OELPA & ALT-OELPA FOR MULTILINGUAL LEARNERS WITH DISABILITIES

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Multilingual Multicultural Education

MULTILINGUAL LEARNERS

A Guide to School Teams

Multilingual Multicultural Education Department

"Supporting Diverse Learners Achieve Academic Excellence."

OELPA & ALT-OELPA FOR MULTILINGUAL LEARNERS WITH DISABILITIES

A Note from the Departments of Assessment, Special Education, & Multilingual Education

To ensure that all students who are dually serviced and identified as Multilingual Learners and Students with Disabilities, it is crucial that all educators collaborate to ensure that the Ohio English Language Proficiency Assessment (OELPA) is administered properly to show the language proficiency growth of our students. There are several recommendations that all schools must abide by in order to prepare for the administration of the assessment. Please see below:

- Assessing students (both on regular OELPA and Alternate OELPA) shall be a collaborative effort between all staff and not the responsibility of one subgroup staff member. It is important to understand that all students, regardless of their subgroup classification, must have equity from all staff members.
- The alternate OELPA is an option for students who may qualify for alternate assessment. This is solely an IEP team decision that must be made using the same format and process as with any other Alternate Assessment. Domain exemptions are still available on the Alt-OELPA and must be documented both on the student IEP as well as in the TIDE system prior to assessing students.
- Training for Alt-OELPA new modules will be developed by the Ohio Department of Education in mid/late December. This information will be forthcoming. All staff members who will be administering the ALT-OELPA must view the training module prior to administering the assessment. Staff members who are administering the Alt-OELPA (i.e., Intervention Specialists, ESL Resource Teachers, Bilingual Instructional Aides, etc.) may use the 100 minutes to complete this training module.
  1. The training module courses scheduled will open on 10/16.
     - Alt ELPA 1st Time Test Administrator Training for SY 2023-2024
     - Alt ELPA Refresher Test Administrator Training for SY 2023-2024
     - CAAELP Module: Alt ELPA Test Coordinator Training for SY 2023-2024
     - CAAELP Module 12: Informing Student Instruction with Alt ELPA Assessment Data
     - You should be able to access the courses from this page on the test portal: https://oh-oelpa.portal.cambiumast.com/resources/alt-oelpa/alt-oelpa_resources_/caaelp-training-courses
- Remember, the Alt-OELPA is a collaborative effort by all educators who provide service to the students who may qualify for this type of assessment.
- *IEP Amendments MUST be completed by December 22nd to ensure that all is documented before the assessment begins.*

OELPA Domain Exemptions

Students who qualify for the exemptions are those with IEPs and 504 with significant impediments that would not permit them to participate on a particular domain test. The following documents, offer guidance and an example of an amended IEP showing OELPA Domain Exemptions. The exemptions must be documented on sections 3 and 13 and the amendment sections if needed. (See IEP example).

To avoid confusion and last-minute issues, please abide by the following timeline:
- o Remember a student <mark>can only be exempted for up to 3</mark> of the domains. All students, regardless of disability, must take at least 1 domain.
- o All IEP's of students who qualify for a domain exemption, <mark>*must be amended before the end of January*</mark>. New IEPs should have the exemptions as they are written.
- o <mark>*All OELPA domain exemptions must be logged in TIDE before administering the test.* **This must be done by the building's test coordinator.**</mark> (See the TIDE User Guide for information on how to log the exemption in TIDE.)

It is very important that these steps are completed before the student begins taking the test!
Should you have any questions about the OELPA domain exemptions, please contact your Special Education or Multilingual Manager for assistance.

Districts will register participating students in Test Information Distribution Engine (TIDE) in advance of the test window and will indicate exemptions under test settings and tools in TIDE. Please see the TIDE User Guide for instructions on manually editing or uploading test settings.

Districts may exempt students from no more than three of the four domains on the OELPA if the student's disability prohibits the student from participating in the stated domain, per the individualized education program (IEP) or 504 plan, with existing accommodations. Like accommodations, to be allowable, the school must document the domain exemption on the IEP or 504 plan. For example, a student who is deaf could be exempt from taking the listening domain test; a student who is nonverbal could be exempt from taking the speaking domain test.

Students will receive an overall designation of Proficient if they receive 4s or 5s on all non-exempt domains. Students cannot receive an overall designation of Proficient if the district fails to test the student in a domain without a valid exemption or the student's score is invalidated after testing. Additional information is in the Directions for Administration Manual.

Alternate Assessment (Alt-OELPA)

The Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) measures the English language proficiency of eligible English learners with the most significant cognitive disabilities in grades K-12. The Alt-OELPA assesses proficiency across the four domains of listening, speaking, reading, and writing and includes the academic English language students need to access and make progress in grade-appropriate content taught in English.

The Alt-OELPA offers English learners with the most significant cognitive disabilities a way to demonstrate their English language proficiency on an assessment based on alternate proficiency expectations for English language development. The Alt-OELPA is aligned to Ohio's Learning Standards-Extended for English Language Proficiency.

Schools could administer the Alt-OELPA annually to assess eligible students' progress toward the attainment of English language proficiency and readiness to exit the English language development program. These purposes are consistent with the requirements for assessing and reporting students' acquisition of English language proficiency under the Every Student Succeeds Act (ESSA).

Providing important information about what students know and can do in English, the results can help families and educators establish appropriate English language proficiency expectations and inform decisions about appropriate services and instruction.

Who qualifies for the Alt-OELPA?

The Alt-OELPA Participation Guidelines assist IEP teams in determining a student's eligibility for the Alt-OELPA. The Alt-OELPA is designed for English learners with the most significant cognitive disabilities, who are unable to participate in the Ohio's general English language proficiency assessment (the OELPA) even with accommodations. The vast majority of English learners with disabilities will participate in the general OELPA rather than the Alt-OELPA.

English learners with the most significant cognitive disabilities are students:
- who are not proficient in the English language and have been identified as needing English language development services;
- who meet the Federal definition of an English learner
- who meet the state/district definition for having a most significant cognitive disability; and
- whose Individualized Education Program (IEP) teams have determined an alternate assessment is appropriate for the student.
- To qualify a student for the Alt-OELPA, IEP Teams must use the same Alternate Assessment workflow chart as in any other alternate assessment situation.

When IEP teams have determined that a student will participate in the Alt-OELPA, the IEP must document this decision in the appropriate section of the IEP and the student's pre-identification record in the Test Information Distribution Engine (TIDE) should be set to the Alt-OELPA.

Testing Format
The 2023 Alt-OELPA operational field test is an online test. Students requiring paper tests accommodations may use the print-on-request feature. The print-on-request accommodation must be turned on in the student test settings in the Test Information Distribution Engine (TIDE) before testing.

The assessment consists of four, fixed-form domain tests: listening, reading, speaking and writing. Each domain test includes 10 items (or test questions). The Alt-OELPA Test Administration Manual provides additional information about the test.

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Frequently Asked Questions about Domain Exemptions & Alternate Assessment of OELPA (ALT-OELPA)

Q: Can a 504 plan team exempt a student from a domain on the OELPA?

A: Yes, a student with a 504 plan may be excused from up to three domains if his or her disability prohibits the student from participating in the domain. However, it is unusual for a student with a 504 plan to have a disability severe enough to justify an exemption. If the student's disability is significant enough to prohibit participation in a domain, the student will most likely have an IEP.

Q: Can a student reading multiple grades below grade level be excused from the reading domain?

A: A student may be excused from a domain only if he or she is unable to participate in that domain. For example, a student who is blind and cannot read Braille may be excused from the reading domain. However, an English learner (EL) student reading below grade level is still a reader and would not qualify for an exemption.

Q: May a student who qualifies for the reading access accommodation of read-aloud on the state English language arts (ELA) test be excused from the reading domain on the OELPA?

A: The OELPA does not allow a test administrator to read to a student any part of the test that is not already read as part of the standard test administration. If a student is appropriately identified for the reading-access accommodation of read-aloud on the state ELA test, the student would qualify for a reading domain exemption. The accommodation of read-aloud on the state ELA test is only for a student who would be unable to participate in the state ELA test because his or her disability severely limits or prevents the student from accessing printed text. Since these students are virtual nonreaders and are receiving ongoing, intensive instruction and/or interventions in foundational reading skills, they would qualify for exemptions.

Q: Would all students who take Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) likely be eligible for exemption from one or more domains?

A: If the IEP team determines that the student should be alternately assessed, then it must be documented in the student's IEP. Domain exemptions still apply for up to 3 domains and it must be documented on both the IEP and the TIDE system.

Q: For a student to receive an accommodation, must the IEP team or 504 plan coordinator document the exemption on the student's plan?

A: Yes. It is the responsibility of a student's IEP team or 504 plan to determine eligibility and to document the exemption in the IEP or 504 plan. The IEP team or 504 plan team should review and document all exemptions in the student's IEP or 504 plan before the student begins the OELPA. All cases of domain exemptions are subject to monitoring by the Ohio Department of Education.

Logging Exemptions in TIDE

1. Search for the student to be exempted and click on the pencil icon next to the student name to open the

Test settings page.

2. Scroll all the way down the page until you find the Domain Exemptions section. It is the last section on the settings page.
3. Choose the domain or domains to be exempted.
4. Save the changes.

==*Remember that exemptions MUST be stated in the IEP or 504 BEFORE setting them in TIDE. If a child is not tested without the exemptions in TIDE, it will count as a zero on participation against the school and district.*==

This is where you mark the OELPA domains to be exempted.

Select the domain exemptions in this dropdown menu.

==**Remember every domain exemption must be specified in the student's IEP or ETR prior to marking them in TIDE!**==

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MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT

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