<table>
<thead>
<tr>
<th>For assistance with</th>
<th>District Test Coordinators Should Contact</th>
<th>Building Test Coordinators Should Contact</th>
</tr>
</thead>
</table>
| Testing resources, manuals, user guides, guidance documents, technical specifications and practice materials | Portal for OELPA  
http://oh.portal.airast.org/users/elpa-user |  |
| Identifying which students are eligible to take each test | Ohio Department of Education  
Office of Assessment  
(614) 466-1317  
statetests@education.ohio.gov  
Paula Mahaley, (614) 466-0217  
paula.mahaley@education.ohio.gov | The district test coordinator  
david.brauer@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-12 paper pencil tests |  |  |

Please contact the staff member listed at the Department, Office of Assessment, 1-614-466-1317

| Accessibility and Accommodations | Andrew Hinkle |  |
| Security cases; test incidents | Kurt Taube | The district test coordinator |
| Obtaining SSIDs for chartered nonpublic students and for home-schooled students | Anthony Newberry |  |
| 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 | The district test coordinator |
| Marking accessibility features under the test settings in a student record | American Institutes for Research (AIR)  
1-877-231-7809  
OHHelpDesk@air.org |  |
| 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 | The district test coordinator |
| Returning paper materials |  |  |

The Department does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.
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Introduction
1. Introduction

1.1 About This Manual

The Ohio English Language Proficiency Assessment Test Coordinator Manual (Spring 2020) covers policies and procedures for districts and schools that are administering the Ohio English Language Proficiency Assessment (OELPA) using online and/or paper for the spring 2020 administration. District test coordinators and building test coordinators must review the information in this manual prior to testing.

For technical specifications, including 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.

Throughout this manual, "districts and schools" refers to traditional school districts and community schools. Schools within a district are referred to as buildings. Chartered nonpublic schools are stated specifically where appropriate.

OELPA is administered in six 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 domain tests: listening, reading, speaking, and writing. The paper tests include all four domain tests (listening, reading, speaking and writing) in one test booklet for students who will not use the online form.

1.2 Test Windows

The online and paper test window for the Spring 2020 OELPA is February 3 – March 27. Makeup testing must be completed within the test window. There is no modified schedule for the OELPA; no changes to the test window are possible. Students must complete all four tests within the test window.

Paper tests will be delivered the week of January 20 for those districts and schools that ordered the materials in TIDE during the initial order window of November 11-15. The additional order window for paper tests is January 21 through March 25.

Please note districts and schools return all paper tests to the vendor for scoring when testing is completed. The Directions for Administration Paper & Pencil is a secure document must also be returned to the vendor. The OELPA Test Coordinator Manual and the OELPA Test Administration Manual are not secure and do not need to be returned.
2. Schedules

2.1 Key Dates

The following table lists key administration dates.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Window for the 2020 administration (all students who are taking tests online must be pre-identified prior to the test window opening on February 3; all students, regardless of test mode, must be pre-identified in TIDE by March 27)</td>
<td>Aug. 6 – Mar. 27</td>
</tr>
<tr>
<td>On-time order window for paper tests</td>
<td>Nov. 11-15</td>
</tr>
<tr>
<td>Paper test materials due in districts and schools</td>
<td>Jan. 20</td>
</tr>
<tr>
<td>OELPA Test window</td>
<td>Feb. 3 – Mar. 27</td>
</tr>
<tr>
<td>Additional order window for paper tests</td>
<td>Jan. 21 – Mar. 25</td>
</tr>
<tr>
<td>Last day to submit Test Status Requests for reopens, resets and invalidations in TIDE for online tests</td>
<td>Mar. 25</td>
</tr>
<tr>
<td>Deadline for submitting student responses from the paper tests in the Data Entry Interface (DEI)</td>
<td>Mar. 27</td>
</tr>
<tr>
<td>Deadline for returning scorable paper test materials</td>
<td>Immediately after testing and no later than Apr. 1</td>
</tr>
<tr>
<td>Deadline for returning nonscorable paper test materials to Measurement Incorporated (MI)</td>
<td>Apr. 3</td>
</tr>
</tbody>
</table>

2.2 Estimated Time for Students to Complete the OELPA

Estimated testing times are on the OELPA web page, FAQ. These approximated testing times are for student work time only. Therefore, test administrators should allow an additional 15–20 minutes to pass out test tickets, set up equipment (headsets/headphones/microphones), read directions, and perform other testing activities. Students should be allowed the time needed to complete the test. Students must complete each domain test the same day it was started.

2.3 Scheduling Administrations

The Department allows flexibility within the testing window 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 reduce the number of test days within the test window available to the school and district. There are no modified testing schedules or extensions to the published test window.

Begin testing early. 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.
Scheduling four separate domain tests. Districts may schedule the four domain tests in any order; there is no prescribed order of administration. Districts may schedule the domain tests one per day or multiple domain tests per day. If students take multiple domain tests in one day, districts should allow for enough time for each test to be started and completed in the same day. Starting a domain test late in the day will not allow districts to continue the test the following day. An incomplete domain test will be scored as is.

Students are required to complete a domain test in one day. For example:

- If a student starts the listening test on Wednesday, he or she must complete the listening test that same Wednesday.
- If a student starts the reading test on Monday, he or she must complete the reading test that same Monday.
- If a student starts the writing test at 3 p.m. on Tuesday and does not complete the writing 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. In these exceptional cases, the district test coordinator must submit a test status request in TIDE.

Scheduling speaking tests. When scheduling administrations, districts must consider that students taking the speaking test will speak their responses aloud. To maintain test validity and security, the speaking test must be administered one-to-one, with one student and one test administrator in one test room, whether the test is online or paper. 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.

Scheduling practice tests. Time for students to practice using the OELPA Practice Test should be scheduled before students take the actual test. The OELPA is not a timed test and provisions should be made for students who may need additional time. Completing the practice test familiarizes students with the testing platform as well as the types of items and tasks they will encounter on the operational test. The practice test also provides an opportunity to test the equipment students will use during the operational test. The Department recommends that all students who will test online have time scheduled for the Student Practice Site.

2.4 Administration Preparations

For paper tests, the preparation includes the time needed to prepare the testing room, distribute materials and read the scripted directions. For online tests, test administrators need to prepare the testing room, establish test sessions, read scripted directions, configure test settings, assist students with logging in to the test and approving students to test.

The Department expects districts and schools that administer online tests to have the necessary technology requirements in place in advance of the test window and that students have time to become familiar with the technology. Districts and schools should 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 Technology Resources on the portal for detailed
instructions on preparing for online testing. Any questions regarding these areas should be directed to the AIR Help Desk, 1-877-231-8709 or OHHelpDesk@air.org.

2.4.1 Domain Exemptions

Domain exemptions are available for the Spring 2020 OELPA administration. 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.

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 is included in the document Domain Exemptions on the Department website.

Domain exemptions must be documented in a student’s IEP or 504 plan. 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. TIDE only allows for the maximum of three.

Mark domain exemptions before testing. Districts must mark domain exemption(s) for each student during TIDE registration before starting the tests. If the domain exemption is not marked prior to the administration of the OELPA, the exempted-domain items appear during testing. Please see the TIDE User Guide for instructions on manually editing or uploading test settings.

2.5 Interruptions during Testing

2.5.1 Disruptive Students

If a student is disruptive during testing (either online or paper), the test administrator should pause testing for all students affected and have the disruptive student removed. Once the disruptive student has been removed, the other students in the testing group may continue testing.

If the district or school wishes to allow the student that caused the disruption to finish testing, and if test security was maintained, the student may complete testing on the same day. If time does not allow the student to finish testing on the same day, the student may resume the test the next possible day. The TA may need to submit a test status request in TIDE to reopen the domain test. The student may not review 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, the test administrator’s must 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 review questions already answered. It is the test administrator’s responsibility to ensure that the student does not review previously answered questions.

2.6 Makeup Testing

Makeup testing must occur within the test window and is scheduled by the district or school. Scenarios for conducting makeup testing:

- A student is absent on the day he or she was scheduled to take a test. The district or 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 or school will not be able to test the student.

2.7 Breaks in the Testing Session

Local policy determines if breaks during testing are permitted. It is preferable that only one student at a time be allowed out of the testing room. The test administrator may wish to give a student a break, especially if a student is working slowly. Test administrators must maintain test security throughout the break. Students must be supervised and must not talk during breaks. It may be helpful to assign a proctor to monitor students during breaks while the test administrator remains in the test room.

**Breaks during paper tests.** Students who leave the testing room must leave all paper testing materials (including scratch paper) in the testing room with the test administrator. If both the student(s) and the test administrator leave the room, the test administrator must keep all testing materials locked in a secure location.

**Breaks during online tests.** Students and/or test administrators may pause an online test when taking a break. If a test is idle for more than 20 minutes, the system will automatically pause the test and log the student out. When pausing an online test, all answers are saved immediately; students do not lose responses when pausing a test.

**Testing through a lunch period.** If the test session continues through a 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.
2.8 After Test Administration

For students testing online, after the student has concluded reviewing responses, the student submits his or her test and the test administrator ends the test session. If the student wrote any responses on scratch paper, the test administrator must securely destroy that paper.

For students using paper tests, the student’s Pre-ID label must be applied to the scorable document with the student’s responses. The test administrator then must collect all test materials, including scratch paper.
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, schools must follow the district’s and the state’s written procedures for protecting secure test information. 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 staff are responsible for ensuring the security of the individual test items. The responsibility to maintain the security of the test items continues even after the test concludes.

Under Ohio law, releasing any test items or other contents of a test or helping students cheat in any 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 and schools should have a policy to determine whether student may use electronic devices during and/or 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 the student photographed, shared or in any way compromised any test item, passage or prompt. In cases where test items, passages or prompts were posted on social media, the district or school must immediately contact the Office of Assessment. Local policy will determine if an invalidation is required for any other situation.

Test administrators may have a cell phone for 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 matters. 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 share them or post them on any social medium.

3.2 Test Administrator Criteria

Any person administering a state test must be an employee of the district or school 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 always be in the room. 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 the test room. Students must never be left unattended during a test administration.
Per OAC 3301-13-02 (J)(5), 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 where students are tested.

3.3 Actively Monitor Test Sessions

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

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

- leading the test session;
- making sure the student’s enrolled grade level and the grade band of the test match;
- making sure the students take the correct test;
- observing that students are not cheating;
- monitoring test completion per student;
- monitoring how much time is left in a test session and student test completion; and
- walking around the room (the test administrator may sit 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 student(s) unattended while the test is still in session.

If local 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 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 items to students;
- Describing the test items 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:

- Sharing, recording or posting any test content, verbatim or paraphrased, and/or a student response 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 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 any form or discussing the test questions with anyone.

At any point, if staff believe 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 **Appendix F: Test Incident Guidance Document**.
4. Ethical Use of Tests

Pursuant to the requirements of Amended Substitute House Bill 152 (July 1993) 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) communicating the ethical standards to and monitoring the educational practices of staff members who are assigned testing responsibilities;
(2) practices in preparing students for a test;
(3) administration and scoring of tests; and
(4) 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 during the testing process and can be helpful during staff inservices related to testing. Some of these examples can be found below. Good professional judgment must be used when determining whether a testing practice not listed in the Standards may be unethical. Please note that an unethical practice may also be a security violation. If you have questions, please contact the Department.

Scenarios Related to the Standards for the Ethical Use of Tests

<table>
<thead>
<tr>
<th>Is this activity or behavior an ethical practice?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using the state-provided practice tests as an activity after students have received instruction on the learning standards and item formats</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Making a copy of the tests and/or preparing a student study guide based on the tests</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Preparing students for the tests by incorporating Ohio’s Learning Standards in the appropriate subject curriculum</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Copying the vocabulary words from a secure published test that will be administered and incorporating them into instruction</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Changing answers that students have marked, written, typed or gridded in</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Is this activity or behavior an ethical practice?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Using the results of the tests as one of the sources of information on which to evaluate the effectiveness of curriculum</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Hinting to a student to reconsider an answer given on a test</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Correcting student responses to ensure a student a place in a gifted program</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Setting a testing schedule that limits students from receiving the maximum time allowed for the test</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Providing teachers and counselors with information they need to interpret test results</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Revealing the test scores of one student to another student</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
5. Student Pre-ID and Test Eligibility

5.1 Pre-ID

**Districts and schools must pre-identify or register all students who are taking OELPA in TIDE.** When doing so, districts and schools will mark the student’s test mode: online (O) or paper (P). Marking (O) or (P) does not place an order for paper test materials; the districts and schools must go into TIDE and order these testing materials. Requesting paper is a separate task. Additional guidance adding student pre-ID records can be found in the guidance document for 2019-2020 Ohio Pre-ID File Layout.

Students with an online test mode 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 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 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 if testing on paper.

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 15 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 record in TIDE. Failure to accurately Pre-ID students prevents 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 attend chartered nonpublic schools and are on a scholarship program.

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 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 Ohio’s state tests, including the OELPA. For assistance locating a scholarship student’s SSID, contact the Department’s Office of Chartered Nonpublic Schools at Chartered.nonpublic.schools@education.ohio.gov or (614) 728-2678.

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).

5.1.3.a Joint Vocational School (JVS or 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. Test coordinators must double check student’s Pre-ID records to confirm that a Home District IRN is included, if applicable.

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

5.1.3.b Community School

Community schools should not include a student’s residential district in the Home District IRN positions of the Pre-ID record. Including the residential district will affect the participation data in TIDE for that district. 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.

5.1.3.c Chartered Nonpublic School

A chartered nonpublic school must list its hierarchy IRN in the Home District field for AIR to report the school’s test results to the school’s hierarchy (e.g., the diocese or association to which the school belongs) in addition to reporting results to the chartered nonpublic school. Chartered nonpublic schools that do not belong to a hierarchy must repeat the IRN.

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 domain test in the prior district.

- If the student took all four domain tests in the prior district, the prior district will receive the student’s results and Family Report. The receiving district will need to request a copy
of the student’s results and Family Report from the prior district when scores are available. If the prior district does not have the results or delays in sending the results, the receiving district should check in the Online Reporting System or the Ohio District Data Exchange (ODDEX).

- If the student did not take any domain tests in the sending district, the receiving district will Pre-ID the student and administer the domain tests within the test window.
- If the student took at least one domain test but not all four domain tests in the prior district, the receiving district will administer the outstanding domain test(s) within the test window. The receiving district should verify which format (paper or online) the student completed by communicating with the sending district. It is critical that the outstanding test(s) be given in the same format as the previously completed domain test(s). **Failure to complete a domain test in the same format it was started will prevent the domain test(s) from being merged and reporting the domain score(s) and the overall proficient level.**
  - If the student tested online in the sending 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 sending district to provide the receiving district with the student’s scorable test domain document securely, the student can complete the remaining domain test(s) in that document. The receiving district must pre-identify the student and return the document for scoring to the vendor (MI).
  - If the student tested on paper and the student’s scorable document is not available from the sending district, the student will mark responses for the remaining domain test(s) in a new scorable document. The test administrator must ensure the student is marking his or her answers in the scorable document. The receiving district must pre-identify the student and return the document for scoring to the vendor (MI).

**5.1.5 Identify Correct Enrolled Grade and Administered Test**

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

**5.2 Test Eligibility**

The OELPA is for students identified as English learners only. All student identified and reported as English learners must take the OELPA annually. Refer to the Department’s guidelines for information on identifying English learners.

The OELPA grade band available in the online Student Testing Site 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 do not release students when students finish testing and students remain in the room for the duration of the testing period, it is advisable to have some generic silent work on-hand for students.

Districts and schools also may decide to release students who complete and submit their tests before the administration period ends. Building test coordinators must ensure that other school staff 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 which is found in “Monitoring Test Progress” under the Administering Tests segment in TIDE. The reports in this segment allow authorized users to track student online participation in the Test Delivery System (TDS) and the Data Entry Interface (DEI), such as 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 and the students who have signed into the Student Testing Site. More detail on the reports can be found in the TIDE User Guide on the portal.

Test coordinators are responsible for tracking online test submissions throughout the administration window and verifying that students complete and submit tests.

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. Districts and schools 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 or school.

Students who take the OELPA will also receive the paper Family Report. These reports will be shipped directly to the districts or schools for distribution. Translated templates of the OELPA Family Reports are available on Department’s website.
8. Online Testing

This section provides information to districts and schools that are testing online. For information about OELPA paper tests, see Section 12, OELPA Paper Testing. NOTE: The kindergarten and Grade 1 OELPA will no longer include the K-1 Writing Supplemental paper test booklet.

Please note the test window for spring 2020 is February 3-March 27 for both paper and online, Testing cannot start prior to February 3.

8.1 District Test Coordinator Responsibilities

The district test coordinator is the primary state assessment 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 staff 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-12 paper accommodated test materials 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 staff 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 including domain exemptions;
• 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 to 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 Test Administrator Responsibilities
The test administrator is the person who administers the OELPA. In districts and schools where students are testing online, the test administrator:
• has a Teacher or Test Administrator user account which is associated with the same school(s) as the students testing in their session;
• ensures that a proctor or monitor is available to be in the room with the test administrator for any testing group of more than 30 students;
• is aware of state and district test security procedures and follows them at all times;
• is aware of student names and SSIDs (or Nonpublic Student IDs) as they appear in TIDE and ensures that name and SSID (Student ID) matches grade band of domain test administered;
• has access to the student information needed for student to sign in on test day and knows which test(s) students are eligible to take the OELPA;
• is familiar with the accessibility features and accommodations as stated in the OELPA Accessibility Manual;
• knows how to establish a test session, adjust test settings, approve students to test and monitor and stop test administrations using the TA Interface;
• has the Test Administration Manual (script) available for use on test day; and
• reviews and understands the Test Administrator User Guide.
9. Before Testing: Instructions for Online

9.1 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 and school 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 need to leave the test room.

9.2 User Accounts

Test coordinators are responsible for ensuring that all staff who need access to online testing systems have a user account, and should review the information in TIDE User Guide.

- 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. Users should never log in using another individual’s credentials. 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 (TA) Practice Site.

Note that Test Administrator and Teacher user accounts have access to the TA (Test Administrator) Interface. When the OELPA window opens, the TA interface will include both the OELPA and Ohio’s State 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.

9.3 Activating Your User Account

All user account passwords have been reset for the 2019-2020 school year. If you have not done so, you must follow the process to reset your password before you will be able to access TIDE for the 2019-2020 school year. After resetting the password, all user accounts which had
access to TIDE in 2018-2019 will continue to have access this year. Click the “Request a new one for this school year” link on the login page to begin the process. If you do not have a user account, contact your district or building test coordinator. When your test coordinator creates your user account, you will receive an email from AIR with a link to establish the account. You must click the link within the amount of time specified in the email to establish a password that meets the listed criteria and activate your account.

9.4 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 2019-2020” 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 only have the option to manually add students.

TIDE synchronizes with the Student Testing Site, TA 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.

9.5 Updating Accessibility Features under Student Test Settings

As outlined in the OELPA Accessibility Manual, 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. Authorized domain exemptions are indicated in the student test settings. Information on the domain exemption is in the TIDE User Guide on pages 69-70 in Appendix F under the heading Fields in the Test Settings and Tools Panels.

<table>
<thead>
<tr>
<th>Embedded Feature</th>
<th>By default, this feature is</th>
<th>Can this feature be turned on/off through a student settings upload in TIDE?</th>
<th>Can this feature be turned on/off in the Test Administrator Interface?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color Choice</td>
<td>Black text on a white background</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mouse Pointer</td>
<td>At the default level</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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 TA Interface under “Test Settings” when approving a student to test. Additionally, test administrators must mark if students use accommodations during testing. Refer to the OELPA Accessibility Manual.

### 9.6 Verifying Technology Preparedness

Test coordinators must verify that their district and school technology, including the network, hardware and software, meet the specified requirements listed on the online portal to ensure systems function properly in advance of the test window. District and school staff also must ensure there are enough devices to complete online testing 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 unavailable.

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 or AirSecureTest App on each computer, Chromebook or tablet students will use for online testing before the test window begins.

Test coordinator should review the Technology Preparation for 2019-2020 for detailed information on installing and using the Secure Browser and AirSecureTest App, 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 in to 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.

### 9.7 TA Interface

The test administrator will need access to a device with a supported Internet browser installed so that the test administrator may log into the TA Interface, set up a test session, approve students to test and monitor the test session. The TA Interface is web-based and does not require the installation and use of a special application. See the Quick Guide document on the portal for a list of supported web browsers. Well in advance of the test window, please
make sure to verify the device is compatible by logging into the TA Practice Site and interacting with the site.

9.8 Secure Browser and/or Test App

Districts and schools must install AIR’s Secure Browser or AIRSecureTest App on every student testing device before administering the test. 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 or AIRSecureTest App on each computer, Chromebook or tablet that students will use for online testing.

The Quick Guide provides information on installing and using the Secure Browser and AIRSecureTest App, as well as information on preparing computers and tablets for online testing.

Before students arrive in the testing room, the test administrator should close all open applications on each device and launch the Secure Browser or App.

Students must use the Secure Browser or App to access the Student Testing Site for online testing. After launching the Secure Browser or App, a student can no longer access any other applications on the device and automatically connects to the Student Testing Site. The Secure Browser and App ensure a secure environment for student testing by disabling hot keys, disabling copy and screenshot capabilities and preventing access to the desktop and other applications (Internet, e-mail and other files or programs installed on the device). The Secure Browser and App do not display the IP address or URL for the Student Testing Site. Additionally, the print option is not available from within the Secure Browser or App, even if students know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as test navigation tools.

During testing, the computer desktop and tablet home screen are unavailable to students. To exit the Secure Browser or App, students must click the pause button or answer all items and submit their tests. If a student pauses or submits his or her test, the TA Interface will indicate this.

9.9 Headphones/Headsets/Earbuds

The listening test requires headphones, a headset or earbud; the speaking test requires equipment for recording the oral responses as well as listening to the prompt. There is no Department list of approved headphones, headsets or 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 and earbuds specifications are listed in the FAQ on the OELPA web page.
9.10 Understanding the Functions of the Online Testing Systems

Test coordinators must be familiar with the testing applications in the table below. 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.

<table>
<thead>
<tr>
<th>Online System</th>
<th>Functions and Tasks</th>
</tr>
</thead>
</table>
| **Test Information Distribution Engine (TIDE) for Online Administrations** | Test coordinators use TIDE to:  
  - Manage user accounts  
  - Order paper materials through TIDE  
  - Pre-ID all 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**              | Staff 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:  
  - 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:  
  - Access score reports when available |
| **Student Practice Tests Site**                    | Students, parents and district/school staff can use the practice tests section of the portal to:  
  - 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:  
  - Used only by pre-identified students for online testing  
  - Accessible only via the Secure Browser or App, which must be installed on the student’s device in advance of testing |
10. During Online Testing

10.1 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 logs the student out of his or her test. Please note that if the student is inactive for 20 minutes, they will be automatically paused. The TA will need to approve the student again for testing once they log in to the student interface.

10.2 Test Opportunities

Students have one test opportunity per domain test, meaning they can take each test once. After the student completes and submits the test, the student will not be able to log back in and visit the test again without an approved test status request.

10.3 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.

<table>
<thead>
<tr>
<th>In order to</th>
<th>Submit this test status request type in TIDE</th>
</tr>
</thead>
</table>
| allow the student to log back in to a test that has been submitted | Reopen a test  
To submit a reopen request, the test must be in completed, expired, submitted, scored, reported or invalidated status. |
| allow the student to start the test over by removing all student responses marks | Reset  
To submit a reset request, the test can be in any status. |
| invalidate a student’s online test            | Invalidation  
To submit an invalidation request, the test must be in completed, denied, expired, paused, submitted, scored, or reported status. |

10.4 Reopen a Test

If a student’s test is submitted in error, such as the student submitted the test by accident or a student’s test is interrupted (e.g., illness, loss of Internet connectivity), 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.
After the Department approves the request to reopen a test, the student will have access to all test questions the next time he or she logs in to the test. It is not necessary to request to reopen a test if the student stops testing but will resume on the same day.

10.5 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.

10.6 Invalidations
A test invalidation is required when a test has been compromised by a student, administrator or unauthorized party to the administration or for any reason that the student should not have OELPA scores (for example, a student who exited the program). 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). The Ohio’s State Tests Rules Book has additional information on test violations. There are no breach versions for the OELPA. An invalidation will result in no assessment of that domain in that year due to the lack of a breach form, which precludes the possibility of that student reaching proficiency.

Note: if a student takes the OELPA under another student’s SSID, the district or school must contact the Help Desk.

10.7 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 2020 Test Administration Manual will be posted by January for districts to use.

10.8 Monitoring Testing
Test coordinators are responsible for maintaining test security. At any point, if district or school staff believe that a violation of test security has occurred, they should follow the procedures established by the district or school for handling alleged test security violations. Refer to the Ohio Statewide Assessment Program Rules Book for additional guidance on test violations.

Test coordinators should use the Monitoring Test Progress in TIDE to track the status of online testing in their districts and schools.
11. After Online Testing

11.1 Submitting the Test

Upon reaching the last item on each domain test (Listening, Speaking, Reading and Writing) 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 that remain in paused status will be submitted for scoring.
12. **OELPA Paper Testing**

This section provides information to districts and schools that are administering paper tests. If your district or school is not administering paper tests, see [Section 8, Online Testing](#), in this manual. **NOTE:** The kindergarten and Grade 1 OELPA will no longer include the K-1 Writing Supplemental paper test booklet.

Please note the test window for spring 2020 paper and online is February 3-March 27. Testing cannot start prior to February 3.

### 12.1 District Test Coordinator Responsibilities

The district test coordinator is the primary assessment contact between the district, school and the Department. In districts and schools where students are administered paper tests, the district test coordinator:

- has primary responsibility for the test administration;
- ensures that all staff 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 in the pre-ID file;
- 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 accommodated 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;
- receives and distributes test results, when available; and
- submits any Test Status Requests in TIDE for online administrations, if needed.

### 12.2 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 in proper paper test administration procedures before testing;
monitors all test administrators in proper paper test administration procedures during 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 backup test administrator if the 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.

12.3 Test Administrator Responsibilities

The test administrator is the person who administers the OELPA. In districts and schools where students are using paper tests, the test administrator:

- ensures that a proctor or monitor is available to be in the room with the test administrator for any testing group of more than 30 students;
- is aware of state and district test security procedures and follows them at all times;
- is aware of student names and SSIDs (or Nonpublic Student IDs) as they appear in TIDE and ensures that name and SSID (Student ID) matches grade band of domain test administered;
- has access to the student information needed for student to log in on test day and knows which test(s) students are eligible to take the OELPA;
- is familiar with the accessibility features and accommodations as stated in the OELPA Accessibility Manual;
- has the Test Administration Manual (script) available for use on test day;
- reviews and understands the Test Administrator User Guide; and
- enters student responses in the Data Entry Interface (DEI) before the end of the test window.

12.4 Before Testing for Paper Tests

12.4.1 Secure Test Materials

District test coordinators order paper test materials in TIDE in Administration Details; Test Administration by clicking on “Paper Orders OELPA Spring 2020” 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.

**Test booklets, Directions for Administration (DFA) and audio CDs are secure test materials.** Districts and schools that have students using paper tests must maintain the security of physical test materials at all times. Districts and schools must identify a location for all secure materials to be locked while testing is not in session. The DFA and audio CDs will be shipped with any paper test booklets ordered. The DFA and audio CD do not need to be ordered separately.

**Accounting for secure materials.** Ohio’s assessment vendors (MI) maintain 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 staff 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. The Department recommends having two staff in the room when opening and handling secure materials.

12.4.2 District Materials

Ohio’s assessment vendor (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 items 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 district 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 OELPA paper tests are packaged by school and supplied based on the paper 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.

Test coordinators should 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.

Test coordinators should 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.

### 12.4.3 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 items 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.

### 12.4.4 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. 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.

### 12.4.5 Scorable Documents

Ohio’s assessment vendor (MI) tracks scorable documents 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 MI tracks scorable documents to the IRNs that receive them, please do not share scorable documents with other districts or between schools unless approval is given by the Department.
13. During Testing for Paper Tests

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 secure Directions for Administration (DFA) included with the paper test materials.

13.1 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 (large print and Braille). 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.

13.2 Pre-ID Labels

Pre-ID labels are shipped only for students whose district or school placed the order successfully in TIDE by the deadline. Districts that miss the deadline for receiving Pre-ID labels from the vendor may 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.” 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. 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 not 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.
13.3 **Demographic Fields on Scorable Documents**

District and school staff 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. Ohio’s assessment vendor (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.

13.4 **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 nonscorable 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.

13.5 **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 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 scoruble 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 scoruble document with nonscoruble materials.

**Exception:** If a student soils a scoruble document with bodily fluids, make note of the incident and bar code number and contact the Help Desk to report biohazard scoruble test documents. Reported booklets can be securely destroyed per state or district policies. Always observe universal precautions.
14. **After Paper Testing**

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

14.1 **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 Data Entry Interface (DEI) for scoring. Instructions for completing this will be included in a separate Data Entry Interface (DEI) User Guide. All responses must be entered in the DEI by the end of the testing window, which is March 27.

14.2 **Speaking Responses**

Speaking responses for the paper tests are scored locally. Once the scoring is complete, the scores will be entered by the Test Administrator in the Data Entry Interface (DEI). Instructions for completing this will be included in the DEI User Guide. Instructions for local scoring will also be shipped with the paper test materials. All responses must be entered in the DEI by the end of the testing window, which is March 27.

14.3 **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 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 G.

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.

14.3.1 **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 scorableView label to the top of this box and mark it “1.” The scorableView 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 scorableView label to the top of each box containing scorableView answer booklets.

• Seal the top and bottom of all boxes with three strips of plastic shipping tape.

14.3.2 Packing Secure Nonscorable Materials

• Pack all unused test booklets, used test booklets that have a DO NOT SCORE label, the Directions for Instruction (DFA) and audio CDs securely in boxes. These are secure items and must be returned.

• Affix a red nonscorable label to the top of all boxes containing nonscorable secure materials. Record the number of each nonscorable box and the total number of nonscorable boxes on the labels.

14.3.3 Non-secure Materials

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

Please note the Directions for Administration Manual Paper & Pencil is a secure document and must be returned.

14.3.4 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.

14.3.4.a Scheduling FedEx Pickup

District test coordinators are responsible for arranging test materials 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](http://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 returning 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


- 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 staff 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.
Appendix B: Supplemental Instructions for Paper Test Mode

The OELPA is an online test. The expectation is that all districts and schools will test students online. The Ohio Department of Education permits some exceptions for paper tests. The following are situations where districts and schools may be eligible for paper testing:

1) A district or school with students who require the use of paper tests as an accommodation documented in an individualized education program (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 must contact the Department at statetests@education.ohio.gov to start the process of determining eligibility for paper tests.

Scoring the OELPA Paper Test

If your district or school administers OELPA paper versions (paper form, large print or Braille) in any grade band (K-12), test administrators (TAs) must manually enter all machine scored student responses for the listening, reading, and writing tests into the Data Entry Interface (DEI) for scoring by the last day of the test window March 27.

A user guide on the DEI is available on the portal. Districts should account for the time needed to complete the manual data entry for each test when using the DEI so all data are entered on time.

Test administrators need to score locally the speaking test for paper OELPA assessments. Instructions are included with the paper test materials. There is also a tutorial located on the portal for test administrators to review before scoring. The tutorial is only for paper tests, not the online speaking test.
Deadlines for Returning Paper Test Materials

**IMPORTANT:** Districts and schools must return scorable paper tests immediately after testing. District test coordinators must schedule their pickup date for the business day after the district or school’s OELPA testing ends. The Department considers a failure to return scorable paper documents the day after testing concludes to be a test security violation.

There are no automatic pickups of OELPA materials. Districts and schools 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 and schools are required to return nonscorable paper tests within one week of returning scorable documents at the end of the test window.
**Appendix C: 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 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 in the DEI by March 27.

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 -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 27.

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 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 audio 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 Paper-Pencil (DFA)*. 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 DFA 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 DFA with the secure nonscorable materials. The DFA is a secure document and must be returned.
Appendix D: 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An online test administrator needs a Test Administrator or Teacher User Account</td>
<td>District test coordinators, district administrators and building test coordinators can create Test Administrator (TA) and Teacher (TE) User Accounts.</td>
</tr>
<tr>
<td>2</td>
<td>A user forgets his or her password</td>
<td>From the TIDE Login Screen at <a href="#">TIDE</a>, click [Forgot Your Password?]. Enter your username (your email address), then [Next].</td>
</tr>
<tr>
<td>3</td>
<td>The student’s accessibility features are not listed correctly under Test Settings in the Test Administrator Interface</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 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. |
<p>| 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. <strong>Before</strong> 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. |</p>
<table>
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<tr>
<th>#</th>
<th>Description</th>
<th>What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>A student is unable to sign in to the test</td>
<td>Confirm that the student is correctly entering the Session ID.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>A new student is enrolled at the school</td>
<td>The district test coordinator, district administrator, EMIS coordinator, Information Technology Center (ITC) or building test coordinator must pre-identify the new student in TIDE.</td>
</tr>
<tr>
<td>8</td>
<td>A student moves out of the district during testing</td>
<td>If the student moves out of the district, no action is required by the district from which the student moved.</td>
</tr>
<tr>
<td>9</td>
<td>A student is absent on the day of testing</td>
<td>See the “Make-up Testing” information in the Schedules section of this manual.</td>
</tr>
<tr>
<td>10</td>
<td>A student needs to leave the computer for some reason</td>
<td>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.</td>
</tr>
<tr>
<td>11</td>
<td>A student is cheating</td>
<td>See 3. Test Security for guidance on reporting test incidents.</td>
</tr>
<tr>
<td>12</td>
<td>A student starts or takes a test for which the student is not eligible</td>
<td>See the information on test status requests.</td>
</tr>
<tr>
<td>13</td>
<td>The school building has a power failure or Internet connection interruption</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The school building has a fire or emergency drill</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The school building has an emergency</td>
<td>First, the test administrator should ensure student safety. If circumstances permit, the test administrator should stop the test session in the Test Administrator Interface.</td>
</tr>
<tr>
<td>#</td>
<td>Description</td>
<td>What to Do</td>
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<tr>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>15</td>
<td>A student accidentally pauses his or her test</td>
<td>After a test is paused, the student must complete the sign-in steps to resume testing.</td>
</tr>
<tr>
<td>16</td>
<td>A student receives an error message while taking the operational administration</td>
<td>Refer to the Message Codes document on the portal. Write down the message ID (usually 5 digits) and the text of the error. Contact the Ohio Help Desk.</td>
</tr>
<tr>
<td>17</td>
<td>A student’s machine crashes or loses its connection to the Internet</td>
<td>The student should sign in on another computer and continue his or her test.</td>
</tr>
<tr>
<td>18</td>
<td>Audio or recording is not working on the student’s device</td>
<td>If students cannot hear the sound, make sure the audio is not muted on the computer and that the headset meets device requirements and is properly connected. Check Technology Resources. 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 and is properly connected. TAs should also verify that students are speaking slowly and clearly into the microphone while the recording step is active.</td>
</tr>
<tr>
<td>19</td>
<td>A student begins a domain from which they were supposed to be exempt</td>
<td>The student must be updated in TIDE to show they are exempt for the domain, then they must invalidate the test.</td>
</tr>
</tbody>
</table>
Appendix E: 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.

<table>
<thead>
<tr>
<th>For guidance or information on</th>
<th>Refer to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing students</td>
<td>Student Practice Site</td>
</tr>
<tr>
<td>Managing online user accounts</td>
<td>TIDE User Guide</td>
</tr>
<tr>
<td>Submitting Pre-ID data</td>
<td>TIDE Video Tutorials</td>
</tr>
<tr>
<td>Marking student accessibility features under test settings</td>
<td></td>
</tr>
<tr>
<td>Ordering paper test materials</td>
<td></td>
</tr>
<tr>
<td>Submitting test status requests</td>
<td></td>
</tr>
<tr>
<td>Creating rosters and printing test tickets</td>
<td></td>
</tr>
<tr>
<td>Error codes or message codes</td>
<td>Message Codes Document</td>
</tr>
<tr>
<td>Approaches for establishing online user accounts</td>
<td>TIDE User Guide</td>
</tr>
<tr>
<td>Which online user accounts have access to which online systems</td>
<td>TIDE User Guide</td>
</tr>
<tr>
<td></td>
<td>Online User Role Matrix</td>
</tr>
<tr>
<td>How to proctor the online tests</td>
<td>Test Administration Manual</td>
</tr>
<tr>
<td></td>
<td>OELPA Test Delivery System Webinar</td>
</tr>
<tr>
<td>Administering paper tests</td>
<td>Directions for Administration Manual Paper-Pencil – secure document - delivered with paper materials</td>
</tr>
<tr>
<td>Internet, network, hardware (including headsets) and software requirements</td>
<td>Online System Requirements</td>
</tr>
<tr>
<td>How to download and install the Secure Browser for desktop computers and the App for tablets and Chromebooks</td>
<td>Secure Browser Installation Manual</td>
</tr>
<tr>
<td>Tracking test completions</td>
<td>TIDE User Guide</td>
</tr>
</tbody>
</table>
Appendix F: Test Incident Guidance Document

A test incident is any event or procedure that may impact a student’s performance on a test or may potentially impact the integrity of the test, the data, and the test results before, during and after testing. There are three types of test incidents: testing irregularities, test security violations and technology incidents. The following tables provide examples of each of these types.

Call the Department’s Office of Assessment at (614) 466-1317 for further guidance if the district or school becomes aware of collaboration among students, test compromise by the test administrator or other security issues.

The test incident guidance document applies to a student taking the speaking domain test or other domain tests or a group of students taking the listening, reading or writing domain test. The test administrator is presented as the staff to perform the necessary procedure; however, the district or school will determine who will perform the necessary procedure, for example, submitting a request for a reopen, reset or invalidation.

<table>
<thead>
<tr>
<th>A testing irregularity is an unexpected test incident that results in a change to the established test administration procedure. This change may, or may not, compromise the test result.</th>
<th>How to proceed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common examples of testing irregularities</strong></td>
<td><strong>How to proceed</strong></td>
</tr>
<tr>
<td>Electrical outage during testing.</td>
<td>Online and Paper tests: The test administrator will mark the time of the interruption and secure the materials. If test security was maintained during the event and time allows, the student or students may complete testing on the same day. If time does not allow the student or students to finish testing on the same day, the student or students may resume the test the next possible day. The TA may need to submit a test status request into TIDE to reopen the domain test.</td>
</tr>
<tr>
<td>Fire alarm goes off during testing (or another emergency evacuation).</td>
<td>Tornado drill or other scheduled drill during testing.</td>
</tr>
<tr>
<td>Student becomes ill during testing or student leaves school early without finishing testing. Examples may include: medical and/or emotional emergencies.</td>
<td>Online and Paper tests: If a student becomes ill or leaves school early and is unable to continue testing on the scheduled test day, the test administrator should pause the student’s test if online or collect the paper test and any test materials (e.g. scrap paper). When the student returns, the student resumes the test. The TA may need to submit a test status request into TIDE to reopen the domain test. Paper tests: If the student soils a scorable document with bodily fluids, the student’s responses must be transcribed into a new test booklet. There must be at least two staff in the room when transcribing student responses and one must be a test administrator (one to transcribe and the other to ensure the student’s responses are verbatim). The new replacement test booklet is returned to the vendor with other scorable documents. The soiled document must be securely destroyed observing universal precautions.</td>
</tr>
</tbody>
</table>

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Appendix F:
Test Incident Guidance Document
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student submitted test prior to completion of computer-based test.</td>
<td>Online tests: If a student submits his or her test in error, the test administrator may submit a test status request in TIDE to reopen a test so the student can continue testing on the same day. If time does not allow the student or students to finish testing on the same day, the student or students may resume the test the next possible day.</td>
</tr>
<tr>
<td>Student turns in paper test and then states he or she was not finished.</td>
<td>Paper tests: If a student has turned in his or her test booklet and remembers that he or she did not complete an item(s), the test may be returned if it is the same test day. If several days have passed, the district or school should call the Office of Assessment at (614) 466-1317 and discuss the situation.</td>
</tr>
<tr>
<td>Test administrator ends test session prematurely.</td>
<td>Online tests: If a test administrator ends a session prematurely, the test administrator should immediately create a new session ID for the student or students to finish testing on the same day. If time does not allow the student or students to finish testing on the same day, the student or students may resume the test the next possible day. The TA may need to submit a test status request into TIDE to reopen the domain test.</td>
</tr>
<tr>
<td>Common examples that are NOT testing irregularities</td>
<td>How to proceed</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Online tests only: A student signed in or submitted test using another student’s SSID.</td>
<td>If a student signed in or submitted his or her test using another student’s SSID, contact the Ohio Help Desk at (877) 231-7809 immediately. Provide the Ohio Help Desk with the SSIDs and specific domain test involved.</td>
</tr>
<tr>
<td>Paper tests only: A test administrator affixed a Pre-ID label incorrectly on a student’s test booklet.</td>
<td>If a Pre-ID label is placed incorrectly, do not attempt to take it off which could result in tearing the test booklet. Apply a print-on-demand Pre-ID label over the incorrect Pre-ID label. Failure to apply a Pre-ID label will result in scores not being reported. Failure to complete the correct test administration Pre-ID label will result in scores not being reported on-time.</td>
</tr>
<tr>
<td>Online and Paper tests: A student received an emergency accommodation.</td>
<td>For students who need an emergency accommodation (e.g., broken wrist, glasses, etc.), the district or school may fill out the optional emergency accommodation form and maintain it at the local level. It does not need to be submitted to the Department.</td>
</tr>
<tr>
<td>Paper tests only: A student responded in another student’s test booklet with the Pre-ID label affixed.</td>
<td>If student responds in a test booklet with another student’s Pre-ID label affixed, transcribe the students’ responses verbatim into a new test booklet. Place a “DO NOT SCORE” label on the test booklet that had the students’ responses incorrectly marked. Return to the vendor the new, replacement test booklet with the scorable materials. There must be at least two staff in the room when transcribing student responses and one must be a test administrator (one to transcribe and the other to ensure the student’s responses are verbatim).</td>
</tr>
</tbody>
</table>

**A technology incident is an unexpected computer-based testing event that may or may not compromise the test results.**

<table>
<thead>
<tr>
<th>Common examples of technology incidents</th>
<th>How to proceed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building lost internet connectivity while students were testing</td>
<td>The test administrator will mark the time of the interruption and collect any test materials such as scratch paper. If test security was maintained during the event and time allows, the student or students may sign in again to complete testing on the same day. If time does not allow the student or students to finish testing on the same day, the student or students may resume the test the next possible day. The TA may need to submit a test status request into TIDE to reopen the domain test.</td>
</tr>
<tr>
<td>A student receives an error message while taking the test.</td>
<td>Refer to the Message Codes document on the portal. Write down the message ID (usually five digits) and the text of the error. Contact the Ohio Help Desk at (877) 231-7809. The student or students may sign in again to complete testing on the same day. If time does not allow, the student or students may resume the test the next possible day. The TA may need to submit a test status request into TIDE to reopen the domain test.</td>
</tr>
</tbody>
</table>
A student’s device crashes or loses connection to the internet while taking the test. | The student should continue his or her test on another computer. If the student has issues signing on to the new computer, contact the Ohio Help Desk at (877) 231-7809. If a student is unable to continue testing on the scheduled test day, the student or students may resume the test the next possible day. The TA may need to submit a test status request into TIDE to reopen the domain test.

<table>
<thead>
<tr>
<th>A technology incident is an unexpected computer-based testing event that may or may not compromise the test results.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most common examples that are NOT technology incidents</strong></td>
</tr>
<tr>
<td>How to proceed</td>
</tr>
<tr>
<td>A student accidentally paused his or her test.</td>
</tr>
<tr>
<td>A student’s sign in process was delayed.</td>
</tr>
<tr>
<td>A student’s test item had difficulty loading, but he or she was still able to complete it on the same day of testing.</td>
</tr>
<tr>
<td>A student was unable to sign in to the test.</td>
</tr>
<tr>
<td>A student was unable to complete an item due to a technical issue.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A test security violation is an unethical testing practice or violation of the state or school’s security procedures that compromises test security and/or data security and the integrity of a student’s score results.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most common examples of possible security violations</strong></td>
</tr>
<tr>
<td>How to proceed</td>
</tr>
<tr>
<td>A student had a cell phone or other electronic device out. Refer to the Department’s electronic device policy. If applicable, see row on cheating/sharing test items below. Call the Office of Assessment</td>
</tr>
<tr>
<td>Event Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>during or after a test session.</td>
</tr>
<tr>
<td>Student or students left unsupervised with testing materials.</td>
</tr>
<tr>
<td>Tests were administered outside of test window.</td>
</tr>
<tr>
<td>Tests booklets left unattended.</td>
</tr>
<tr>
<td>A student was coached with verbal or nonverbal prompts to indicate an answer to an item.</td>
</tr>
<tr>
<td>Test was compromised by test administrator</td>
</tr>
<tr>
<td>Students were cheating or otherwise sharing test items.</td>
</tr>
<tr>
<td>Test materials were lost or unable to be returned to testing vendor.</td>
</tr>
</tbody>
</table>
Appendix G: 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.

<table>
<thead>
<tr>
<th>For these materials</th>
<th>Sample Return Box Label</th>
<th>Districts returning materials via UPS will apply these labels to each box</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORABLE documents</td>
<td><img src="image" alt="SCORABLE Label" /></td>
<td>White FedEx Label</td>
</tr>
<tr>
<td></td>
<td><strong>SCORABLE</strong></td>
<td>Green return box label</td>
</tr>
<tr>
<td></td>
<td>Ship to: Measurement Incorporated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2700 Angier Avenue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Durham, NC 27703</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Box _____ of _____</strong></td>
<td></td>
</tr>
<tr>
<td>NON-SCORABLE documents</td>
<td><img src="image" alt="NON-SCORABLE Label" /></td>
<td>White FedEx Label</td>
</tr>
<tr>
<td></td>
<td><strong>NON-SCORABLE</strong></td>
<td>Red return box label</td>
</tr>
<tr>
<td></td>
<td>Ship to: Measurement Incorporated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2700 Angier Avenue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Durham, NC 27703</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Box _____ of _____</strong></td>
<td></td>
</tr>
</tbody>
</table>