

Students Identified as Limited English Proficient Students

Assessment of Limited English Proficient (LEP) Students

All students are required to take the statewide achievement assessments including limited English proficient (LEP) students, those students whose primary language is not English and whose level of English proficiency is not at the level needed to participate effectively in the mainstream classroom. LEP students are required to be taught the same academic content in the core subject areas [English language arts (reading and/or writing) mathematics, science and social studies] as their classmates, at the same time they are learning English. This is to ensure that LEP students do not fall behind in any content areas as they are learning English.

LEP Students and OGT

LEP students must pass all five of the graduation tests required for their class, as well as meet all curricular requirements, or meet the criteria for the alternative pathway to receive a high school diploma (see page 22). This requirement applies to students who began ninth grade after July 1, 2003 (the graduating class of 2007 or thereafter for whom the OGT requirements apply). A high school LEP student must be administered the OTELA until a student meets the exit criteria. An LEP student who has not passed the OGT, has not met the exit criteria for the LEP program and has left high school may take the OGT tests with LEP accommodations since the student has not been officially exited from the LEP program.

Requirements of LEP Students

All Ohio students, including LEP students, must take statewide assessments. This includes all state diagnostic, achievement and graduation tests as well as the OTELA. All LEP students, even those who are recently enrolled, must take the OTELA. There is no alternate form of the OTELA; all students identified as LEP and also identified with disabilities must take the OTELA.

However, NCLB and Ohio law allow for LEP students who recently arrived at U.S. schools to be exempted one time from taking the state's English language arts (reading and/or writing) assessments. The definition for the exemption for the LEP student in the U.S. for less than one year is as follows:

A recently arrived limited English proficient student who has been enrolled in U.S. schools for **no more** than 180 school days and **not** previously exempted from taking the spring administration of either of the state's English language arts assessments (reading and/or writing).⁵

Recently arrived LEP high school students who are not administered the reading and writing OGT assessments must be administered the mathematics, science and social studies OGT assessments per appropriate grade level. However, recently arrived LEP high school students must take and pass the OGT reading and writing tests at some point to qualify for diplomas.

Grades 3-8 students who will have more than 180 school days in U.S. schools as of the first day of a spring test administration window are required to be assessed in the reading and writing assessments during that spring test administration (and any other assessments required per grade level).

If an LEP student enrolls during the spring administration on or after May 10th for the Ohio Achievement Assessments, then that spring administration will not count toward the exemption for testing LEP students unless the student was enrolled in the previous school year prior to the May 10th date.⁵

⁵ EMIS Manual FY 2011.

Accommodations for LEP Students, *continued*

Only students who have been identified as LEP **using a formal assessment** (*not the OTELA*) may be allowed accommodations on the statewide assessments. Assessments that may be used to identify a student as LEP are listed on ODE’s website at education.ohio.gov, keyword search: *Guidelines*. There is no enrollment time limit for the LEP students for the use of the dictionary and the extended time accommodations.

Additional Accommodations for Eligible LEP Students

ODE has developed special test formats to meet accommodation requirements for eligible LEP students. ODE has placed samples of some of the materials online on ODE’s website at education.ohio.gov, keyword search: *special test formats*. LEP students who have been enrolled in U.S. schools for less than three years and are at the *beginning* or *intermediate* level in both reading and writing (as measured by an English language proficiency test; may use OTELA scores if student arrives after the OTELA has been administered) are eligible to receive one of the following **additional** allowable accommodations on the OAA and OGT:

- An English read-aloud accommodation of allowable parts of the test using the English audio CD;
- An English read-aloud accommodation of allowable parts of the test using the read-aloud script – test administrator reads the test aloud to student(s);
- A language translation accommodation of allowable parts of the test using the foreign-language CD;
- A language translation accommodation of allowable parts of the test – translator reads aloud in the student’s language to student(s); or
- A Spanish bilingual printed form of the test (in grades 3-8 OAA only).

Additional Accommodations for Eligible LEP Students					
Types of Additional LEP Accommodations Available	Grade 3 Reading Fall	Grade 3-8 Spring (All Subjects)	OGT Fall	OGT March	OGT Summer (When Offered)
Spanish Bilingual Form	Not Available	Yes	Not Available	Not Available	Not Available
Foreign Language CDs	Not Available	Yes	Yes	Yes	Not Available
Language Translator Scripts (for languages that are not on CD)	Yes, at district expense	Yes, reimbursed at \$100/test/student by test vendor for languages not on CD	Yes, at district expense	Yes, reimbursed at \$100/test/student by test vendor for languages not on CD	Yes, at district expense
English Audio CD	Yes	Yes	Yes	Yes	Not Available
Read Aloud – Test is Read Aloud by Test Administrator using Read Aloud Script	Yes	Yes	Yes	Yes	Yes

Read-Aloud Accommodation

There are two methods for providing a standardized read-aloud accommodation for eligible LEP students.

Read-Aloud Accommodation English Audio CD

The English audio recording of the test will be provided on a secure CD-ROM for student use. The purpose of this CD-ROM is to provide a standardized read-aloud accommodation of allowable parts of the tests in English. This accommodation resource is meant to provide an alternative to districts providing a staff person to provide the read-aloud accommodation; however, a test administrator must be in the test location to maintain security. It is suggested that prior to the assessment administration, students use the released special versions on the assessment website to allow them to become familiar with the CD format.

Read-Aloud Accommodation with Test Administrator

Based on student need, a district may choose to provide the read-aloud accommodation to eligible students instead of using the English audio CD. If a district chooses to provide the read-aloud accommodation directly, the district may read only the instructions and questions on the reading writing tests and all parts of the mathematics, science and social studies tests. Passages on the reading test may **not** under any circumstances be read aloud to the student. To provide a standardized read-aloud accommodation with a test administrator, districts are required to order the new read-aloud script for OAA.

ODE strongly recommends the use of the English audio CD as it provides a standardized reading of allowable parts of the test forms. The new read-aloud script for OAA will likewise ensure reading passages are **not** read aloud to students.

Foreign-Language CD

For the most frequently spoken second languages in Ohio, ODE will provide a standardized audio CD of the tests and also allow students to give answers orally on cassette tape. These student-recorded answers will then be translated and transcribed in a central location by test contractors and these translated/transcribed answers will be scored in the same way as regular test answers. **Note:** While a student's oral response is allowed for this accommodation, districts must provide the blank audio cassette tape for the OAA (blank cassettes are included in the OGT kit sent to districts) and a recording device in this event for both OAA and OGT. ODE strongly advises that districts make every attempt to gather a written response either in English and/or the students' native language. Also, on the **writing assessment** (only OGT), the student's answers **must** be provided in **written English as produced by the student**. They will **not** be translated or transcribed by the test contractors.

For the 2010-11 school year, the languages used to translate the tests for the foreign-language CDs are:

Languages for 2010-11 school year		
Ohio Graduation Tests 2010 Fall Administration	Ohio Graduation Tests 2011 Spring Administration	Grades 3-8 OAA 2011 Spring Administration
Spanish	Spanish	Spanish
Arabic	Arabic	Japanese
Mandarin Chinese	Mandarin Chinese	—

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Languages are selected for translation on the basis of enrollment data from the previous year for each test level (grade/subject). There are differences in concentrations of the second languages spoken by eligible LEP students between grade levels (especially between OAA and OGT). ODE chooses the sets of languages for each grade level that are most feasible to produce based on enrollment data.

Language Translations

A language translator may translate allowable parts of these tests (**not passages on the Reading tests**) into the student's native language. Language translators will be asked to translate and transcribe student oral and written answers into a general answer document that is to be returned to the test contractor for scoring. Language translators must follow the guidelines for scribing as presented on pages 62-63. Language translations shall be conducted in the presence of a test administrator who must be a certificated/licensed employee of the school district. For spring test administrations, test contractors will provide assistance to districts in locating and compensating translators for any language where a translated CD is not available.

District personnel can serve as translators for their students. (Another district staff member also **must** serve as a test administrator if a district staff person is providing translation services.) Family members and close family friends may **not** serve as language translators. If districts choose to provide their own translators, they must coordinate with the appropriate contractor so that a Language Translation Kit can be provided. (The OAA kit includes the script and other materials needed for translation; the OGT kit includes the script, other materials needed for translation and blank audio cassettes.)

Districts may also choose to provide a language translator for languages that are produced on CD. However, ODE expended resources translating these tests into a standardized format (via the native language recordings), including centralized translation/transcription of student answers. Therefore, districts will be responsible for compensating any translator who provides test translation for any test for which a foreign language CD is available.

Procedures for Language Translators

A language translator must be an adult, may not be a student in high school and must be proficient in both English and the translated language. Language translators may **not** be relatives or close family friends of the students to be assessed. Language translators may review the test hours prior to the administration of the test on the day of the test. Language translators may not review the test the week prior to the administration. It must be explained very clearly to the language translators to follow the script verbatim. There have been instances where language translators unintentionally gave answers or clues to students; however, this is not appropriate or acceptable during the administration of statewide tests.

Spanish Bilingual Form of the OAA

This accommodation is offered for students who are literate in written Spanish. This test format presents written translation of allowable test materials (**not the passages in the Reading test**) in Spanish alongside the written English in a special test booklet. The student may write responses in English directly onto the answer document. If the student provides the answer in Spanish, the student's answers **must** be transcribed locally into written English onto the answer document for the answers to be scored. The district is responsible to provide any translation/transcription that is necessary for the answers to be written in English (see pages 62-63 for Scribing/Transcription Guidelines). If districts order the bilingual test booklet, they are not allowed to request a language translator or audio CD for the student.

This test format is offered in Spanish because Spanish is the largest language group other than English among LEP students in Ohio based on current enrollment data.

At this time, there are no plans to create a printed format of the OGT in any written language except English, because of the high stakes nature of the OGT.

Braille and Large-Print Versions

The OTELA is available in Braille and large-print versions. Districts are required to request these versions which will be sent to the district test coordinators. For students using these versions of the statewide tests, their responses are required to be transcribed into a scannable answer document to be scored. Transcription is required to occur locally at the district/school level. See pages 62-63 for guidelines for transcription. The LEP student who requires a Braille or Large-print version of the state test must have this accommodation listed on an IEP or 504 Plan.

Exiting the LEP/ESL Program

Districts and community schools must annually assess an LEP student's progress in learning English. OTELA is the statewide assessment used to determine whether the LEP student meets Ohio's criteria to be reclassified as no longer LEP. The OTELA is not used to identify students as LEP.

Ohio has revised the criteria for exiting the LEP program, beginning with students who took the OTELA in spring 2010. Based on the revised criteria, a student is reclassified as no longer LEP when the student:

- Has attained a composite score of five on the OTELA;
OR
- Has attained a composite score of four on the OTELA, subsequently completes a trial period of mainstream instruction, and has attained a composite score of five or a second four on the OTELA during the trial period of mainstream instruction.
OR (pertains only to grade 2 and 3 students)
- Has attained a composite score of four or five on the OTELA in grade 2 and has attained a composite score of five or a second composite score of four on the OTELA during the trial period of mainstream instruction in grade 3.

Special Conditions

- Students in kindergarten through grade 2 shall not be exited from the LEP program.
- Transition Year – LEP students who obtained a composite score of four or five on the OTELA in 2008-2009 will be exited from the program if they obtained a composite score of four or five on the OTELA in 2009-2010.

If a student meets the exit criteria, all of the following steps are taken:

- Student is exited from the program of supplementary LEP services, such as English as a Second Language (ESL) instruction or bilingual education.
- Student's EMIS record is updated to show the year and month the student is reclassified as no longer LEP in the Limited English Proficient Reclassification Data Element (for students who met the exit criteria with the spring 2010 OTELA administration, the exit date is June 2010). Also, change the LEP status to "N" (no longer LEP).
- Student participates in statewide assessment with **no** accommodations.

ODE has placed additional information regarding revisions to Ohio's Title III Accountability Plan available on ODE's website at education.ohio.gov, keyword search: *Ohio's Revised Title III Accountability Plan*.

For further information about the revised criteria, contact the Lau Resource Center at lau@ode.state.oh.us or by telephone at (614) 466-4109.

Guidelines for Identifying, Assessing, Serving and Reporting Limited English Proficient (LEP) Students

As a State Education Agency and recipient of funds under the No Child Left Behind Act, ODE is required to collect information on a yearly basis regarding the number of limited English proficient students enrolled in the State's elementary and secondary schools as well as LEP students' progress in attaining English proficiency.

A comprehensive resource that documents detailed procedures for the **initial** identification and assessment of limited English proficient students may be found on ODE's website at education.ohio.gov, keyword search: *Guidelines for the Identification* or by clicking this [link](#).

Note: Students must be administered a **formal assessment** to determine identification of LEP status. The OTELA is **not** to be used for initial identification and placement of LEP students. Only those students identified as LEP through a formal assessment may be allowed accommodations on the state assessments. The following are brief guidelines for identifying, assessing and serving LEP students and reporting related information using Ohio's Education Management Information System (EMIS):

1. Determine if newly enrolled student is LEP. Refer to definition of Limited English Proficiency in EMIS, Chapter 2.

Does the student have a primary/home/native language other than English?

Yes → 1) Indicate the student's native language in EMIS Native Language – Record Field Number GI570.
2) Assess the student's English language proficiency in the domains of speaking, listening, reading, writing and comprehension using a state-approved placement test. Contact the Lau Resource Center for guidelines on the assessment of LEP students – access a reference document at this [link](#) or visit education.ohio.gov, keyword search: *Guidelines for the Identification*.

No → Student is **not** LEP – Mark “N” in EMIS Limited English Proficiency (LEP) – Record Field Number FD170.

Does the student score at the proficient level in the domains of reading, writing, listening and speaking on the placement test of English language proficiency?

Yes → Student is **not** LEP – Mark “N” in EMIS Limited English Proficiency (LEP) – Record Field Number FD170.

No → Student is LEP – Mark “Y” in EMIS Limited English Proficiency (LEP) – Record Field Number FD170.

Has the LEP student been enrolled in U.S. schools for no more than 180 school days and not previously been exempted from taking the spring administration of either of the state's English language arts assessments (reading or writing)?

Yes → Mark “L” in the Limited English Proficiency (LEP) – Element Record Number FD170.

No → Do not mark anything.

Note: The code “L” indicates that the student is eligible for a one-time exemption from the English language arts (reading and writing) portions of the statewide assessments. The LEP student must take the mathematics, science and social studies achievement assessments. However, students coded “L” like all other LEP students must take the annual English language proficiency assessment (OTELA).

Guidelines for Identifying, Assessing, Serving and Reporting Limited English Proficient (LEP) Students, *continued*

2. Determine the appropriate program to meet LEP students' language and academic needs.

School districts are required to take affirmative steps to provide LEP students with educational services that address the students' English language and academic needs. The services are to be designed based on scientific-based research so that the students receive effective instruction leading to academic achievement and timely acquisition of proficiency in English.

Mark in EMIS the appropriate Program Code (Appendix E of EMIS Manual FY 2011) for the LEP student (refer to Program Codes 235012 through 235015).

3. Prepare the parent notification letter.

Schools must, within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of LEP students participating in LEP programs. Parents will be informed of the following:

- Reasons for the child's identification and placement;
- The child's level of English proficiency, how it was assessed and the status of child's academic achievement;
- The type of language acquisition program and method of instruction used in the child's program;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Program exit requirements, expected rate of transition and expected rate of graduation; and
- If applicable, that the child has been appropriately identified as having a learning disability and how the program meets the child's IEP.

Rights of the parent include:

- Removing the child from the program;
- Declining enrollment in the program or other program options available; and
- Obtaining assistance in selecting from among available programs.

Schools must:

- Notify parents within 30 days when the school fails to progress on measurable objectives under Section 3122 of the No Child Left Behind Act;
- Implement an effective means of outreach to parents of LEP students to inform them how they can be involved in the education of their children; and
- Provide above information in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

Guidelines for Identifying, Assessing, Serving and Reporting Limited English Proficient (LEP) Students, *continued*

4. Determine if LEP student is eligible for additional allowable accommodations on statewide achievement assessments.

Has the LEP student been enrolled in U.S. schools more than three full years (i.e., 534+ days of enrollment over the course of more than three years, e.g., migrant students)?

Yes → Student is **not** eligible for additional accommodations; however, the student may take statewide assessments with general allowable accommodations for all LEP students (use of dictionary and extended time).

No → Review the results of the most recent assessment of the student's English language proficiency tests.

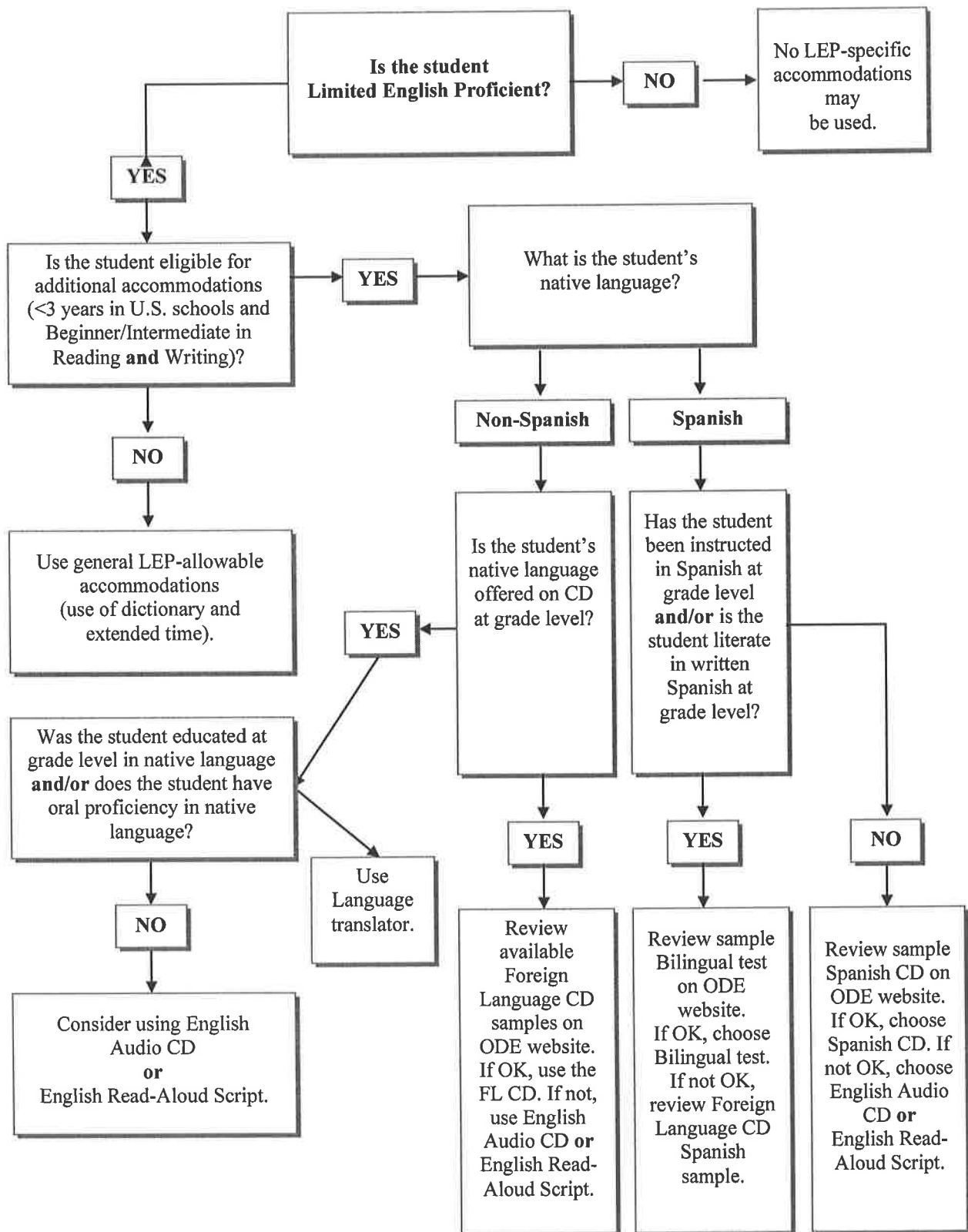
If the student's reading and writing level in the English language proficiency assessment is intermediate or below, the student is eligible for additional accommodations.

5. Annually assess LEP students' English language proficiency.

Each year districts and community schools are required to assess all LEP students to determine their current level of English proficiency. Possible results of yearly assessment are:

- a) The student continues to be LEP because student did not meet exit criteria (see page 31). The level of English language proficiency may change in one or more language domains. Report levels of proficiency based on results of spring assessment (OTELA) in EMIS English Language Development Assessment Elements GF during the EMIS Year-end (N) reporting period.
 - The student continues in an appropriate program of LEP supplementary services.
 - The student participates in statewide achievement testing with general allowable accommodations. Based on results of spring assessment, the student may or may not meet the eligibility requirements for additional allowable accommodations as indicated on the previous question.
- b) The student is no longer LEP because the student did meet exit criteria (see page 31). To be exited from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read and write the English language at a level in which they are able to:
 - a) Achieve successfully in classrooms where the language of instruction is in English;
 - b) Meaningfully take academic assessments in English with **no** accommodations; and
 - c) Participate fully in society in the United States.

Decision Flow Chart for Selecting Additional LEP Accommodations



Ohio Test of English Language Acquisition (OTELA)

Assessment of Limited English Proficient (LEP) Students

Ohio also requires students in grades K-12 to be assessed using the Ohio Test of English Language Acquisition (OTELA) for their annual English language proficiency assessment. OTELA is **not** the assessment to determine if the student is LEP. A comprehensive resource that documents detailed procedures for the **initial** identification and assessment of LEP students may be found on ODE's website at education.ohio.gov, keyword search: *Guidelines for the Identification* or by clicking this [link](#).

The four domains or subjects that must be assessed are reading, writing, listening and speaking. OTELA is designed to meet the requirement of NCLB to measure annually LEP students' proficiency in English for academic purposes as well as English for social purposes. Each spring, all LEP students in grades K-12 will be required to take the OTELA unless the student is no longer considered to be limited English proficient. See page 31 for the requirements to exit the LEP status. More complete information about the OTELA may be found on ODE's website at education.ohio.gov, keyword search: *OTELA*.

Number and Type of Questions for the OTELA

Number and Type of Questions for the OTELA					
Estimated Testing Time and Numbers of Items per Grade Band					
Estimated Testing Time in Minutes	Subjects/ Domains	Grade Band 3-5 MC = multiple choice	Grade Band 6-8 MC = multiple choice	Grade Band 9-12 MC = multiple choice	Administration Notes
25-30	Reading	20 MC	20 MC	20 MC	Group Setting
35-40	Writing	9 MC and 2 writing prompts	9 MC and 2 writing prompts	9 MC and 3 writing prompts	Group Setting
30	Listening	18 MC	18 MC	20 MC	Group Setting; requires use of audio CD player to play listening prompt CD
25-30	Speaking	12 tasks	12 tasks	12 tasks	Individual Setting; requires use of audio CD player to play listening prompt CD and may require use of cassette recorder to record student responses for teacher scoring

Note: OTELA is not a timed test. Time estimates are provided as a guide for planning. Estimated administration time does **not** include set up time.

For the 2010-11 school year, there will be no field-test passages or questions on the OTELA.

Performance-Level Standards

The State Board of Education has adopted performance standards for OTELA. These standards were recommended by stakeholder committees after going through standard-setting activities.

Performance Standards for Ohio Test of English Language Acquisition						
Subject	Grade-Level Cluster	Level 1: Pre-functional	Level 2: Beginners	Level 3: Intermediate	Level 4: Advanced	Level 5: Full English Proficiency
Reading	K	Below 270	270-299	300-337	338-358	359 and Above
	1-2	Below 262	262-299	300-327	328-363	364 and Above
	3-5	Below 450	450-579	580-647	648-769	770 and Above
	6-8	Below 460	460-611	612-689	690-828	829 and Above
	9-12	Below 545	545-629	630-717	718-849	850 and Above
Listening	K	Below 248	248-299	300-354	355-398	399 and Above
	1-2	Below 254	254-299	300-347	348-381	382 and Above
	3-5	Below 450	450-543	544-644	645-724	725 and Above
	6-8	Below 554	554-625	626-717	718-805	806 and Above
	9-12	Below 556	556-631	632-728	729-849	850 and Above
Speaking	K	Below 255	255-299	300-348	349-393	394 and Above
	1-2	Below 266	266-299	300-343	344-387	388 and Above
	3-5	Below 450	450-546	547-667	668-808	809 and Above
	6-8	Below 458	458-610	611-718	719-824	825 and Above
	9-12	Below 570	570-649	650-764	765-849	850 and Above
Writing	K	Below 251	251-299	300-327	328-374	375 and Above
	1-2	Below 245	245-299	300-328	329-368	369 and Above
	3-5	Below 450	450-576	577-668	669-784	785 and Above
	6-8	Below 553	553-652	653-721	722-893	894 and Above
	9-12	Below 509	509-630	631-718	719-849	850 and Above