

OHIO TEST OF ENGLISH LANGUAGE ACQUISITION (OTELA) MARCH 2007 ADMINISTRATION

STATISTICAL SUMMARY

These statistics describe the population of Ohio limited English proficient (LEP) school students completing all subjects in the March 2007 OTELA administration.

OTELA Descriptive Statistics by Subject Area and Grade Cluster											
Grade Cluster	Subject	N-count	Max Raw Score	Max Scaled Score	Raw Score Mean	Raw Score Standard Deviation	Raw Score SEM	Scaled Score Mean	Scaled Score Standard Deviation	Scaled Score SEM	Reliability
K	Listening	3665	21	432	12.66	5.37	1.37	335.46	55.32	14.15	0.93
	Speaking	3665	24	429	15.05	6.49	1.33	329.82	60.02	12.33	0.96
	Reading	3665	42	383	21.99	11.20	2.49	303.93	32.48	7.23	0.95
	Writing	3665	27	391	12.50	6.82	1.71	279.46	43.71	10.93	0.94
1-2	Listening	6612	21	416	15.69	4.65	1.22	350.04	50.55	13.23	0.93
	Speaking	6612	24	422	18.14	5.48	1.18	353.31	54.16	11.68	0.95
	Reading	6612	42	396	28.30	10.40	2.06	324.18	40.67	8.05	0.96
	Writing	6612	27	404	18.53	6.34	1.52	316.93	48.84	11.69	0.94
3-5	Listening	7223	18	928	11.88	3.75	1.79	702.10	136.14	65.02	0.77
	Speaking	7223	24	929	19.39	5.20	1.67	777.82	144.84	46.41	0.90
	Reading	7223	20	922	12.05	4.59	1.89	636.72	151.51	62.44	0.83
	Writing	7223	17	954	9.29	3.73	1.93	619.92	144.33	74.87	0.73
6-8	Listening	5242	18	935	13.11	3.77	1.64	785.16	130.22	56.70	0.81
	Speaking	5242	24	941	19.98	5.65	1.50	824.30	142.46	37.75	0.93
	Reading	5242	20	926	12.41	4.85	1.85	671.16	158.56	60.41	0.85
	Writing	5242	17	964	9.60	3.60	1.71	665.07	137.81	65.53	0.77
9-12	Listening	4955	20	942	13.42	4.18	1.86	780.34	124.30	55.36	0.80
	Speaking	4955	24	949	19.40	6.24	1.50	832.07	151.88	36.62	0.94
	Reading	4955	20	933	11.72	4.92	1.91	685.76	154.28	59.75	0.85
	Writing	4955	20	995	11.05	4.59	2.06	679.95	151.91	68.14	0.80

OTELA Cut Score Points for All Performance Standards

		Performance Standard Cut Scores			
		Level 2 Beginners	Level 3 Intermediate	Level 4 Advanced	Level 5 Full English Proficiency
Grade K Listening	Raw Score	4	9	15	19
	Scaled Score	248	300	355	399
Grade K Speaking	Raw Score	6	12	18	22
	Scaled Score	255	300	349	394
Grade K Reading	Raw Score	8	20	36	40
	Scaled Score	270	300	338	359
Grade K Writing	Raw Score	7	16	21	26
	Scaled Score	251	300	328	375
Grade 1–2 Listening	Raw Score	6	11	16	19
	Scaled Score	254	300	348	382
Grade 1–2 Speaking	Raw Score	8	13	18	22
	Scaled Score	266	300	344	388
Grade 1–2 Reading	Raw Score	10	22	31	39
	Scaled Score	262	300	328	364
Grade 1–2 Writing	Raw Score	8	17	21	25
	Scaled Score	245	300	329	369
Grade 3–5 Listening	Raw Score	5	8	11	13
	Scaled Score	450	544	645	725
Grade 3–5 Speaking	Raw Score	6	10	17	22
	Scaled Score	450	547	668	809
Grade 3–5 Reading	Raw Score	6	11	13	17
	Scaled Score	450	580	648	770
Grade 3–5 Writing	Raw Score	5	9	12	14
	Scaled Score	450	577	669	785

		Performance Standard Cut Scores			
		Level 2 Beginners	Level 3 Intermediate	Level 4 Advanced	Level 5 Full English Proficiency
Grade 6–8 Listening	Raw Score	7	9	12	14
	Scaled Score	554	626	718	806
Grade 6–8 Speaking	Raw Score	3	12	18	22
	Scaled Score	458	611	719	825
Grade 6–8 Reading	Raw Score	6	11	14	18
	Scaled Score	460	612	690	829
Grade 6–8 Writing	Raw Score	7	10	12	15
	Scaled Score	553	653	722	894
Grade 9–12 Listening	Raw Score	6	9	12	16
	Scaled Score	556	632	729	850
Grade 9–12 Speaking	Raw Score	8	12	18	21
	Scaled Score	570	650	765	850
Grade 9–12 Reading	Raw Score	7	10	14	17
	Scaled Score	545	630	718	850
Grade 9–12 Writing	Raw Score	6	10	13	16
	Scaled Score	509	631	719	850

Percentage of Students at Each Performance Level

Test Grade Cluster/ Subject	Percentage of Students at Each Performance Level				
	Pre-functional	Beginners	Intermediate	Advanced	Full English Proficiency
Grade K Listening	4.77	19.92	34.65	24.56	16.10
Grade K Speaking	10.80	17.57	30.72	23.22	17.68
Grade K Reading	12.52	28.92	44.97	8.27	5.32
Grade K Writing	23.06	42.32	19.81	12.44	2.37
Grade K Comprehension	12.33	28.79	45.29	8.29	5.29
Grade K Composite	21.34	41.31	26.68	8.98	1.69
Grade 1–2 Listening	3.61	11.06	26.19	26.15	32.99
Grade 1–2 Speaking	5.22	9.51	23.05	28.51	33.71
Grade 1–2 Reading	6.19	19.33	25.30	30.94	18.24
Grade 1–2 Writing	7.37	23.67	22.11	30.08	16.77
Grade 1–2 Comprehension	6.03	18.89	26.15	31.16	17.77
Grade 1–2 Composite	8.09	23.43	28.13	29.37	10.98
Grade 3–5 Listening	3.48	11.03	20.06	17.69	47.74
Grade 3–5 Speaking	3.41	2.99	14.84	32.96	45.80
Grade 3–5 Reading	9.61	27.61	12.79	29.71	20.28
Grade 3–5 Writing	11.70	30.26	27.43	16.35	14.26
Grade 3–5 Comprehension	8	24.42	18.32	29.56	19.7
Grade 3–5 Composite	10.65	26.69	30.53	23.92	8.21
Grade 6–8 Listening	7.33	6.91	15.19	15.03	55.55
Grade 6–8 Speaking	1.83	8.62	11.41	18.37	59.77
Grade 6–8 Reading	10.21	24.93	17.67	29.65	17.55
Grade 6–8 Writing	20.77	21.73	23.46	28.14	5.89
Grade 6–8 Comprehension	8.45	21.37	23.52	29.38	17.28
Grade 6–8 Composite	15.36	20.03	32.7	27.97	3.95

Test Grade Cluster/ Subject	Percentage of Students at Each Performance Level				
	Pre-functional	Beginners	Intermediate	Advanced	Full English Proficiency
Grade 9–12 Listening	5.41	10.27	13.99	32.01	38.32
Grade 9–12 Speaking	8.29	4.44	11.93	12.47	62.87
Grade 9–12 Reading	19.17	17.03	22.18	20.63	20.99
Grade 9–12 Writing	14.65	19.72	22.36	25.43	17.84
Grade 9–12 Comprehension	14.91	19.72	23.87	20.63	20.87
Grade 9–12 Composite	16.04	20	27.83	26.14	9.99

Equating and Scaling: How Raw Scores Are Converted into Scaled Scores

Test Form Construction

The Ohio Test of English Language Acquisition (OTELA) is based on the English Language Development Assessment (ELDA) developed under the direction of a consortium of 18 member states of the LEP State Collaborative on Assessment and Student Standards (LEP-SCASS) and the Council of Chief State School Officers. The ELDA was designed to allow states to meet federal requirements under NCLB concerning the annual assessment of LEP students regarding their acquisition of and progress toward developing English language proficiency in listening, speaking, reading, and writing.

The OTELA is a battery of tests designed to allow schools to measure annual progress in the acquisition of English language proficiency skills among non-native English-speaking students. The battery consists of separate tests for listening, speaking, reading, and writing, at each of five grade clusters: K, 1–2, 3–5, 6–8 and 9–12. The tests are aligned with Ohio’s English language proficiency standards and were constructed to provide content coverage across three academic topic areas (English Language Arts; Mathematics, Science and Technology; and Social Studies), and one non-academic topic area, School-Environmental, which is related to aspects of the school environment such as extracurricular activities, student health, homework, classroom management, and lunchtime. Although the OTELA tests measure language skills with content drawn from age-appropriate curricular and non-curricular sources, they are not tests of academic content. Students do not need any external or prior content-related knowledge to respond to the test questions.

To measure a wide range of English language proficiency, the full-length ELDA includes many items and requires substantial test administration time. Although administration of the ELDA test battery is not officially timed, general guidelines indicate approximately four hours of test administration time. In addition, most students to whom the ELDA was administered scored in the upper ranges of the raw score distribution. These performance results indicated that the ELDA operational forms could be shortened substantially by eliminating the easiest items in the operational item bank while maintaining a proportional representation of items across content standards within each subject area.

OTELA items were selected on the basis of their psychometric properties, contribution to measurement at key points on the scale (such as the intermediate cut score) and content coverage. When, for example, the easiest items within a subject area proved to be concentrated within specific content standards, the Ohio Department of Education (ODE) opted to maintain breadth of content coverage, rather than to simply increase form difficulty. In addition, although a primary goal was to reduce test length as much as possible, estimated form reliabilities were used to determine the appropriate number of items to include in each test form.

Common Item Equating

Grade clusters 3–5, 6–8, and 9–12. Following the first operational administration of grades 3–12 ELDA forms in 2005, items included in the first operational test forms were recalibrated and the resulting item parameter estimates serve as the reference scales for ELDA. All subsequent grades 3–12 ELDA test forms are linked to these scales.

Because the first set of operational forms were constructed to include a set of common items between adjacent grade clusters, the grades 3–5, 6–8 and 9–12 forms were jointly calibrated in a single Winsteps run for each subject, resulting in a common, vertically linked scale across grade clusters for

each subject. For each Winsteps run, the mean of the item difficulty parameters was fixed to zero so that the average difficulty for all items across grade clusters was equal to zero within each subject for the first operational form.

For the 2005 field test, a common item design was used to allow common item equating across field-test forms and the first operational form. Following the common item design of the field test, items were jointly calibrated in a single Winsteps run for each subject and grade-cluster combination. Because all of the 2005 ELDA field-test forms shared items in common with operational Form 1, a common item equating method was used to link the field-test items to the ELDA operational Form 1 scale. For each field-test form within each grade cluster, shared items were fixed to their operational Form 1 parameter estimates, while the remaining items were freely estimated. This placed all the field-test items on the operational Form 1 scale.

In addition, a small subset of items were field tested in 2004 but were not included in the 2005 operational forms. These items were also placed on the 2005 operational ELDA scale. Because all items in the 2005 operational test came from the 2004 field-test item pool, the 2005 operational test items were used as linking items. The mean-mean procedure was used to find the linking constant. To ensure that the final set of anchor items (i.e., common items) was free of item parameter drift, a stepwise deletion procedure was used to select anchor items and calculate the linking constant needed to bring the field test items onto the reference scale defined by the first operational administration. Following this procedure, a linking constant was calculated, using all anchor items, and then applied the linking constant to bring the items back to the reference scale. Anchor item parameter estimates were then examined to determine whether the difference between any adjusted or linked parameter estimates and the reference scale parameter estimates was greater than .3 logits. At each step, we eliminated from the anchor set the item with the greatest difference between its linked and reference item parameter estimates, provided the difference was greater than .3. We then computed and applied a new linking constant to the test items and again examined the parameter estimates for the remaining anchor items to determine whether any exceeded the .3 tolerance level. We repeated this process until all remaining anchor items met the tolerance-level specifications. The linking constant was computed on the basis of this final anchor item set, and then applied to the 2004 ELDA field-test item parameters.

The result of these analyses was to place all items in each of the grade 3–12 ELDA subject area item banks on common scale defined by the first operational administration.

Grade clusters K and 1–2. Items in the grades K and 1–2 OTELA forms were calibrated independently of the items in the grade 3–12 scales and are not reported on the vertical scale used to report scores on the grades 3–12 OTELA tests. A large proportion of items in the listening and speaking tests are common across the grades K and 1–2 test forms, while item overlap between the grades K and 1–2 reading and writing test forms is minimal. Consistent with this perspective, item difficulties for the kindergarten and grade 1–2 OTELA test forms were calibrated following two distinct strategies. Parameters for all OTELA kindergarten and grade 1–2 items were estimated using Masters’ partial credit model, an extension of the Rasch model for polytomous items. Student item scores were obtained from the spring 2006 operational administration of the OTELA. For the reading and writing assessments, items in each of the grades K and 1–2 operational test forms were calibrated in separate Winsteps runs. For the listening and speaking items, parameters for items in both the grades K and 1–2 forms were estimated simultaneously in a joint calibration. Once the listening and speaking items were calibrated, the resulting cross-grade item parameter estimates were used to generate form-specific raw score to theta scale conversion tables.

Reporting scales for the grades K and 1–2 OTELA forms were established by setting the “intermediate” or level 3, performance standard for each of the assessments to be 300. Therefore, for both the grades K and 1–2 assessments, and across the four English language domains assessed, a score of 300 indicates attainment of an intermediate level of English language proficiency. The standard deviation of the scale was set to 15.

Performance Standards

The OTELA is designed to provide student performance-level assessment results that are fully comparable with those from the ELDA. To achieve this goal, the OTELA uses the same performance standards adopted by the LEP-SCASS for the ELDA. In the process of adopting ELDA performance standards for the OTELA, ODE, in consultation with the Ohio LEP Advisory Committee, elected to revise one ELDA performance level cut score. In the ELDA performance standards for writing, students in the grade 3–5 cluster must substantially outperform students in both the 6–8 and 9–12 grade clusters to achieve Full English Proficiency. To address this issue, a linear regression approach was used to identify a cut score for Full English Proficiency at the grade 3–5 cluster from the cut scores identified for Beginning, Intermediate, and Advanced performance levels on the grade 3–5 writing assessment. This analysis identified a cut score of 2.08 (in the theta metric; 867 on the ELDA reporting scale) for the Full English Proficiency cut score at the 3–5 grade cluster. AIR submitted the cut score and estimated impact data for the revised performance standard to the Ohio LEP Advisory Committee for their consideration. The Ohio LEP Advisory Committee recommended that ODE adopt the revised performance standard, which ODE has done.

Raw Score to Scaled Score Conversion Table—Grades K–2

Raw Score	Scaled Scores Corresponding to Raw Score Points							
	Grade K Listening	Grade K Speaking	Grade K Reading	Grade K Writing	Grade 1–2 Listening	Grade 1–2 Speaking	Grade 1–2 Reading	Grade 1–2 Writing
0	195	187	213	175	178	183	198	167
1	210	202	226	190	193	198	210	183
2	225	216	240	205	208	213	222	198
3	237	227	248	216	220	224	230	208
4	248	236	254	226	231	233	236	217
5	260	246	259	235	242	242	241	224
6	272	255	263	243	254	250	246	231
7	282	264	267	251	264	258	250	238
8	291	272	270	257	273	266	254	245
9	300	279	273	263	282	273	258	251
10	309	286	276	269	291	280	262	258
11	318	293	279	275	300	286	265	264
12	327	300	282	280	309	293	269	270
13	336	307	284	285	319	300	272	276
14	346	315	287	290	328	308	275	282
15	355	323	289	295	338	316	279	288
16	365	331	291	300	348	324	282	294
17	375	340	294	305	358	334	285	300
18	386	349	296	310	369	344	288	307
19	399	359	298	316	382	354	291	314
20	416	369	300	322	399	364	294	321
21	432	380	302	328	416	376	297	329
22	195	394	304	334		388	300	337
23	210	411	306	341		405	303	345
24		429	308	349		422	306	356
25			311	359			309	369
26			313	375			312	386
27			315	391			315	404
28			317				318	
29			319				321	
30			321				325	
31			324				328	
32			326				332	
33			329				335	
34			332				339	
35			335				343	
36			338				348	
37			342				352	
38			346				358	
39			352				364	
40			359				372	
41			371				384	
42			383				396	

Raw Score to Scaled Score Conversion Table—Grades 3–12

Raw Score	Scaled Scores Corresponding to Raw Score Points											
	Grade 3–5 Listening	Grade 3–5 Speaking	Grade 3–5 Reading	Grade 3–5 Writing	Grade 6–8 Listening	Grade 6–8 Speaking	Grade 6–8 Reading	Grade 6–8 Writing	Grade 9–12 Listening	Grade 9–12 Speaking	Grade 9–12 Reading	Grade 9–12 Writing
0	161	205	149	214	191	301	153	222	207	284	162	241
1	236	276	184	286	284	362	207	301	300	353	251	317
2	329	347	278	359	376	422	302	380	392	423	345	393
3	388	390	338	404	435	459	362	432	451	465	404	440
4	434	423	383	441	480	486	407	472	496	498	450	476
5	473	450	421	473	519	509	445	507	534	524	487	506
6	507	473	454	503	553	528	478	540	567	548	520	533
7	539	494	485	533	585	546	509	571	598	569	551	559
8	570	514	514	563	615	563	537	602	626	589	579	584
9	599	533	541	594	644	579	565	634	654	608	606	609
10	629	552	568	627	674	594	592	668	680	626	633	635
11	660	570	595	662	704	609	618	704	707	644	660	662
12	691	588	623	702	736	624	646	745	734	662	687	692
13	726	607	651	750	770	639	674	792	763	679	715	724
14	764	625	682	811	808	655	704	852	792	697	745	760
15	810	644	715	894	853	671	737	903	825	715	777	803
16	869	664	752	924	907	689	774	933	862	734	814	857
17	914	685	797	954	921	708	819	964	906	754	859	903
18	928	708	856		935	729	877		915	775	898	936
19		733	905			753	908		928	798	916	980
20		761	922			782	926		942	825	933	995
21		795				818				857		
22		840				866				900		
23		904				915				924		
24		929				941				949		