Ohio Kindergarten Guidelines for K-2 OTELA Reading and Listening Inventories - Terms and Definitions[1]:

Grade Level Appropriateness for Kindergarten

Reading text and listening passages appropriate for kindergarten include informational and literary text containing content that is familiar to Kindergarten students in the general academic classroom.

Informational text contains content that is familiar to kindergarten students; series of sequential events; contains categorical information; and contains one syllable words. **Literary** text contains content that is familiar to kindergarten students; stories contain people as characters; passages do not use anthropomorphisms when including animals in the story; and characters have easy 1 or 2 syllable names.

Passage Length Guidelines for Kindergarten

Short passages	Up to 75 words in length
Medium passages	75 to 100 words in length
Long Passages	100 to 125 words in length

Ohio First Grade Guidelines for K-2 OTELA Reading and Listening Inventories – Terms and Definitions:

Grade Level Appropriateness for First Grade

Reading text and listening passages appropriate for first grade include informational and literary text containing content that is familiar to first grade students in the general academic classroom.

Informational text contains content that is familiar to first grade students. The text contains a series of sequential events and includes categorical information. **Literary** text contains content that is familiar to first grade student. The text contains a problem and a resolution. The text lends itself to simple inferential and evaluative questions.

Passage Length Guidelines for First Grade

Short passages	Up to 100 words in length
Medium Passages	100 to 200 words in length
Long passages	200 to 250 words in length

Ohio Second Grade Guidelines for K-2 OTELA Reading and Listening Inventories – Terms and Definitions:

Grade Level Appropriateness for Second Grade

Reading text and listening passages appropriate for second grade include informational and literary text containing content that is familiar to second grade students in the general academic classroom.

Informational text contains content that is familiar to second grade students. The text lends itself to essential questions (who, what, where, why, how) and simple inferential and evaluative questions. **Literary** text contains content that is familiar to second grade students. The text contains a problem and a resolution. The text lends itself to essential questions (who, what, where, why, how) and simple inferential and evaluative questions

Passage Length Guidelines for Second Grade

Short passages	Up to 150 words in length
Medium Passages	150-200 words in length
Long Passages	200-275 words in length

[1] These guidelines are based upon Ohio's Academic Content Standards for English Language Arts and Ohio's K-2 Reading Diagnostic Assessments

Ohio Guidelines for Assessing "Teacher Support" in K-2 OTELA Listening, Reading, Speaking, and Listening Inventories – Terms and Definitions:

In the current *Ohio English Language Proficiency Standards for Limited English Proficient Students in Grades K-12* [2] support for LEP students is defined as:

Support: Instructional strategies that are designed to assist students in either comprehending speech and written texts of other persons, or producing meaningful speech and written texts. Strategies include the use of visual aids, manipulatives, cues, graphic organizers, modified speech and simplified written texts, questioning and probing for clarification, explanations, modeling, and peer tutoring.

The standards further define **limited** and **extended** support as follows:

Limited support – A minimal use of the supports indicated above, only on an "as-needed" basis.
Extensive support – A systematic and regular use of the supports described above.

For purposes of the K-2 ELDA, please use these definitions follows:

For each **entry** (and associated rubric) in the inventories that **specifically** reference "**support"**,

1. the **highest** score point for that rubric is associated with the most (or highest level of) independence for the observed behavior,
2. **middle** score points for that rubric are associated with **limited** support,
3. and **lowest** score points are associated with **extensive** supports.

[2] Ohio English Proficiency Standards for Limited English Proficient Students in Grades K-12 is available online at www.ode.state.oh.us keyword search "English language proficiency standards"