

Ohio

Ohio English Language Proficiency Screener and Assessment Accessibility

SECOND EDITION

December 2018

Ohio English Language Assessment System Accessibility Manual

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Introduction

The Ohio English language assessments system; includes a screener, the Ohio English Language Proficiency Screener (OELPS), and a summative test, the Ohio English Language Proficiency Assessment (OELPA). The OELPS and the OELPA assess students in the language domains of reading, writing, listening, and speaking. These tools support individual English learners (ELs) and their schools and districts by:

- determining initial identification of ELs through use of the OELPS;
- monitoring ELs' annual progress in the attainment of English proficiency for academic purposes using the OELPA;
- measuring school district success in meeting ESSA Title I and Title III accountability benchmarks; and
- informing decisions about exiting students from English language services.

This accessibility manual applies to the screener and the summative test.

Ohio is committed to providing assessments that best measure rigorous English language proficiency standards that correspond to college and career ready content standards in English language arts, mathematics, science, and social studies. The Ohio English language assessments system considers all ELs, including those who have disabilities, recognizing that the validity of assessment results depends on every student having appropriate access to the assessment. This accessibility manual was developed to guide the selection and administration of Administrative Considerations, Universal Tools, Designated Supports and Accommodations for individual students to produce valid assessment results.

Ohio supports the implementation of an assessment system for ELs that reflects the research and progress made in the development of English language proficiency assessments. Ohio's approach to English language assessment is rooted in the knowledge that ELs are diverse; all ELs are capable of making progress toward English language proficiency; and ELs must acquire discipline-specific language practices that enable them to produce, interpret and effectively collaborate on content-related grade-appropriate tasks.

INTENDED AUDIENCE AND RECOMMENDED USE

The *Ohio English Language Assessments System Accessibility Manual* is intended for district and school-level personnel as well as decision-making teams as they prepare for and implement the OELPS and OELPA. This manual provides information for educators of English learners, intervention specialists and related services personnel to use in selecting and administering accessibility features for those students who need them. The manual also is intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *Ohio English Language Assessments System Accessibility Manual* applies to all students who take the OELPS and OELPA. It emphasizes an individualized approach to the implementation of assessment practices for students. At the same time, this manual supports important instructional decisions about accessibility for students who participate in the OELPS and OELPA. Ohio recognizes the critical connection between accessibility in instruction and accessibility during assessment.

ACCESSIBILITY FEATURES CONCEPTUAL MODEL

While the Ohio State Tests (OSTs), the OELPS and the OELPA share a common test delivery system and therefore have similar features available, there are differences between policies for the OELPS and OELPA, and for Ohio's State Tests.

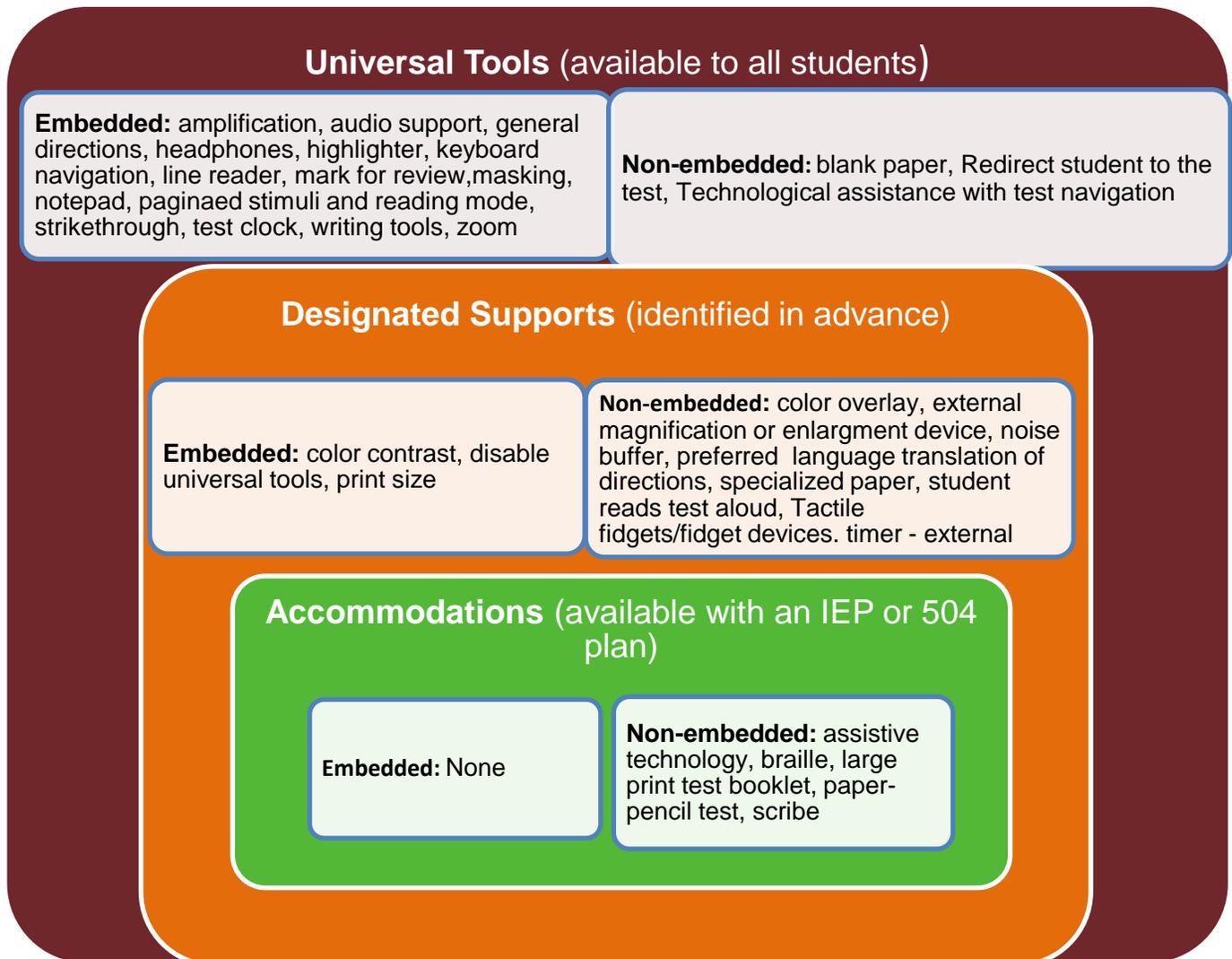
The conceptual model, shown in Figure 1, highlights: (a) Universal Tools (supports available to all students), (b) Designated Supports (supports available for individual students that must be assigned to students in advance of testing), and (c) Accommodations (supports available to individual students with individualized education programs or 504 plans). In addition, it shows some of the administrative considerations that support the participation of students in the OELPS and OELPA.

Figure 1 also identifies the embedded features (provided as part of the technology platform) and non-embedded features (provided locally).

To protect the validity and administration security of the OELPS and OELPA, only those accessibility features explicitly identified in this manual should be used during test administration. The use of features that are outside of this document could compromise the OELPS and OELPA validity and invalidate student results.

Below is a Chart illustrating Embedded or Non-embedded tools

Figure 1. Conceptual Model of OELPA Accessibility Features



Administrative Considerations: frequent breaks, separate or alternate location, small group, specialized equipment or furniture, specified area or seating, time of day.

Section I: Administrative Considerations

WHAT ARE ADMINISTRATIVE CONSIDERATIONS?

Administrators have the authority to schedule students in testing spaces other than classrooms and at different scheduled times, if test security conditions are met. For example, an administrator may consider the decision to test students who are easily distracted in a large group setting in a small group or individual setting. In general, changes to the timing, setting or conditions of testing are left to the discretion of the principal or test coordinator.

Table 1. Administrative Considerations

Administrative Considerations	Description
Familiar Test Administrator	The student knows the test administrator and/or interpreter.
Frequent breaks	All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a specific student’s needs (for example, the student fatigues easily). During each break, the testing clock is stopped. If the student leaves the room, the test administrator must collect the student’s test materials.
Separate or alternate location	The test is administered in a different location than the location where other students are testing (for example, a different classroom).
Small group	A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students is typical. A “group” of one also is permissible. Small groups may be appropriate for human read-aloud and translated test administration or to reduce distractors for some students. Read-aloud is only allowable on the paper version. The speaking test of the OELPA <u>must</u> be administered in a one-on-one test session. The <u>entire</u> OELPS must be administered in a one-on-one test session.
Specialized equipment or furniture	This includes equipment such as adjustable desks or chairs.
Specified area or seating	The student sits in a specific place in the test setting, such as by the window for natural light or beside the test administrator’s desk.
Time of day	The student takes test during time of day most beneficial to his or her performance. Care must be taken to ensure that the student has enough time to complete scheduled testing.

Section II: Universal Tools

WHAT ARE UNIVERSAL TOOLS?

Universal Tools are accessibility features of the OELPA that are either provided digitally through the test delivery system (embedded) or non-digitally at the local level (non-embedded). Universal Tools are available to all students.

EMBEDDED UNIVERSAL TOOLS

The computer-based OELPS and OELPA include a wide range of embedded Universal Tools. These features are available to all students as part of the test delivery system. Universal tools for paper-based testing are student strategies or features provided externally by test administrators. See [Appendix A - Accessibility Features for Paper-based Ohio’s State Tests](#) in [Ohio’s Accessibility Manual with Appendices](#) for paper-based alternatives to these tools.

Table 2. Embedded Universal Tools Available to All Students

Universal Tools	Description
Amplification	The student raises or lowers the volume control, as needed.
Audio support	<p>The student uses this feature to hear pre-recorded audio of most tasks. With the exception of the text in drag-and-drop text and the text in a word bank, audio support is available for the following:</p> <p>Speaking—most tasks have audio support for most (but not all) components;</p> <p>Listening—all tasks have audio support for all components; all tasks can be replayed one additional time unless the student is assigned an unlimited replays accommodation;</p> <p>Writing—all tasks have audio support for all components except for inline editing tasks; and</p> <p>Reading—audio support is available only for read-along tasks and for all kindergarten tasks and items</p> <p>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.</p> <p>In cases where a student cannot take the computer-based version of the OELPA, and instead takes a paper version of the test, the student will receive audio support via the test administrator. The test administrator will follow the test administration script in the Directions for Administration Manual. The test administrator also will use an audio CD included with the testing materials. On the paper-based test, the test administrator with 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.</p> <p>General guidelines for test administrators reading the paper-based testing script for the OELPA is in Appendix B of this manual.</p>
General directions	<p>The test administrator must read the scripted general directions for starting all administrations and must not deviate from the script. After the test administrator has read the directions, students may ask for the directions to be repeated or clarified. General directions may be translated or signed (e.g. ASL). General directions include the scripted information for students that comes before the test starts. Once students have begun the test, nothing may be clarified.</p>

Universal Tools	Description
Headphones	<p>The student uses headphones or earbuds to access pre-recorded audio on the assessment. Students must use headphones if tested in a group setting.</p> <p>Students with hearing impairments may use personal FM systems. For more information on additional assistive technology devices and software for use on Ohio's State Tests, refer to Appendix D of Ohio's Accessibility Manual.</p>
Highlighter	<p>The student uses this digital feature for marking desired text, items or response options with the color yellow. Highlighted text remains available throughout the test as long as the test session remains active.</p>
Keyboard navigation	<p>The student is able to navigate throughout test content by using a keyboard, e.g., arrow keys. This feature may differ depending on the device.</p>
Line reader	<p>The student uses an onscreen tool to assist in reading by raising and lowering the tool for each line of text on screen.</p>
Mark for review	<p>The student electronically "flags" or "bookmarks" items to review later.</p>
Masking	<p>The student covers an area of the item so they can focus on certain item elements. The student may uncover anything masked when ready.</p>
Notepad	<p>The student uses this feature as virtual scratch paper to make notes or record responses. The digital notepad is item-specific and is available through the end of each test domain. Notes are not saved when the student moves on to a different test domain or after pausing the test for more than 20 minutes.</p>
Paginated stimuli and reading mode	<p>The student reads a passage by flipping pages, similar to a book or e-reader. This eliminates vertical scrolling on passages. The student can also select to open the reading mode window which displays two pages of the reading passage at a time.</p>
Strikethrough	<p>The student electronically crosses out possible answer choices on multiple choice items.</p>
Test clock	<p>The test clock displays for the student the amount of time the student has been in the test. The student can collapse or un-collapse the test clock by clicking on it. The clock only runs while the student is viewing test content.</p>
Writing tools	<p>The student uses writing tools to format and edit written responses, such as cut and paste, copy, underline, italicize, bold and undo/redo.</p>
Zoom	<p>Students use the zoom out and zoom in buttons to decrease and increase the size of the text and graphics on the page. Maximum zoom is about 250 percent depending on the device.</p>

NON-EMBEDDED UNIVERSAL TOOLS

Table 3. Non-embedded Universal Tools Available to All Students

Universal Tool	Description
Blank paper	Test administrators must provide blank paper to students upon request. The student receives one sheet (or more as needed) of paper with a pencil, pen or marker. In all cases, test administrators must collect and securely destroy used paper at the end of each test domain to maintain test security.
Redirect student to the test	The test administrator redirects the student’s attention to the test without coaching or assisting the student in any way. To redirect a student is not the same as to cueing or prompting the student.
Technological Assistance with test navigation	Students in Kindergarten through 12th grade without the necessary computer skills to participate in OELPA may have a trained Test Administrator help with mouse point-and-click and drag-and-drop, onscreen tool/button navigation (i.e., back, next, submit, start/stop recording, play speaking recording), and keyboarding (grades 2-12). The Test Administrator is allowed to assist only with the technology as indicated by the student and must never assist with actual answer responses. Choosing answers for a student is a test violation and will result in an invalid assessment.

Section III: Designated Supports

WHAT ARE DESIGNATED SUPPORTS?

A relatively small number of students will require additional features, called designated supports, for their particular needs. Providing too many tools on screen might distract some students. Therefore, designated features must be selected ahead of time based on the individual needs and preferences of the student. Students should practice using these features and understand when and how to use them. Students can decide whether or not to use a pre-selected support, without any consequence to the student, school or district.

Individualizing access needs on the test for each student provides increased opportunities to accurately demonstrate knowledge and skills.

Designated supports are divided into two types: 1) embedded designated supports; and 2) non-embedded designated supports. Embedded supports are those that are available as part of the technology platform. They can be enabled in three different ways:

1. By uploading a student settings file in TIDE;
2. By marking the features under the “Test Settings” section of the student’s record manually in TIDE; or
3. Test administrators can select the feature(s) under “Test Settings” in the Test Administrator Interface if approving the student to test during the test session.

Non-embedded supports are not part of the technology platform, so test administrators must provide them locally.

EMBEDDED DESIGNATED SUPPORTS

Table 4. Embedded Designated Supports

Designated Support	Description
Color contrast	<p>The student is able to adjust the text color and screen background color based on the student’s need. The color contrast options, in addition to the default black text on white background, include:</p> <ul style="list-style-type: none"> Black text on cream background; Black text on light blue background; Black text on light pink background; Yellow text on blue background; and White text on black background. <p>Note: Color contrast options for OELPA do not exactly match those offered on Ohio’s State Tests. Students should use the OELPA practice test to determine best options for this feature.</p>
Disable universal tool	<p>Some students may benefit from fewer tools in the Test Delivery System when testing. Many of the universal tools available in the Test Delivery System can be turned off. See the Test Administration Manual for details about turning student settings on and off.</p>
Print size	<p>The print size can be pre-set to one to four levels larger than the default.</p> <ul style="list-style-type: none"> Level 0: 1X (default/no zoom) Level 1: 1.5X

Designated Support	Description
	Level 2: 1.75X Level 3: 2.5X Level 4: 3X

Non-embedded Designated Supports

Table 5. Non-embedded Designated Supports

Designated Support	Description
Color overlay	The student is able to overlay a semitransparent color sheet.
External magnification or enlargement device	The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed-circuit television, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).
Noise buffer	The student uses noise buffers (e.g., earphones or earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items).
Preferred language translation of directions	Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the language. Translations may be provided by a human or the test platform.
Specialized paper	In addition to blank paper, students may use test administrator provided grid paper, wide-ruled paper, Braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper, colored paper, etc. The paper provided cannot contain any writing that may give the student an unfair testing advantage. Examples of additional writing that is prohibited, can include, but is not limited to; graphic organizers and two-column tables. Students also may use personal white boards instead of paper. In all cases, test administrators must collect and securely destroy used paper at the end of each test domain to maintain test security.
Student reads test aloud	The student reads the test content aloud to self. This feature includes the use of whisper phone. The test must be administered in a one-on-one setting or in a setting in which the student is separated enough from other students that they cannot hear each other and do not disturb one another.
Tactile fidgets/Fidget devices	Student uses tool for self-regulation, to help with focus, attention, calming, and active listening. (e.g. Fidget Spinner, squish ball, focus cube, pencil topper, etc.). Tool must be free of anything that may give an advantage during testing or test content.
Timer-external	Student uses a timer. There are a variety of timers that students may use, ranging from basic kitchen timers to more complex wearable devices that vibrate or flash at preset intervals or timers with visual clues such as a red covering that disappears as the timer counts down. Students may not use cell phones and devices must not connect to the internet.

Section IV: Accommodations

WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the OELPA and generate valid assessment results for students who need them. Accommodations are for students for whom there is documentation of need on an IEP or 504 plan, so that these students show what they know and can do on the OELPA.

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

IEP teams and 504 plan coordinators make decisions about accommodations. For English learners with disabilities, these teams should include an expert in the area of English language acquisition.

EMBEDDED ACCOMMODATIONS

There are no embedded accommodations for the OELPA. Non-embedded Accommodations For information about human read-aloud, see the Audio Support feature in Table 2.

Table 6. Non-embedded Accommodations Available with an IEP or 504 Plan

Accommodation	Description
Assistive technology	The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, trackball, speech-to-text conversion or voice recognition. Refer to Appendix D – Assistive Technology Guidelines in Ohio's Accessibility Manual with Appendices for additional information.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams and illustrations) is presented in a raised format. Student responses in braille must be transcribed into a scorable test booklet.
Large print test booklet	A large print form of the test for students with a visual impairment who are unable to take the test online even with magnification, zoom and other specialized devices. The font size for the large print form is 18 point on 11" x 17" paper.
Paper-pencil test	The student takes a paper-and-pencil version of the test. If a student is unable to take an online computer-based test, they may have a paper-and-pencil version of the test. Teams should base this decision based on a student's individual needs only and should not be applied on a group basis. Students who have a paper-based test will have the test read aloud. See Appendix B for guidance.
Scribe	This accommodation is for students who have a documented significant motor or language processing difficulty or who have had a recent injury and need this as an emergency accommodation (such as a broken hand or arm). The student dictates responses either verbally, using a speech-to text device, augmentative communication device or assistive communication device (e.g., picture or word board) or by signing, gesturing, pointing or eye gazing. Grammar checker, Internet and stored files functionalities must be turned off. The student must test in a separate setting. Please refer to Appendix C-Protocol for Scribing and Transcribing Student Responses in Ohio's Accessibility Manual with Appendices for more information about the scribing process. For constructed responses in the writing domain only, students and scribes

Accommodation	Description
	should follow the section <i>Additional Guidelines for the English Language Arts–Constructed Responses</i> in Appendix C - Protocol for Scribing and Transcribing.

Appendix A: Optional OELPA Planning Tool

Check all that apply.

Administrative Considerations
<input type="checkbox"/> Frequent breaks <input type="checkbox"/> Separate or alternate location <input type="checkbox"/> Small group <input type="checkbox"/> Specialized equipment or furniture <input type="checkbox"/> Specified area or seating <input type="checkbox"/> Time of day

Universal Tools

Embedded Universal Tools	Non-embedded Universal Tools
<input checked="" type="checkbox"/> Amplification <input checked="" type="checkbox"/> Audio support <input checked="" type="checkbox"/> General directions <input checked="" type="checkbox"/> Headphones <input checked="" type="checkbox"/> Highlighter <input checked="" type="checkbox"/> Keyboard navigation <input checked="" type="checkbox"/> Line reader <input checked="" type="checkbox"/> Mark for review <input checked="" type="checkbox"/> Masking <input checked="" type="checkbox"/> Notepad <input checked="" type="checkbox"/> Paginated stimuli and reading mode <input checked="" type="checkbox"/> Strikethrough <input checked="" type="checkbox"/> Test clock <input checked="" type="checkbox"/> Writing tools <input checked="" type="checkbox"/> Zoom	<input checked="" type="checkbox"/> Blank paper <input checked="" type="checkbox"/> Redirect student to the test <input checked="" type="checkbox"/> Technological assistance with test navigation *Universal Tools are pre-checked

Designated Supports

Embedded Designated Supports	Non-embedded Designated Supports
<input type="checkbox"/> Color contrast <input type="checkbox"/> Disable universal tools <input type="checkbox"/> Print size (levels 1-4)	<input type="checkbox"/> Color overlay <input type="checkbox"/> External magnification or enlargement device <input type="checkbox"/> Noise buffer <input type="checkbox"/> Preferred language translation of directions <input type="checkbox"/> Specialized paper <input type="checkbox"/> Student reads test aloud <input type="checkbox"/> Tactile fidgets/Fidget devices <input type="checkbox"/> Timer-external

Accommodations

Embedded Accommodations	Non-embedded Accommodations
None	<input type="checkbox"/> Assistive technology <input type="checkbox"/> Braille <input type="checkbox"/> Large-print test booklet <input type="checkbox"/> Paper-pencil test <input type="checkbox"/> Scribe

Appendix B: Guidelines for Reading Paper-Based Test Script

Qualifications of Test Administrators

- As with all state tests, test administrators must be employees of the school district and hold a license/certificate/permit issued by the Ohio Department of Education.
- The test administrator ideally should be an education professional who is familiar with the student and who is typically responsible for providing this feature in the classroom.
- The test administrator must be trained in accordance with state test administration and security policies and procedures.
- The test administrator should have prior experience in providing read-aloud support, allowable only on the paper version, and must be familiar and comfortable with the process before providing this support to a student during test administration.

Preparation Procedures

- Test administrators must familiarize themselves with the test environment and format of the test in advance of administering the test.
- Test administrators must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not identified in the script will result in a test misadministration and will invalidate the test.
- The test administrator must be aware of whether the student requires additional accessibility features that have been approved for use during the test.

Guidelines for Reading Aloud

- The test environment must be configured in such a way as to ensure that the administration does not interfere with the instruction or assessment of other students not taking the test on paper.
- The test administrator must read test content exactly as written in the script and as clearly as possible.
- The test administrator must communicate in a neutral tone and maintain a neutral facial expression and posture.
- The test administrator should avoid gesturing, head movements or any other verbal or non-verbal emphasis on words.
- The test administrator must avoid conversing with the student about test items and respond to the student's questions by repeating the item, words or instructions from the test verbatim as needed.
- The test administrator must not paraphrase, interpret, define or translate any items, words or instructions.
- The test administrator should adjust his/her reading speed and volume if requested by a student. When administering the test in a group, the test administrator should read at a speed and volume that meets the needs of all students in the group.

Post-Administration

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