorable document should not be scored, a DO NOT SCORE label should be placed on top of the Pre-

ID label that was affixed to the scorable document. If no Pre-ID label was affixed, the DO NOT SCORE label should be placed in the box labeled "Align Top of Label Here" where the Pre-ID label would have been applied. Do not affix the DO NOT SCORE label anywhere else other than the box labeled "Align Top of Label Here". All documents with a DO NOT SCORE label applied must be returned with non-scorable materials.

Some examples of when to apply a DO NOT SCORE label include:

- a scorable document with a Pre-ID label applied but no student responses marked;
- a soiled or damaged scorable document with responses that were transcribed onto another scorable document;
- a scorable document with any demographic fields filled in, but no student responses marked in the document;
- a scorable document that includes responses that were erroneously marked in ink and that had its contents transcribed onto another scorable document with a No. 2 pencil;
- a scorable document that contains responses in a language other than English.

If a paper testing student's test requires invalidation, districts can apply a DO NOT SCORE label and return the student's scorable document with non-scorable materials. The student will not receive a score.

9.4.5 Soiled and Defective Documents

If a student soils a scorable document or if a student receives a defective scorable document and the student has started marking responses, follow the steps below:

- Transcribe the student's responses verbatim into a new scorable document. Return the new, replacement scorable document to MI with other scorable documents. There must be at least two staff in the room when transcribing student responses and one must be the test administrator or a staff member who has a license, certificate or permit issued by the Department.
- On the affected scorable document, place a DO NOT SCORE label over the Pre-ID label, if one was affixed. If no Pre-ID label was used, place the DO NOT SCORE label in the "Align Top of Label Here" box. Return the affected scorable document with non-scorable materials.

Exception: If a student soils a scorable document with bodily fluids, make note of the incident and bar code number and contact the [Help Desk](#) to report biohazard scorable test documents. Reported booklets can be securely destroyed per state or district policies. Always observe universal precautions.

9.4.6 Procedures to Follow for Emergency Closing of Schools during Testing

If a school or district closes or must be evacuated due to weather or another emergency during testing, please resume testing when school resumes within the test window. Students cannot go back over items. Completion of the Test Incident Form is not needed. You may call the Department's Office of Curriculum and Assessment at the number listed on the inside cover of this manual for further guidance if needed.

9.5 *After Testing*

When a student has completed the tests and turns in the paper materials, the test administrator or any other staff cannot review the student's responses. This is a security violation.

9.5.1 *Listening, Reading, and Writing Responses for the Paper Tests*

Student responses for Listening, Reading and the machine scored Writing Section will need to be entered in the DEI for scoring. Instructions for completing this will be included in a separate [DEI User Guide](#). All responses must be entered in the DEI by the end of the testing window, which is March 30.

9.5.2 *Speaking Responses*

Speaking responses for the **paper tests** are locally scored. Once the scoring is complete, the scores will be entered by the Test Administrator in the DEI. Instructions for completing this will be included in the [DEI User Guide](#). Instructions for local scoring will also be shipped with the paper/pencil materials. All responses must be entered in the DEI by the end of the testing window, which is March 30.

9.5.3 *Packing Materials for Return*

After testing, it is the building test coordinator's responsibility to collect, inventory and pack all test materials for the school and return them to the district test coordinator. The district test coordinator is responsible for returning materials to MI.

Districts and schools are encouraged to return materials as early as possible following testing to expedite the scoring process although this will not return results earlier than scheduled. All test materials must be returned to Measurement Incorporated (MI) **immediately** after testing is complete.

Instructions for returning scorable and non-scorable materials are provided below. Procedures for both the building test coordinator and district test coordinator are included here. A summary of the box labels to be applied and a sample label are included in [Appendix E](#).

Building test coordinators should direct all questions about returning materials to their district test coordinators. District test coordinators who have any questions or encounter difficulties with these shipping procedures should refer to the [contact information](#) on the inside front cover of this manual.

9.5.3.1 *Packing Scorable Materials*

- Pack scorable documents in the same boxes in which materials were shipped. If these boxes are not available, use sturdy boxes to return the materials. Copier paper boxes and boxes used for food transportation should **not** be used. Sturdy boxes capable of holding 65-95 pounds without collapsing when handled or stacked should be used. Use cushioning materials, if needed, to keep materials secure.

- To the extent possible, do not split a grade band across boxes (e.g., all of grades 2-3 for a school should be in the same box).
- After you have filled the first box, affix a **green scorable label** to the **top** of this box and mark it "1." The **scorable label** has a place to mark the number of each box and the total number of boxes being returned. For example, if you have five boxes, mark them "1 of 5," "2 of 5," and so on.
- Continue packing, affixing a **green scorable label** to the **top** of **each** box containing scorable answer booklets.
- Seal the top and bottom of all boxes with three strips of plastic shipping tape.

9.5.3.2 Packing Secure Non-scorable Materials

- Pack all unused test booklets, used test booklets that have a DO NOT SCORE label, *Directions for Administration Manuals* and CDs securely in boxes. Please note the **Test Administration Manual** is secure and must be returned.
- Affix a **red non-scorable label** to the **top** of **all** boxes containing non-scorable secure materials. Record the number of each non-scorable box and the total number of non-scorable boxes on the labels.

9.5.3.3 Non-secure Materials

It is not necessary to return unused Pre-ID labels, unused label stock, unused DO NOT SCORE labels, Test Coordinator Manuals and return shipping box labels.

9.5.4 Return Procedures

Remove or black out any old shipping labels, including the original shipping label bar code, and ensure boxes are sealed securely with shipping tape.

IMPORTANT: District test coordinators are responsible for arranging test materials pickup.

9.5.4.1 FedEx Pickup

There is no prescheduled pickup day. Scorable materials must be returned immediately after testing; secure non-scorable materials must be returned no later than one week after testing is complete.

- Affix the FedEx ground return label (from return kit) directly on top of the original address label. If additional labels are needed contact the [Help Desk](#). You must use the return shipping labels provided to guarantee that your boxes can be accurately tracked when you ship them to MI.
- Print the district name and address in the space provided on the return label.
- Retain the receipt tab, from the top of the return label, for your records. Boxes can be tracked online at www.fedex.com or by calling 1-800-463-3339.
- Have your receipt tab(s) ready when you make your request. Initiate a return using one of the following methods:

- Use www.fedex.com: select "Ship," then select "Schedule and Manage Pickups" from the drop-down menu, then click "Schedule Ground Return Pickup."
- Call FedEx Customer Service: 1-800-463-3339; explain that you need a "Package Returns Program" pickup.
- Provide materials to your regular FedEx Ground driver.

If you have questions about retuning materials or need assistance scheduling your pickup, call the [Help Desk](#). Select the OELPA option from the Help Desk's menu tree.

Appendix A: Summary of Test Security Provisions from the Ohio Administrative Code

Rule 3301-13-05 of the Ohio Administrative Code establishes test security provisions for tests. A summary of those provisions appears below.

- All test questions and all other materials are considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of the Ohio Revised Code and Rule 3301-13-05 of the Ohio Administrative Code. **Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles, or any other material that would assist a pupil taking statewide tests.**
- By **October 1** of each year, written procedures and penalties shall be communicated to all district employees and students.
- Persons designated as district and building test coordinators, as well as test administrators, are responsible for ensuring that test security provisions are met.
- Only authorized personnel are permitted access to secure test materials.
- The district must establish written procedures to protect the security of test materials and these procedures shall include the following:
 - Identify authorized persons to be present during testing and have access to secure material.
 - Specify handling and tracking procedures in both the district and building.
 - Specify procedures for investigating any alleged test security violations and penalties for confirmed violations.
 - Specify procedures for determining whether to invalidate a student's test score.
 - Specify that within 10 days of **concluding** the investigation, the district shall notify the Department in writing of the finding of such a violation and of any action taken by the school district or participating school. See the Department's [Rules Book](#) for more details of a security investigation.
 - Specify how written procedures will be communicated annually to employees and students in the district.
- After determination that a test security violation has occurred, the District Board and/or State Board of Education may seek the maximum penalty pursuant to Section 3319.151 of the Ohio Revised Code.
- Each district shall cooperate with the State Board in any investigation of a test security violation.
- Prior to taking action for a test security violation, the State Board shall give notice of any action and provide an opportunity for an individual to respond and present a defense.
- Each Joint Vocational School administering the graduation tests shall comply with this rule.

Appendix B: Supplemental Instructions for Braille, Large Print and Human Read-Aloud

Braille

Districts requiring Braille materials must contact the [Help Desk](#) to order Braille. The Braille test booklet is to be used by students who's IEP or 504 Plan specifies the use of Braille materials. As with the general test materials, Braille materials must be securely stored between administrations.

To administer OELPA using Braille, schools will need the following:

- The Braille test booklet;
- One general test booklet – the test administrator must record student responses in a scorable test booklet;
- The *Directions for Administration Manual for Braille*;
- The listening and speaking CDs; and
- Manipulatives provided by the vendor.

Please be sure to use the grade band materials appropriate for the student, based on the student's enrolled grade.

During Test Administration

Because of the large-sized Braille test booklet and the likelihood that the student may require a scribe or an assistive device (e.g., Braille Note) to record his or her responses, visually impaired students may need to be tested in a separate test setting.

After the Test Administration

The student responses for all test questions should be transcribed verbatim into the paper test booklet. An employee of the district with a license, certificate or permit issued by the Ohio Department of Education must complete the transcription with a witness present during the transcription. Only responses marked in the scorable document will be scored. The test contractor will not score extra sheets of paper. For additional information on the protocol for scribing and transcribing student responses, please refer to [Ohio's OELPA Accessibility Manual](#).

The test administrator will be required to enter all student responses into the DEI for scoring. Please note that the student will need to answer the speaking responses directly into the DEI. Instructions for completing this will be included in a separate DEI User Guide. All responses must be entered into the DEI by March 30.

Test administrators will return the Braille test booklet, manual and CDs to the building test coordinator.

The test coordinator will:

- securely destroy students' notes and any other ancillary documentation; and
- return the Braille test booklet, manual and CDs with the secure nonscorable materials.

Large Print

Districts requiring large-print materials must order through TIDE. The large-print test booklet is to be used by students who's IEP or 504 Plan specifies the use of large-print materials. As with the general test materials, large-print materials must be securely stored between administrations. The large-print test booklets are 11.5 x 15 at 135% of the original size.

To administer large print, schools will need the following:

- The large-print test booklet;
- One general test booklet – the test administrator must record student responses in a scorable test booklet;
- The *Directions for Administration Manual-Paper-Pencil*; and
- The listening and speaking CDs.

Please be sure to use the grade band materials appropriate for the student, based on the student's enrolled grade.

During Test Administration

Unless the student's IEP or 504 Plan indicates otherwise, students using a large print test booklet may take the test with the rest of their class under normal testing conditions. Test administrators should be mindful that directions may differ slightly from those in the general test booklet.

After the Test Administration

The test administrator will be required to enter the student responses for the Listening, Reading, machine scored Writing and the Speaking scores into the DEI for scoring. Instructions for completing this will be included in a separate DEI User Guide. All responses must be entered in the DEI by March 30.

All responses **to the hand-written items for Writing** must be transcribed by the Test Administrator into the regular test booklet. **If the hand-written responses are not transcribed into a regular test booklet they cannot be scored.** Regular test booklets are included. Affix the Pre-ID label to the front of the regular test booklet. **Note that when large-print test booklets are used the hand-written responses must still be transcribed into a regular test booklet to be scored.** An employee of the district with a license, certificate or permit issued by the Ohio Department of Education must complete the transcription with a witness present during the transcription. Only responses marked in the scorable document will be scored. The test contractor will not score extra sheets of paper. For additional information on the protocol for scribing and transcribing student responses, please refer to [Ohio's OELPA Accessibility Manual](#).

The test coordinator or test administrator must apply the student's Pre-ID label to the scorable document. If there is no Pre-ID label, the demographic information must be bubbled for the student.

Test administrators will return the large print test booklet, manual and CDs to the building test coordinator.

The test coordinator will:

- return the scorable document with the student responses transcribed into it with the scorable materials;
- securely destroy students' notes and any other ancillary documentation; and
- return the manual and CDs with the secure nonscorable materials.

Reading the Paper-based Test Script

Human read-aloud is not permitted for computer-based tests. All parts of the computer-based test that are allowed to be read are presented in the prerecorded audio.

In cases where a student cannot take the computer-based version of the OELPA, the student will receive audio support via the test administrator. The test administrator will follow the test administration script in the *Directions for Administration Manual Paper-Pencil*. The test administrator also will use an audio CD included with the testing materials. On the paper-based test, the test administrator using the audio CD provides the same audio support that is available in the computer-based version. The test administrator may not read any part of the test not specifically indicated in the test administration script.

General guidelines for test administrators reading the paper-based test script for the OELPA is in Appendix C of the [OELPA Accessibility Manual](#).

To administer a read aloud, schools will need the following:

- Student test booklet;
- The *Directions for Administration Manual Paper-Pencil* which has the script to be read aloud; and
- Audio CD.

Please sure to use the grade band materials appropriate for the student, based on the student's enrolled grade.

After the Test Administration

The human reader must not discuss any portion of the test or the student's performance with others.

The test coordinator will:

- return the scorable test booklet with student responses with scorable materials;
- securely destroy students' notes and any other ancillary documentation; and
- return the *Directions for Administration Manual Paper-Pencil* with the secure nonscorable materials.

Appendix C: What to Do When – Troubleshooting for Online Testing

This section addresses some scenarios that may arise before or during online testing. If you encounter a situation that is not covered, please see the inside front cover of this manual for guidance on whom to contact.

#	Description	What to Do
1	An online test administrator needs a Test Administrator or Teacher User Account	District test coordinators, district administrators and building test coordinators can create Test Administrator (TA) and Teacher (TE) User Accounts.
2	A user forgets his or her password	From the TIDE Login Screen at oh.tide.airast.org , click [Forgot Your Password?]. Enter your username (your email address), then [Next].
3	The student's accessibility features are not listed correctly under Test Settings in the Test Administrator Interface	The district test coordinator, district administrator, building test coordinator, teacher or test administrator should mark the correct accessibility features under test settings in the student's record in TIDE, or the test administrator should update the student's accessibility features under Test Settings in the Test Administrator Interface before approving the student to test.
4	There are no tests available for the student to select on the "Your Tests" screen. Tests on the "Your Tests" page are grayed out and cannot be selected by the student.	Verify that a test for which the student is eligible is selected in the Test Administrator Interface. Verify that the student has been identified as an online tester in his or her Pre-ID record. If the student sees a message that the student has used up the opportunities for this test, verify that the student has not already taken the test. Students can take each test only once.
5	A student's "Is This Your Test?" page shows the wrong accessibility features	The test administrator should have the student sign out and then sign back in. Before the test administrator approves the student to start the test, he or she must click the test settings and adjust them to provide the desired accessibility features. Once they are set, the test administrator must approve the student. The student will be able to continue his or her test with the appropriate features.

#	Description	What to Do
6	A student is unable to sign in to the test	<p>Confirm that the student is correctly entering the Session ID.</p> <p>Confirm the student is correctly entering his or her first name and SSID, and that the entries match the first name and SSID listed in TIDE using the Student Lookup feature in the Test Administrator Interface.</p> <p>If the student receives a message that the student must test in a session in your own school, verify that the student and test administrator are associated with the same school. Test administrators and students must be associated with the same school for a student to sign into the test administrator's test session. If the test administrator is not associated with the correct school, the test coordinator must add the user to the correct school using the Manage Users Task in TIDE.</p> <p>If the student's demographic information or school is incorrect, the district test coordinator, district administrator, EMIS coordinator or building test coordinator must update the information in TIDE.</p>
7	A new student is enrolled at the school	The district test coordinator, district administrator, EMIS coordinator, Information Technology Center (ITC) or building test coordinator must pre-identify the new student in TIDE.
8	A student moves out of the district during testing	If the student moves out of the district, no action is required by the district from which the student moved.
9	A student is absent on the day of testing	See the " Make-Up Testing " information in the Schedules section of this manual.
10	A student needs to leave the computer for some reason	Have the student click the [Pause] button, which will sign the student out of the test. If the student leaves the room without pausing the test, the test administrator should pause it from the Test Administrator Interface. When the student returns, have the student sign in to the correct active session and continue testing.
11	A student is cheating	See Section 3 for guidance on reporting test incidents.
12	A student starts or takes a test for which the student is not eligible	See the information on test status requests.
13	<p>The school building has a power failure or Internet connection interruption</p> <p>The school building has a fire or emergency drill</p>	<p>If a test session is interrupted by a loss of power or Internet connectivity, the test will automatically be paused for 20 minutes. If the test session is not resumed within 20 minutes, the test administrator will need to establish a new test session.</p> <p>Test administrators should confer with the building test coordinator on whether testing can be resumed on the scheduled test day or whether a makeup testing session is needed.</p>
14	The school building has an emergency	<p>First, the test administrator should ensure student safety. If circumstances permit, the test administrator should stop the test session in the Test Administrator Interface.</p> <p>Test administrators should confer with the building test coordinator on whether testing can be resumed on the scheduled test day or whether a makeup testing session is needed.</p>

#	Description	What to Do
15	A student accidentally pauses his or her test	After a test is paused, the student must complete the sign-in steps to resume testing.
16	A student receives an error message while taking the operational administration	Refer to the <i>Message Codes</i> document on the portal. Write down the message ID (usually 5 digits) and the text of the error. Contact the Ohio Help Desk .
17	A student's machine crashes or loses its connection to the Internet	The student should sign in on another computer and continue his or her test.
18	Audio or recording is not working on the student's device	If students cannot hear the sound, make sure the audio is not muted on the computer and that the headset meets device requirements in the Technical Specifications Manual and is properly connected. If students cannot hear their speaking recordings, make sure the audio is not muted on the computer and that the headset meets device requirements in the <i>Technical Specifications Manual</i> and is properly connected. TAs should also verify that students are speaking slowly and clearly into the microphone while the recording step is active.
19	A student begins a domain that they were supposed to be exempt from	The student must be updated in TIDE to show they are exempt for the domain, then they must invalidate the test.

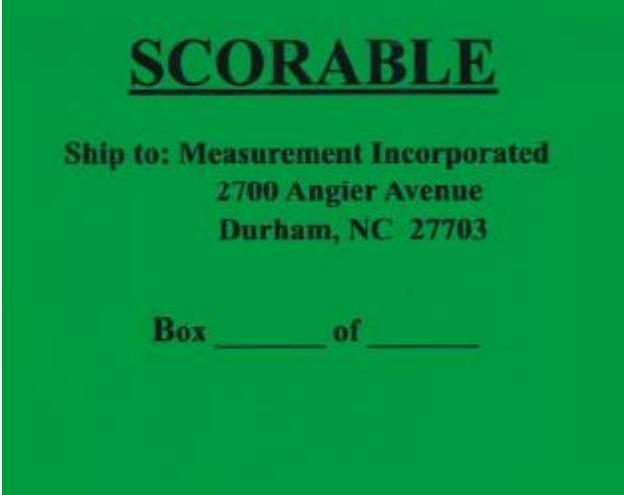

Appendix D: Summary of Additional Resources

The online [portal](#) contains a series of user guides, manuals, guidance documents, video tutorials and practice materials. A summary of some of the available materials is listed below. To locate resources, navigate to the portal and select from the list of available materials. You can also use the search feature to look for documents that address specific topics or keywords. If you are unable to find the information you are looking for, please see the inside front cover of this manual for additional support.

For guidance or information on	Refer to
Preparing students	Online practice test items
Managing online user accounts Submitting Pre-ID data Marking student accessibility features under test settings Ordering paper test materials Submitting test status requests Creating rosters and printing test tickets	TIDE User Guide TIDE Video Tutorials
Error codes or message codes	Message Codes Document
Approaches for establishing online user accounts	TIDE User Management Guidance Document
Which online user accounts have access to which online systems	TIDE User Guide User Role Matrix
How to proctor the online tests	<i>Test Administration Manual</i> Test Administrator Interface User Guide Test Administrator Interface Certification Course OELPA Test Delivery System Webinar
Administering paper tests	<i>Directions for Administration Manual Paper-Pencil</i>
Internet, network, hardware (including headsets) and software requirements	Online System Requirements Technical Specifications for Online Testing Manual
How to download and install the Secure Browser	Secure Browser Installation Manual
Tracking test completions	TIDE User Guide

Appendix E: Sample Return Box Labels

See the Paper Testing Section in this manual for complete instructions on returning paper materials. A summary of the box labels is below.

For these materials	Sample Return Box Label	Districts returning materials via UPS will apply these labels to each box
SCORABLE documents		<p>White FedEx Label</p> <p>Green return box label</p>
NON-SCORABLE documents		<p>White FedEx Label</p> <p>Red return box label</p>