



# Ohio

## Ohio English Language Proficiency Screener (OELPS)

### Test Administration Manual

School Year 2019-2020

## OVERVIEW

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This manual contains the directions to guide OELPS Test Administrators (TAs) in log-in and general test administration activities. It gives specific procedures and setup details, directions for the TA, and a script with directions for TAs to follow. For detailed information on loading student information, editing student or TA profiles, or printing test tickets, please consult the [TIDE User Guide](#), located in the resources pages of the [Ohio Portal](#).

### Technology

The Ohio English Language Proficiency Screener (OELPS) is an online test which requires the use of a secure, locked-down browser. Any computers and tablets used to administer the OELPS must meet and be configured to the Test Delivery System (TDS) specifications prior to the administration. The [Quick Guide for Setting up Your Online Testing Technology](#) posted to the portal provides more information. If you have any questions, refer to the User Support section on page 25 of this manual.

### About the Ohio English Language Proficiency Screener (OELPS)

The OELPS is an assessment tool for determining English learner eligibility for students entering Kindergarten through grade 12.

The OELPS is an assessment of a student's English language proficiency in the domains of Listening, Reading, Writing, and Speaking. The test items are based on the English Language Proficiency (ELP) Standards adopted by the ELPA21 member states.

### TA Criteria

TAs must be employees of the school district and hold a license, certificate or permit issued by the Ohio Department of Education (Department). Students and student teachers may not serve as TAs.

### Test Security and Professional Code of Conduct

Like other Ohio state tests, the OELPS is a secure test. **All items in Steps Two and Three are secure items. No portion of the test may be documented, discussed, or duplicated at any time.** Students may take notes during the test using either the embedded Digital Notepad tool (online) or scratch paper (online or paper-pencil). All scratch paper must be collected, accounted for, and immediately returned to designated staff at the end of each day's testing to be destroyed,

The TA should also be familiar with the Test Information Distribution Engine ([TIDE](#)) User Guide, the Teacher Hand Scoring System (THSS) Guide and the Ohio [Rules Book](#). The TA will administer the OELPS using the online testing system via the [Secure Browser](#).

This manual is **not** a secure document and it may be printed as necessary.

## Steps in OELPS

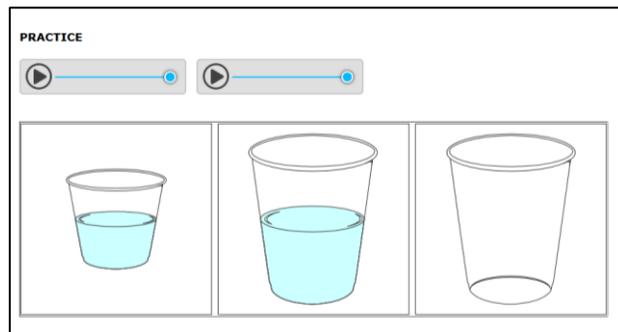
The OELPS is divided into three Steps. The knowledge of the Steps is for the TA and not for the students. Students who are stopped at the end of Step Two may be upset that they did not complete the entire test. The TA should say only that there is a practice test and the test. Do not indicate there are three steps.

All Steps must be individually administered; one student and one TA in a room. No other students may test in the same secure environment as disturbances to other students' testing environments are not allowed and students may not hear other students' responses. Additionally, the TA needs to be able to hear that the spoken students' responses are clear and audible. **There is no group testing for the OELPS.**

All Step One and the speaking items in Step Two must be administered with TA technical assistance (no assistance with test content is permitted). Depending on the technological skills of the students, they may be able to work independently for the rest of Step Two and all of Step Three.

Step One is made up of practice items only. These items will not be scored. This step familiarizes the student with the look and feel of the test and the technological skills that he or she will need during the test, such as using the mouse. Step One is a time for the student to show his or her ability in the use of the computer to work independently on the test after the first section of Step Two (speaking items).

All Step One items are non-secure and are from the practice test bank; however, nothing from Step One may be copied. They are marked "PRACTICE", as shown here:



The student and the TA should respond to all practice items in Step One. TAs should follow the script for Step One. **Do not skip any practice items in this step.** It is allowable to revisit the practice items as needed during this step. *Step One must always be with TA technical assistance.*

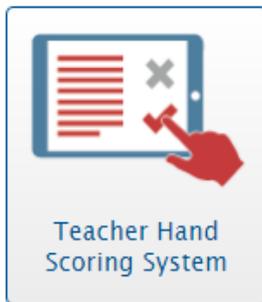
Step Two is made up of **secure test items** in all four domains. The four speaking items in Step Two are **administered with the TA** and will be immediately hand score by the TA while the student is taking the OELPS. **Only** the TA is to score the speaking items when the scoring screens appear, and the scoring **must** be completed during the administration of Step Two of the OELPS. The score for each of the four speaking items will be entered directly into scoring screens using the student's testing computer. The scoring screen for each item will have three options that represent the score points that the TA is awarding for each recording:

- Ⓐ Score point 2
- Ⓑ Score point 1
- Ⓒ Score point 0

The second section of Step Two is made up of machine-scored test items in the domains of Listening, Reading, and Writing in mixed-domain order. **Any unanswered item in Step Two will be scored as zero (0) in the calculation of the domain result.** For most students, the test will stop at the end of Step Two.

Step Three is made up of **secure test items** in all four domains in mixed-domain order. Only some students will be administered this step based on the results of Step Two. The decision to continue to Step Three is made by the scoring engine behind the scenes. **Unanswered items in Step Three will be scored as zero (0) in the calculation of the domain result.**

Once the student has completed Step Three and logged out of the system, the TA will also log out of the *TA Interface* and log in to the *Teacher Hand Scoring System (THSS)* to score the student's responses to the speaking and writing items. If the TA does not score the student's responses from Step Three, **the results will not be posted in the Online Scoring System.** The icon for the Teacher Hand Scoring System is below.



## CAPTURING STUDENT RESPONSES

The OELPS is an online assessment. TAs create test sessions via the portal, and students complete the test using the Secure Browser. The Test Design System (TDS) is the online system that administers the test. The TDS captures all student responses for a standard online test administration. No responses are submitted separately on paper, spoken to the TA or otherwise captured. If applicable, the items in Step Three that need to be hand scored are sent to the THSS system from the TDS directly for the TA to score once the student has completed testing and logged out.

## PREPARING TO ADMINISTER THE OELPS

### Secure Student Identification number (SSID)

Students will need a Secure Student Identification number (SSID) to be able to participate in the OELPS. Districts will need to request an SSID **before** the student can log in to the system.

## Accommodations

The same accommodations permitted on the OELPA are permitted on the OELPS. Please refer to the [OELPA Accessibility Manual](#). Accommodations must be listed on the IEP or 504 Plan **prior** to the start of the OELPS. If the IEP or 504 Plan is unavailable or the accommodations have not been listed on the current IEP or 504 Plan **prior** to the start of the OELPS, the student may be administered the OELPS **but without accommodation**.

TAs are never allowed to *require* the use of any universal tool or accommodation, including scratch paper. During the Step One Practice Test, technical help may be offered. During Steps Two and Three, it **must** be the student's choice to use those tools during the test.

The domain exemption is an accommodation and follows the same requirement for the IEP or 504 Plan. For those students on current IEPs or 504 Plans, domain exemptions must be *pre-programmed* in TIDE **prior** to the start of the OELPS to prevent students from seeing any items in an exempted domain.

Students with one or more domain exemption will be automatically administered **both Steps Two and Three** of the OELPS but will not see any items from the exempted domain(s) in either Step Two or Three.

If a TA or student inadvertently starts the OELPS without the domain exemptions pre-programmed, follow the procedure in TIDE to have the student's test reset to Step One. Once the domain exemptions are programmed correctly, the test can be restarted for the student. This must be done before the OELPS is submitted for scoring. Once the OELPS has been submitted for scoring and the domain exemptions were not programmed, the error cannot be corrected.

If the TA enters the domain exemptions correctly, the student will not see items requiring ability in that domain. If testing is continued with domains that should have been exempted but were not, and those items are manually skipped, each skipped item will be scored as zero (0) points.

For students who are new to Ohio's schools, it is possible that the student has not yet had an initial IEP or 504 plan meeting. In this case, do not administer the OELPS until the IEP or 504 plan meeting can be held or administer the OELPS without accommodations.

## Scoring the Speaking Items – Step Two

Once the student completes the responses to the four Speaking items at the start of Step Two, the student and TA will see a picture of the TA with a computer and a red arrow (see screenshot on page 20 in this manual). The picture means that the student should pass the computer to the TA. TAs must score the Speaking items that are administered in Step Two. The Step Two scoring rubric is posted on the portal. The TA must print the scoring rubric **prior** to the start of the OELPS as it will be required to score the Speaking items in Step Two while the student progresses through the OELPS. The scoring rubric should be reviewed prior to the administration of the OELPS.

## Scoring the Speaking and Writing Items – Step Three

Step Three has Speaking items for grades kindergarten through 12 and Writing items for grades 2 through 12. The TA must score student responses after the student has logged out of the test. The TA must log out of the TA Interface (where the test is accessed) and log in to the Teacher Hand Scoring System (THSS). **This is a critical action which if not completed will stop the results from being reported.** The Step Three scoring rubric is in the THSS. Directions to the Step Three scoring rubric are on page 7 of the THSS User Guide which is posted on the portal.

Students in grades 2 through 12 who continue to Step Three will be presented with constructed-response writing items that will require minimal typing skills. While some students may not yet have proficient keyboarding skills, the ability to

“hunt and peck” to complete those responses should be sufficient for the completion of the test items. Students may **ask** the TA to type their response but only after providing their response.

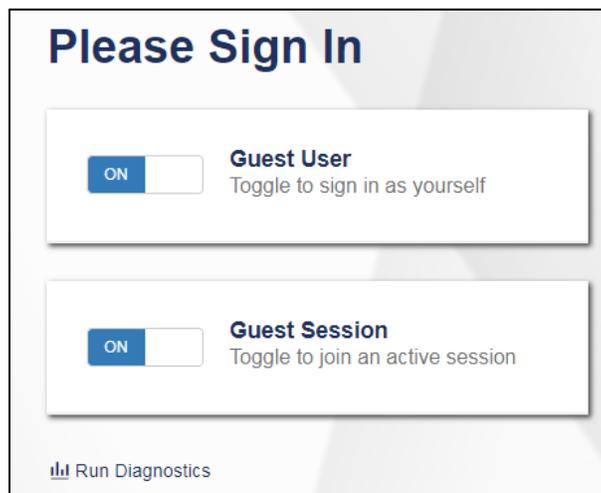
### Optional Supplemental Materials

It is suggested that the students be given grade-appropriate materials or activities to use while the TA scores the Speaking items in Step Two. The materials should be nearby and readily available to the student when the TA asks that the student turn away while the TA scores the speaking items. The student is not to see the scoring screens while the TA is scoring and instead is turned to the side doing an alternate activity during that time. The TA may use headphones so the student cannot hear the recordings.

### Headset (headphones and a microphone)

Students who work independently after the Speaking items in Step Two have been scored and submitted will need a headset (headphones and a microphone). TAs should verify that the headphone volume is set at an appropriate volume **before** the student puts the headset, headphone or ear buds on.

TAs can use the OELPA Student Practice Site on the [portal](#) to set the volume on the student testing, and ensure the microphone is recording properly. Please visit the OELPA Practice Test page on the [portal](#). Go to the Guest User log in page for the practice test. At the bottom of the window, click “Run Diagnostics,” then click “Recording and Audio Playback Check.” Adjust the testing device’s volume settings before opening the Secure Browser to administer an OELPS test.

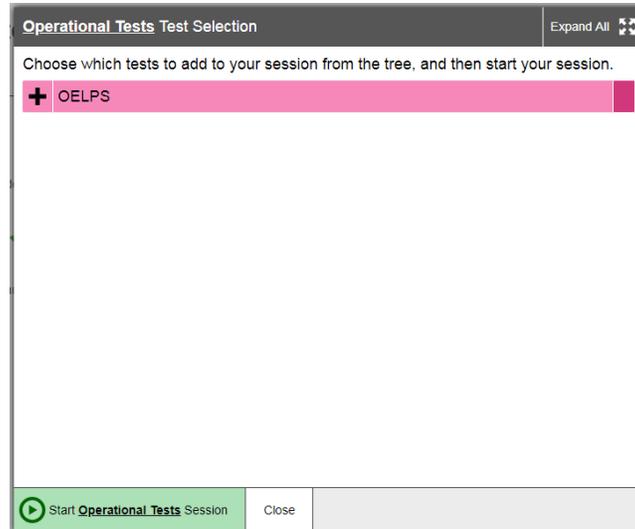


### ADMINISTERING THE OELPS

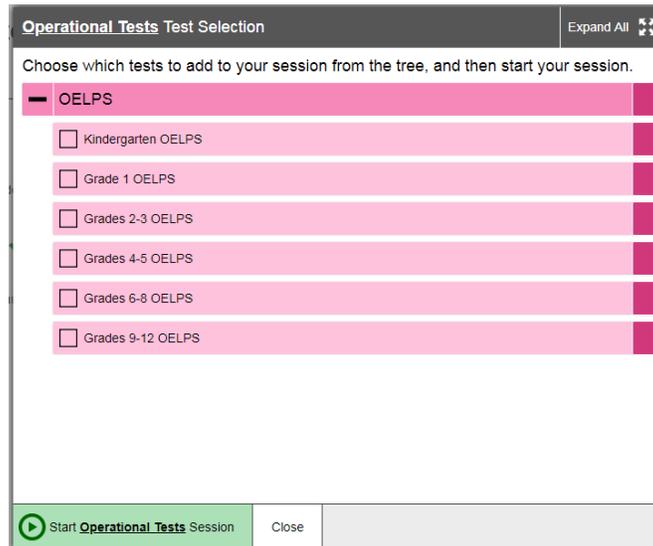
The TA will need to create an OELPS Testing Session to administer the test to any students. Please refer to the [TA User Guide](#) for assistance in setting up that session. Choose “OELPS” from the list of available tests.

There are two options. First, as shown below, choose “OELPS” without expanding the list of tests. This allows the TA to administer the online OELPS to a student in any grade.

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The second option, as shown below, is to expand the list of tests and only choose certain grades for the test session.



As previously noted, the student will interact with the test using the Secure Browser. The Secure Browser must be installed prior to any attempt to log into the secure test. In addition, the participating student and TA will need to know three things to get started:

- Student's first name as it appears in their student record (in TIDE);
- Student's SSID number;
- Test session ID as created by the TA.

## HOW TO ADMINISTER STEP ONE PRACTICE

Step One of the OELPS is a practice segment, designed to help the student become familiar with the design of the test and the technology that is used for the test items. The TA will observe the student to determine the technology skill level to work independently. It is also the time when the TA works with the student so the student learns about the help buttons, the on-board tutorials, and the “Mark for Review” feature that might be used during the test. The TA may suggest a tool or procedure that may be helpful. Step One must always be administered one-to-one.

The TA will start the test session. Using the secure browser, the student will log into the test session. The student will choose the OELPS from the menu of available tests on the screen. The TA can assist the student as needed during Step One, taking note of the amount of assistance the student needs for the log in and the type of help the student needs as they go through the sound check and microphone check. Some students may not be able to type their names or complete other keyboarding independently. TAs should provide assistance to these students.

Since the OELPS is not a timed test, the students should be allowed to work at their own pace to complete the test items in all domains, including typing the writing responses. Scratch paper and a writing tool are allowed if a student prefers to prepare the response on paper and then type it into the response area for the test question. During Step One, TAs are to observe the keyboarding abilities and offer scratch paper.

As the student proceeds through Step One following the script provided in this document beginning on page 13, the TA should determine whether or not the student has sufficient technology skills such as dragging and dropping, moving the mouse or recording Speaking responses correctly into the microphone using the start, stop, or replay buttons as appropriate to complete the test without significant assistance. The practice items in Step One can be completed more than once if the TA or the student need additional practice. When the student comes to the end of Step One, the TA should guide the student through reviewing the items, particularly those that were Marked for Review or left unanswered (skipped). Although there is no specific review screen at the end of Step One, this review needs to be done so that the TA can determine if the student should move on to Step Two. The TA also will answer a required question about the student’s technological skills and the student’s ability to navigate the test with TA technical assistance or independently. This is also the final opportunity to remind students in grades 2 through 12 that scratch paper is available for use during the test.

### Required Response from the TA

The TA will respond to two items on the OELPS regarding the participation of the student and if the student will continue to Step Two. The TA also will indicate whether the student will work independently or not once the items are administered to the student and scored by the TA at the beginning of Step Two. A response is required.

**You've reached the end of Practice Step One.**

Please answer **both** questions on this screen before moving on.

**Question 1: Which of the following best describes the student's participation during Practice Step One?**

Note: Participation is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- Ⓐ Student engaged with at least 1 practice question in Step One.
- Ⓑ Student engaged with at least 1 practice question, but in a language other than English.
- Ⓒ Student engaged with at least 1 practice question, but only nonverbally.
- Ⓓ Student did not engage with any practice questions in Step One.

**Question 2: Following the first speaking task, how will the student continue on the test?**

- Ⓐ Student will continue to Step Two and work independently.
- Ⓑ Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- Ⓒ N/A; Option D was chosen above and the test will not continue for the student.

**Test Administrator:** If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring – Screener Notes Sheet") ready for when the student begins to respond to the first item.

These TA test items also have a reminder at the bottom because the TA will be immediately scoring the Speaking items at the beginning of Step Two. At this point, the TA should prepare the materials for the Step Two Speaking items if not done prior to starting the OELPS.

### Student Non-Participants during Step One Practice

During Step One, it is possible that a student may refuse or be unable to participate. This could be exhibited in a number of ways, such as, sitting without responding or openly refusing to respond. There also are situations when a student may be unable to indicate a response. For these situations, Step One is the TA's opportunity to identify how the student communicates, or if the student is not participating or cannot participate. The OELPS has a stopping point at the end of Step One for the student who does not or cannot participate in the assessment. If the OELPS is ended after Step One, the student will receive an Individual Student Report indicating "Proficiency Not Demonstrated" with domain level indicators of "0" for all domains.

For the purposes of the OELPS, "participation" is indicated by the student responding to at least one practice question during Practice Step One. The "did not engage" option to end the testing session should only be selected if there was absolutely no engagement on any items during the Practice Step One. The engagement may not be verbal but may be head shaking, blinking, etc.

### Additional Practice Prior to Step Two

If a TA determines that the student could benefit from additional practice prior to beginning Step Two of the OELPS, the TA may pause the test during Step One Practice. This will allow the TA and the student to end the secure test session and take the time to practice using the OELPA Practice test, which is found on the [portal](#). The TA may log the student in as a "guest" and administer the grade-level practice test to allow the student more time to become familiar with the question style, the technological requirements and to better prepare for the OELPS. Once the TA determines that the student is ready to resume the OELPS, the TA should return the student to the secure testing environment, log the student back into the paused test, and resume the student's paused test.

Note: The student's paused Step One OELPS cannot be paused longer than the auto-submit rule that is in place, or the test will be automatically submitted and the testing opportunity will be lost. If this occurs, the TA should follow the process to reopen or reset the student's OELPS.

The student should be reminded that during Steps Two and Three, the TA cannot offer help but the student may ask for technical help.

## ADMINISTERING STEP TWO

Step Two of the OELPS consists of *secure* operational test items. The responses to these items are used to calculate the proficiency determination results and if the student will stop at the end of Step Two.

**The move from Step One to Step Two is the indicator that the test is now secure.** As mentioned above, once the student reaches Step Two, the TA is not allowed to provide any *item content* assistance, reading of test items or other help to the student. The TA is allowed to assist the student with the technological demands of the test if it was determined during Step One that the student needs technical assistance.

Steps Two is administered in either of the following two ways:

1. Student works independently, asking only for technical assistance if needed. This occurs if the student was able to work through Step One with little or no assistance from the TA. The student will be instructed to raise a hand or otherwise alert the TA if assistance is needed. As always, no assistance can be provided on actual test items.
2. TA assists student with the technology throughout the test. The student must answer the items on his or her own but the test administrator can click and move the mouse for the student, as specifically directed by the student. The student is allowed to point at the screen to indicate where the TA should move and click. The TA is not allowed to read any answer options aloud or otherwise assist with actual test answer choices.

In this type of administration, TAs are removing the technological burden from the student but the content of the test and answering the test items are still the responsibility of the student alone.

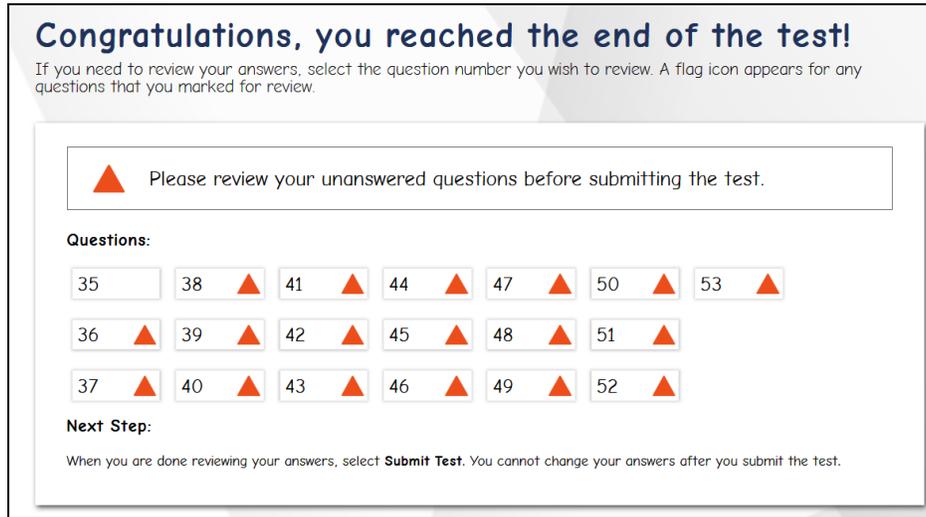
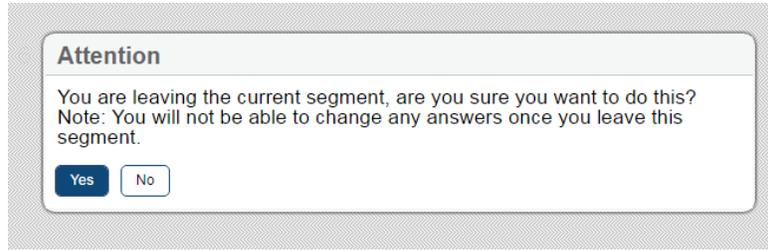
## End of Step Two

Once the student has reached the final item in Step Two, the student should click the red END TEST button to end the test.



At the end of Step Two, a review screen will appear only for the items in Step Two. The student cannot go back to Step One items. The student should review the items, particularly those that are Marked for Review or left unanswered (skipped). Once the student is satisfied with the Step Two responses, the student clicks the NEXT button to end step two. If the student skipped any items and does not want to answer those items before submitting the test, that is the student's choice. Domain scores and overall results will be affected as all skipped items count as zero points.

A popup message will appear asking the student if he or she is sure that they are ready to leave the segment. By clicking YES, this ends Step Two. **After that point, the responses in Step Two cannot be edited; they are locked in.** The student will not be able to move back in the test to change anything from Step Two. Students will see a message of "Congratulations". For many students, the end of Step Two will be the end of the OELPS and the student will have been identified as an English learner.



For some students, the screening will continue to a new segment called Step Three. After the student finalizes the Step Two responses, the test will automatically move to the first item in Step Three. There is no TA approval screen between these steps. The student will continue through Step Three, responding to items in Listening, Reading, Writing and Speaking, in mixed-domain order.

If the TA used the Note Sheet when scoring the Step Two speaking items, the TA must securely destroy the sheet at the end of the student's test session.

### ADMINISTERING STEP THREE

Step Three of the OELPS consists of *secure* operational test items. The responses to these items and Step Two items are used to calculate the proficiency determination results.

**The move from Step Two to Step Three is the indicator that the student may be proficient and has not yet been identified as an English learner.** As mentioned above, once the student reaches Step Three, the TA is not allowed to provide any *item content* assistance, reading of test items or other help to the student. The TA is allowed to assist the student with the technological demands of the test if it was determined that the student needs technical assistance.

Step Three is administered in either of the following two ways:

1. Student works independently, asking only for technical assistance if needed. This occurs if the student was able to work through Steps One and Two with little or no assistance from the TA. The student will be instructed to raise a hand or otherwise alert the TA if assistance is needed. As always, no assistance can be provided on actual test items.
2. TA assists student with the technology throughout the test. The student must answer the items on his or her own but the test administrator can click and move the mouse for the student, as specifically directed by the student. The student is allowed to point at the screen to indicate where the TA should move and click. The TA

is not allowed to read any answer options aloud or otherwise assist with actual test answer choices.

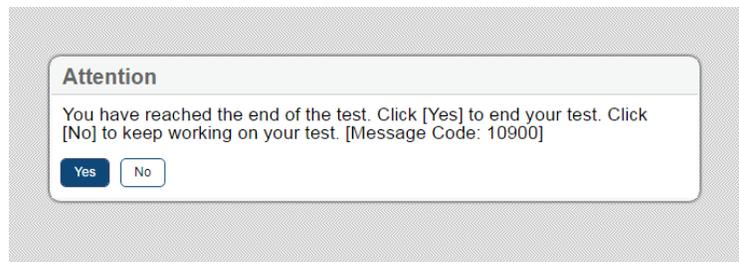
In this type of administration, TAs are removing the technological burden from the student, but the content of the test and answering the test items are still the responsibility of the student alone.

### End of Step Three

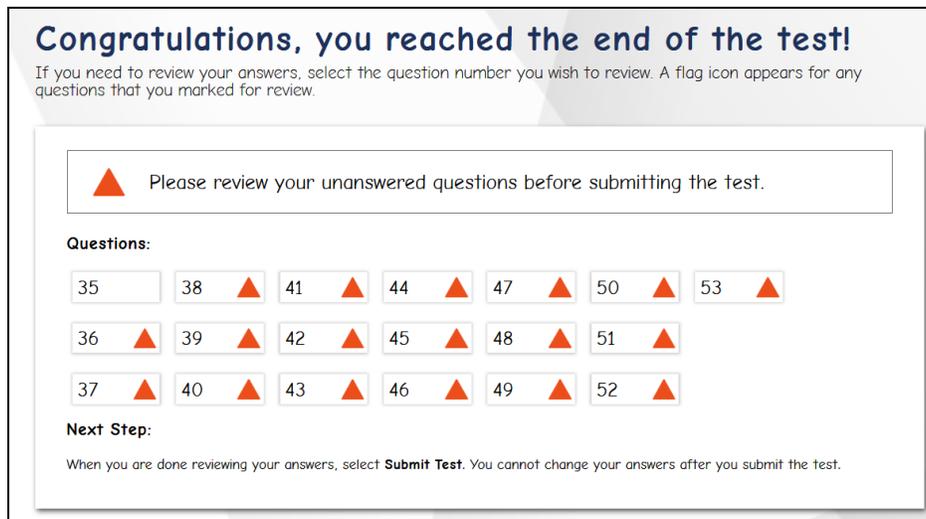
The end of Step Three is the end of the OELPS test for some students. Once the student has reached the final item in Step Three, the student should click the red END TEST button to end the test.



Once the “End Test” button is clicked, there is a confirmatory screen.



If the student clicks “Yes”, the “Congratulations” message appears. The student can review the Step Three items or submit the test.



The final review screen includes the items from Step Three only. As before, the student should review the items, particularly those that were marked for review or left unanswered (skipped). If the student skipped any items and does not want to answer those items before submitting the test, that is the student’s choice.

After review, the student should click the **Submit Test** button on this screen to finalize the test in the system. This sends the test for scoring. The student will log out of the test. The TA will log out of the TA Interface. **IMPORTANT:** The TA must log in to the Teacher Hand Scoring System (THSS) to score the student response for Step Three. If the TA does not score the student’s responses for Step Three, the results will not be reported in the Online Scoring System. The TA does not score the student’s response while the student is completing Step Three.

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If the student has utilized scratch paper to prepare responses, that scratch paper should be securely destroyed at the end of the student's test session.

### **For Steps Two and Three**

Ohio has an "auto-submit" rule for incomplete tests. The partially completed OELPS will auto-submit at 11:59 p.m. on the 4<sup>th</sup> night after the OELPS was started. If a student starts the OELPS on Monday and leaves it unfinished, the system will auto-submit on Thursday night at 11:59 p.m., which will start the scoring process.

If a partially completed OELPS that is auto-submitted needs to be re-opened so that the student can finish, refer to the process in the [TIDE Manual](#).

## TEST ADMINISTRATION SCRIPTS

### DURING TEST ADMINISTRATION

Follow the script provided in this manual to administer the test. In this script:

- The **bold** text is what the TA says aloud and is preceded by the word “Say”.
- Regular (non-bold) text provides additional directions that the TA that should not read aloud.

The OELPS is administered one-to-one with the TA seated with the student who is being screened. In addition, the TA should have a laptop or tablet available to set up as the TA session device to start the testing session and approve the student for testing after log in. From there, the TA works with the student on the Step One Practice items and will administer the four Speaking items at the start of Step Two while seated next to the student. When the student finishes the secure Speaking items, the TA will use the student’s testing computer to score the items while the student turns to the side to review enrichment materials. After the TA scores the Speaking items, the TA will re-engage the student in the OELPS with the student either working independently or continuing with technical assistance from the TA.

### STEP ONE

The TA should create a testing session as noted above and outlined in the training guide. On the student testing computer, open the secure browser to the student log-in page.

Welcome the student and put him or her at ease. Introduce yourself.

SAY (something like): **Thank you for coming here today. Welcome! My name is \_\_\_\_\_ and I’ll be working with you today.**

SAY: **Today we are going to take a test in English. It’s OK if you don’t know all the answers. First, we are going to log into the computer and then we will practice. You need headphones and a microphone for this test. I have those for you here.**

Have the student log in to the testing computer assisting as needed. The student will go through the verification screens to reach the audio and microphone test page. The TA can assist as needed. Have the student put on the provided headset preferably around the neck rather than on the ears in case the volume is too high. Assist as needed so that the microphone portion is in the correct place for optimal recording.

Have the student verify the microphone works by following the directions on that page. Then finish the log-in process to reach the “Waiting for segment approval” screen.

SAY: **We are going to start the Practice part of this test. We will work together during this part of the test. Please let me know if you have a question or need help. This is the only part of the test where I can talk to you about the test questions and show you how to open the help screens.**

SAY: **In a moment, once I start your test, I am going to show you some features of the test that you can use when you want.**

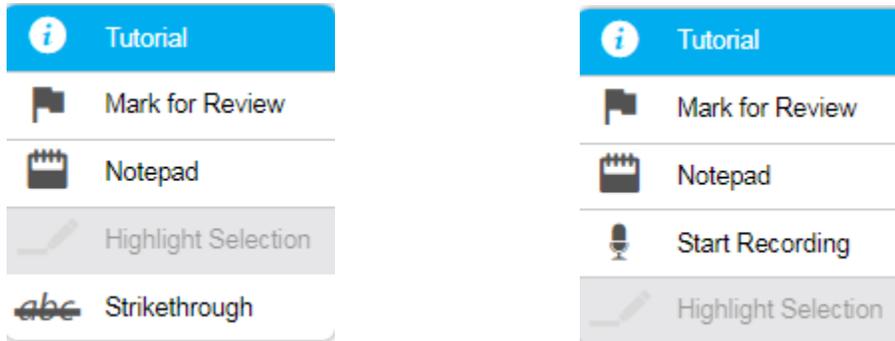
SAY: **Are you ready to start this part of the test?**

Once the student is ready, the TA should use the TA session device to review the student settings in the test-session screen and click the green arrow to start the student’s testing session for Step One when ready. The first Practice item will appear on the screen. The audio will play automatically. Follow the script in bold below.

## Practice Items

### Drop-Down Menu

Clicking the three horizontal bars to the right of the test question number will reveal the dropdown menu. It includes two key features – Tutorial and Mark for Review. For some test items, highlighting and strikethrough are available. The drop-down menu will vary depending on the domain and item type. Here are examples of how the menu will appear:



When the first practice-test question is on the screen (audio will auto-play), the TA engages with the student.

SAY: **Ok, let's get started. Here's our first practice question. It's a Listening question, so let's listen to the audio.** (Replay audio).

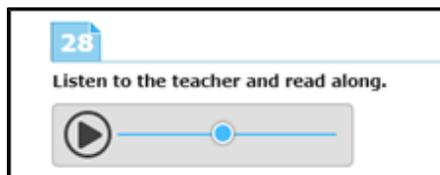
The TA should show the student the on-board tutorial in the drop-down menu.

SAY: **These short videos can help you know what to do to answer a question. Click here if you want to see a video.** (Play the tutorial for the first practice test item.) **Click the "X" in the upper right of the video window to close it** (TA demonstrates when the tutorial is finished).

Next, still using practice question one, show the student the "Mark for Review" feature, also in the drop-down menu.

SAY: **This is one way to mark a question that you aren't sure of. If you mark for review, like this** (demonstrate), **the test question number will have a folded down corner** (indicate the folded corner to the student). **Also, in the questions number list** (upper left of screen drop-down menu), **you see the flag is on question number one because we just flagged it** (TA indicates the flag). **Use this flag on any question you don't know and might want to come back to during this test.**

Marking for review: notice the question number is blue with the corner folded down.



SAY: **Now let's answer the question.** (TA plays or replays the audio of the item). **Let me demonstrate how to answer the question** (TA will show and talk about the various clicking options but doesn't reveal the correct answer).

## Ohio English Language Proficiency Screener

**SAY: Now you try. Use the mouse and click on the answer you think is right.** (TA gives control of the mouse to the student and helps as needed with the use of the mouse).

**SAY: Do you have any questions about how to answer the test question?** (Pause for student response.) **Please let me know if you need help during this practice.**

The TA may help the student extensively and talk with the student as needed to show the three or four answer options available and how to answer. If the student is non-responsive, the TA should continue to try to engage the student in the practice-test items and responses.

**SAY: Now let's change the answer just to practice again. Choose a different answer** (TA assists as needed).

**SAY: Now we will move to the next question, by clicking the "Next" arrow. Each time we move to a new question, the audio will play.** (TA demonstrates).

For the next three practice items, the TA should interact with the student and proceed through the items in an "I do it, you do it" manner so that the TA can become familiar with the student's technological abilities, any need for assistance, and the TA will continue to assist the student with the tools on the test. The TA may also give the student an opportunity to work independently after practice question one.

If the student appears unable to use the technology, the TA can assist as allowed. If that occurs:

**SAY: I can help you with the mouse and the computer if you want. Is that okay?** (It's possible the student could refuse.)

If the student agrees:

**SAY: Ok, I will sit next to you here and you will tell me what to click. You have to decide what the answer is, then either tell me or point to the screen like this** (demonstrate pointing to the screen to the options available and then click that option). **I can't choose any answers for you but I can mark them for review if you want me to.**

During this assessment, the TA is not allowed to choose any answers for a non-responsive student.

Step One of the OELPS is made up of sample items that the student will encounter on the rest of the OELPS.

## Ohio English Language Proficiency Screener

Here is the breakdown of Step One Practice, by grade band.

	KG	1	2-3	4-5	6-8	9-12
Question 1	Listening	Listening	Listening	Listening	Listening	Listening
Question 2	Reading	Reading	Listening	Reading	Reading	Reading
Question 3	Writing	Writing	Writing	Writing	Reading	Reading
Question 4	Speaking	Speaking	Reading	Listening	Writing	Writing
Question 5	Speaking	Speaking	Speaking	Reading	Writing	Writing
Question 6			Speaking	Speaking	Writing	Writing
Question 7				Speaking	Speaking	Speaking
Question 8					Speaking	Speaking

Monitor the student to reach the last two items on the OELPS which are the Speaking items. If needed, assist the student with the use of the recording buttons for start, stop and replay for the speaking response. Illustrate that if the “record” button is clicked again after the student has made an initial recording, the first recording is erased and replaced with the new recording.

**SAY: Ok, we need to move to the next question. What answer do you choose for this question?**

If student doesn't respond ask,

**SAY: Would you like me to mark this for review? I can do that or I can skip this question.**

Do the action that the student indicates. If the student is silent, skip the question.

During Step One, continue to try to practice, as these responses aren't tracked in any manner for language proficiency.

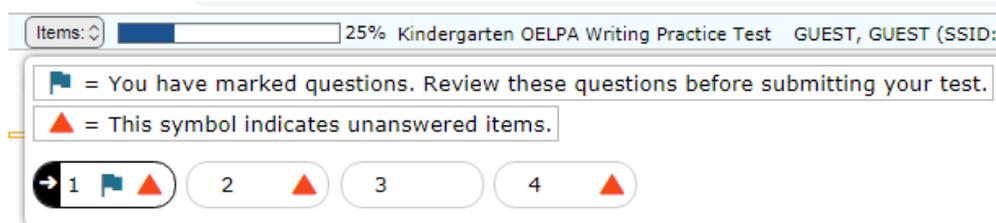
Move to the next question; continue as needed for responses. If the student reaches a point of frustration, non-participation or non-compliance, the student can skip items in the segment.

### End of Step One Practice

When the student reaches the end of Step One, the question for the TA will appear. The TA should give specific instructions about how to review any flagged or skipped items.

**SAY: We have finished all the practice questions. Let me show you the easy way to review your answers.** (TA clicks on the dropdown item list). **Click here on any test question you want to review. I'm going to pretend that we want to review question one.**

The TA or the student can click on question one in the dropdown list.



During this time, the TA can pause the OELPS if the TA determines that the student may benefit from additional practice. If yes, the TA would pause the OELPS test on or before the Speaking items, and have the student use the non-secure

practice test as needed. If the student doesn't need additional practice, continue the script to finish Step One. The pause button is in the top left corner of the screen.

**SAY: If you are finished reviewing, click on the very last item in the list. That will take you to the final test item. Click NEXT to get the review screen again.**

The TA can demonstrate these actions or the student can practice on his or her own.

**SAY: Ok, please do your review. Let me know when you are finished.**

When the student has indicated he or she is ready to move to the next part of the test and has clicked "Next" to respond to the "Are you sure?" question, the required question for the TA will appear.

**SAY: In a few minutes, we will move to the questions where you must answer on your own and I won't be able to help you with the test questions. After this, I can only help you with the technology. Do you have any items before we move on?** (Pause for questions, clarifications).

Until the TA question is answered, it is still possible to go back to review any of the practice test items or features.

**SAY: Thank you. Give me a moment to answer this question.**

### Mandatory TA Response

Review the box below. The TA will mark choices at the end of Step One. If the student would not or could not participate in Step One, the test can be ended using Option D, non-participant, for Question one and Option C for Question two. The TA will use the student's testing computer to respond to this question.

If the student responded to at least one practice question, the test can be continued. The TA chooses Option A, or Option B for Question one for the test to continue to Step Two. Then, the TA also must respond to the TA assistance in Question two. If the student is able to work with the technology independently, Mark A. If the student will need one-to-one assistance with the technology for the remainder of the test, Mark B. Do not click "Next" until the TA has read the Step Two script at the top of the next page because when "Next" is clicked, the audio for the first Speaking question will begin playing.

**You've reached the end of Practice Step One.**

Please answer **both** questions on this screen before moving on.

**Question 1: Which of the following best describes the student's participation during Practice Step One?**

Note: Participation is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- Ⓐ Student engaged with at least 1 practice question in Step One.
- Ⓑ Student engaged with at least 1 practice question, but in a language other than English.
- Ⓒ Student engaged with at least 1 practice question, but only nonverbally.
- Ⓓ Student did not engage with any practice questions in Step One.

**Question 2: Following the first speaking task, how will the student continue on the test?**

- Ⓐ Student will continue to Step Two and work independently.
- Ⓑ Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- Ⓒ N/A; Option D was chosen above and the test will not continue for the student.

**Test Administrator:** If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will hand-score. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring - Screener Notes Sheet") ready for when the student begins to respond to the first item.

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If the TA chooses Option D, “Student did not engage with any practice items in Step One,” the test will then end and the student will receive a non-participant Individual Student Report. If Option D was chosen in error, a test reset in TIDE will be needed for the student to continue the screening session

**Thank you for your input. You have ended the screener for this student.**

**Please briefly describe the circumstances that ended the test for this student in the writing space below [500 character limit]:**

Note: If you chose Option D (student did not participate) on the previous screen in error, a test reset will be needed for the student to continue the screening session. Please exit out of the test and create a reset request in TIDE.

## STEP TWO

Step Two is administered under secure testing conditions with only the student choosing responses to test items. Use the test interface features, such as the on-board tutorials and mark for review, as the student indicates. During this section of the test, the headphones should not be over the ears so that the TA can hear the prompt as the student hears it. The microphone should be positioned near the student's mouth for an audible recording.

In all grade bands, the first part of Step Two are the four Speaking items. This task is administered one-to-one, and the TA must score the four items after the student has reviewed the recordings. Prior to administering the OELPS, the TA should have printed the Step Two K-12 Speaking Scoring Document which includes the rubric and the Notes Sheet. The TA should still be seated with the student.

**SAY: Now we are going to start the test. First, you will answer four Speaking questions and you will create recordings just like we did a few minutes ago on the Speaking practice questions.**

**SAY: In this test you will make a total of four recordings.**

**SAY: When you are ready to record, you can click on the microphone button or let me know to help you with the buttons.** (Pause while the student prepares).

As the student records the responses, the TA can take notes on the Notes Sheet and scores while the student is recording. Wait while the student makes recordings for the four items (with or without TA assistance with the technology, as indicated in the mandatory question options B or C).

### Student Review of Recordings

Once the student has finished the four recordings, the student will be given the chance to review the responses and re-record if he or she wishes.

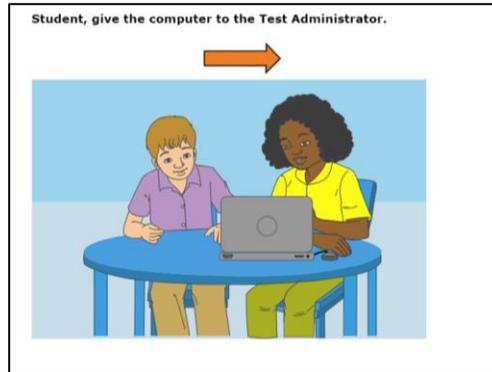
**SAY: Now you can review your recordings. Click the "Back" arrow button to go back and review the four recordings you made if you want to review them.** (If the TA is helping the student with the technology, the TA may click the back arrow as indicated by the student). **You may re-record if you wish to change your response. Your first response will be erased if you re-record.**

It is recommended that the student listens to his or her recordings to make sure they can be heard. If the recordings cannot be heard, there will be no score.

Note: TA scores any rerecording of a student response.

**SAY: Click the "Next" arrow to review each one. Once you are finished reviewing, your recordings are final and you cannot go back. Ready?** (Pause while student reviews if the student wants to review. A review is not required).

When the review is complete or the student indicates that he or she doesn't wish to review, the student should click the Next arrow for the note on the OELPS to pass the computer to the TA, as shown here. This finalizes and locks down in the student recordings. The student should be reminded that once the student has completed the review, the student cannot go back to the Speaking items.



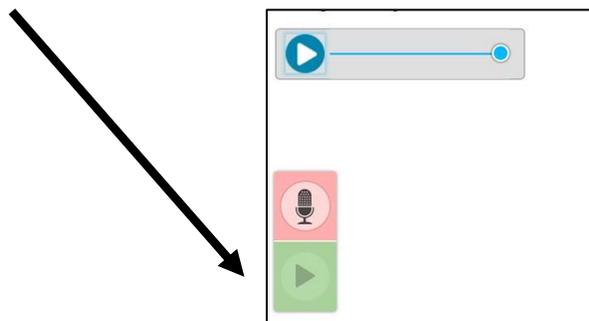
At this point, the TA should have the student turn away from the testing computer. The student should be provided with supplemental materials while the TA is scoring the four Speaking student responses. The supplemental materials should have been provided before the screening began. The student does not see the test computer's screen during this time. The TA should use headphones so the student cannot hear the recordings.

### Immediate Scoring of Step Two Speaking Items

The TA may have been taking notes and possibly scoring the student responses to each Speaking item as the student was recording. If the TA is confident in those scores, the screens following the action screen above are used to enter the scores on each Speaking item.

If the TA is not confident of the notes or a preliminary score on the responses, the TA can use the "Back" arrow button to move back five screens to find the first Speaking item and listen to the student's response.

**Important:** Click *only* the "Play" button when reviewing the student recordings. If the "Microphone" button is clicked, it will **erase** the student's recording.



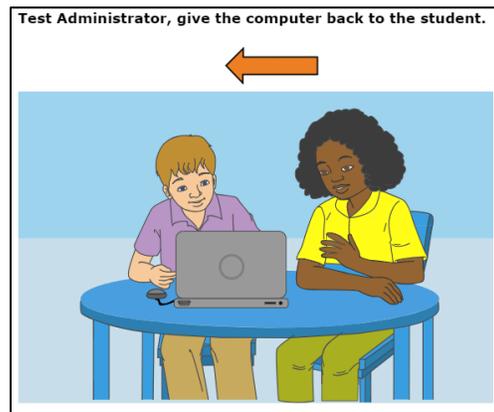
If a student recording is inadvertently erased, the TA should immediately re-engage with the student and ask that he or she re-record a response to the item. The TA can score while the student is responding or once that is completed, the TA can score the recording. It is not allowable to score based off "memory" if a recording is inadvertently erased. The response must be re-recorded and then scored.

Once the TA is ready to enter the scores for the four Speaking items, the TA should click the "Next" arrow until the first Speaking item appears with the scoring points of 2-1-0 showing on the screen. Using the notes and the rubric, the TA enters the score for the first of the four items, then proceeds "Next" until all the Speaking items have been scored.

- Ⓐ Score point 2
- Ⓑ Score point 1
- Ⓒ Score point 0

### Locked Scores

Once the four Speaking items have been scored, the TA will click “Next” to lock down the scoring. The scores for the four items cannot be changed once the “Next” arrow is clicked and the TA sees the screen to pass the computer back to the student. Alert the student that it is time to complete the rest of the test putting aside the supplemental materials.



### Step Two, Continued

After the Step Two Speaking items are scored, the student may work independently on the rest of the test if the TA determined at the end of Step One the student was able to work alone. Otherwise, the TA will assist with the technology aspect of the test during Step Two.

**SAY: Now we will start the test again. You will answer questions for Listening, Reading, and Writing during this part of the test. We will continue through the test until we see the review screen for this section of the test. Do you have any questions before you get started?** (Pause for student items).

At this point, if the student is working independently, the TA remains in the room but may move off to a nearby location in the secure testing room and allow the student to work at his or her own pace until the end of Step Two.

If the student will work independently,

**SAY: I will be here if you need assistance with the technology during this part of the test. Please raise your hand if you need help.**

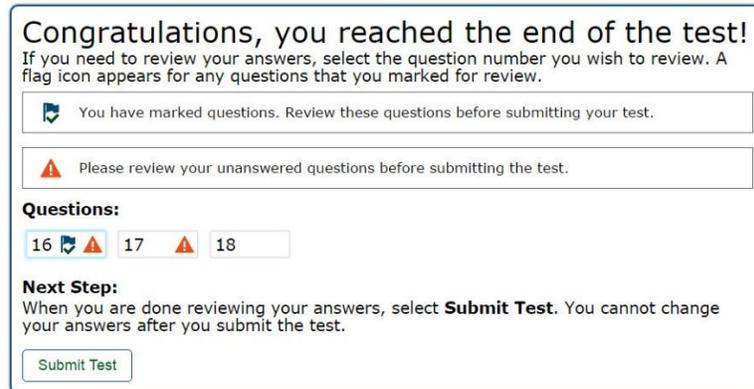
If the student and TA will continue to work with assistance,

**SAY: Ok, let's get started on this part of the test. Let's click the "Next" arrow to see the first question in this section.**

Note: As Step Two progresses, the test items are more difficult. The student could become frustrated. The TA may remind the student to use the “Mark for Review” feature or skip the items that are too difficult by clicking “Next” on the items that the student wants to skip.

The TA should monitor the TA session device as the student proceeds through Step Two. When the student reaches the review screen, the TA should remind the student that the answers can't be changed once the Step is submitted as final.

**SAY: Once we move forward, you can't go back. Would you like to review your answers?**



If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the TA is handling the mouse, the student must indicate which items to go back to on the test. The student may need to be reminded that he or she cannot go back to the Speaking items.

When the student is finished with the review, the student will click "Next" and "Yes" to the "Are you sure?" question. Finally, the student will click the Submit Test button, and answer yes to the last "Are you sure?" question.

### End of Step Two

For the majority of students being screened, the test will automatically stop at the end of Step Two. For students whose test ends at Step Two:

- A "Your Results" screen will appear;
- The TA asks the student to log out of the test;
- OELPS results will be available in the Online Reporting System (ORS) within three hours of test submission.

**SAY: You are at the end of the test. Thank you for participating. Your results will be available in a few hours. Please log out.**

### Individual Student Reports – Step Two

In Step Two, students must provide a response to at least one test item in each domain to generate an individual score report that will include a domain level report. If zero items are responded to in a domain (or multiple domains), the student would receive an "N" for "Not Attempted" for that domain. Items left unanswered will be scored as zero (0) points for the domain.

## STEP THREE

For the students who will move to Step Three, the continuation of the test is seamless. The students submit the final response to Step Two and verifies that they are sure their answers are final. The system determines that the student moves to Step Three. The next test question will appear on the screen and the audio will automatically play. The student will continue to work independently or with technical assistance from the TA depending on how Step Two was administered.

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As Step Three progresses, the test items become more difficult. The student could become frustrated. The TA should remind the student to use the mark for review feature or skip the items that are too difficult by clicking “Next” on the items that the student wants to skip.

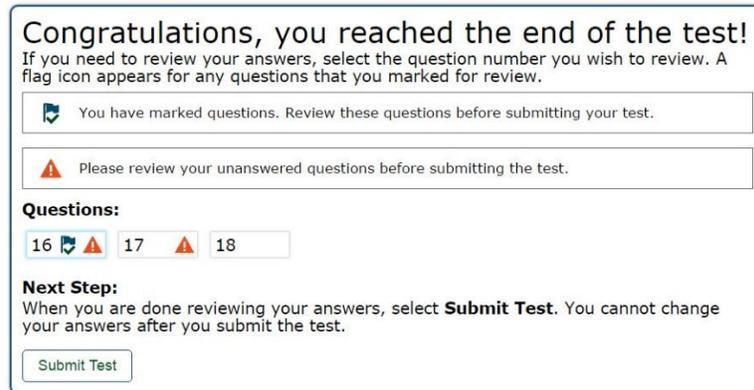
If the TA is assisting the student with technology, remain seated adjacent to the student. Continue with Step Three under secure testing conditions with only the student choosing responses to test items. Use the test interface features, such as the on-board tutorials, as the student indicates.

At the end of Step Three, a review screen will appear in the same manner it did during Steps One and Two. The TA can encourage, but not force, the student to review.

**SAY: You are at the end of the test. Once we submit the test, you can’t change any answers. Would you like to review your answers?**

If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the TA is handling the mouse, the student must indicate which items to go back to.

When the student is finished with the review, click “Next” and “Yes” to the “Are you sure?” question. If the student is ready, he/she should click the Yes button.



**Congratulations, you reached the end of the test!**  
If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

 You have marked questions. Review these questions before submitting your test.

 Please review your unanswered questions before submitting the test.

**Questions:**  
16  17  18

**Next Step:**  
When you are done reviewing your answers, select **Submit Test**. You cannot change your answers after you submit the test.

The “Congratulations, you’ve reached the end of the test” screen appears. The student should click the SUBMIT TEST button at this point and verify the “Are you sure?” question by answering “Yes.” Testing is complete and a “Your Results” screen will appear. The TA will ask the student to log out of the system.

The TA should thank the student for participating in the test, then continue with usual screening procedures or dismiss the student in the usual manner.

**SAY: You are at the end of the test. Thank you for participating. Your results will be available in a few hours. Please log out.**

### Individual Student Reports – Step Three

For the student whose OELPS continued to Step Three, the TA **MUST** log in the Teacher Hand Score System (THSS) and enter the student’s speaking and writing scores. Please refer to the [THSS User Guide](#) located on the portal for instructions on how to access the system and enter the scores. Results for OELPS tests that include Step Three responses will be available in Online Reporting (ORS) within three hours after the scores have been entered into THSS by the TA.

**Note:** An Individual Student Report (ISR) **will not be produced** if the TA does not submit scores for Step Three in THSS.

## USER SUPPORT

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For items regarding information in this *Ohio English Language Proficiency Screener Test Administration Manual*

- **Test Administrators** contact your District Test Coordinator.
- **District Test Coordinators** contact the Office of Assessment David Brauer at [david.brauer@education.ohio.gov](mailto:david.brauer@education.ohio.gov) or 614.387.7586 or Paula Mahaley at [paula.mahaley@education.ohio.gov](mailto:paula.mahaley@education.ohio.gov) or 614.466.0217

For Policy or Test Administration Items

- **Test Administrators** refer to the *Test Administration Manual*. If additional support is needed, contact your District Test Coordinator.
- **District Test Coordinators** contact the Office of Assessment, David Brauer at [david.brauer@education.ohio.gov](mailto:david.brauer@education.ohio.gov) or 614.387.7586 or Paula Mahaley [paula.mahaley@education.ohio.gov](mailto:paula.mahaley@education.ohio.gov).

For Technology or System Issues

- **TAs** and **District Test Coordinators** contact the Office of Assessment, Kirk Ross [kirk.ross@education.ohio.gov](mailto:kirk.ross@education.ohio.gov) or 614.995.4144.

### Ohio Help Desk

Toll-Free Phone Support: 1.877.231.7809

Email Support: [ohhelpdesk@air.org](mailto:ohhelpdesk@air.org)

For issues not listed above, please provide the Help Desk with a detailed description of your problem, as well as the following:

- Name;
- If the issue pertains to a student, provide student's SSID and associated school district. Do not provide any additional student information;
- If the issue pertains to a TIDE user, provide the user's full name and email address;
- Any error messages and codes that appeared, if applicable;
- Affected Test Session ID and question number, if applicable;
- Operating system and browser version information including version numbers;
- Information about your network configuration, if known;
  - Secure browser installation to individual devices or network;
  - Wired or wireless internet network setup.