TEST ADMINISTRATION MANUAL

integrated iLEAP
Louisiana Educational Assessment Program

Math
English Language Arts
Science
Social Studies

grades 3 5 6 7

Louisiana Department of EDUCATION

Ollie Tyler
Acting State Superintendent of Education

Spring 2012

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State Board of Elementary and Secondary Education Test Security Policy[1]

The Louisiana State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the State Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

1 Excerpts from *Bulletin 118*

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For further information or to anonymously report testing irregularities, call 1-877-453-2721.

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Spring 2012 Alerts

- ***i*LEAP Test Administration.** The *integrated* Louisiana Educational Assessment Program (*i*LEAP) is the state assessment for students in grades 3, 5, 6, and 7. All regular education and special education students in those grades are to be tested, except for those students whose IEPs indicate they will participate in LEAP Alternate Assessment, Level 1 (LAA 1) or entirely in LEAP Alternate Assessment, Level 2 (LAA 2). Starting in the 2011–12 school year, former Options (PreGED/Skills) Program students will take the Academic Skills Assessment (ASA) or ASA LAA 2.
- **Timed and Untimed Tests.** Test administrators must pay close attention: *i*LEAP has both timed and untimed tests. Only students with the accommodation *Extended Time* may be given additional time to complete the timed parts of *i*LEAP. All students should be given time, in accordance with administrative guidelines, to complete the untimed parts. **Testing times may vary by grades for different parts of the test.**
- **Answer Documents.** Answer documents contain all content areas for each grade. All answer documents are secure and must be returned to the School Test Coordinator even if they are soiled or damaged.

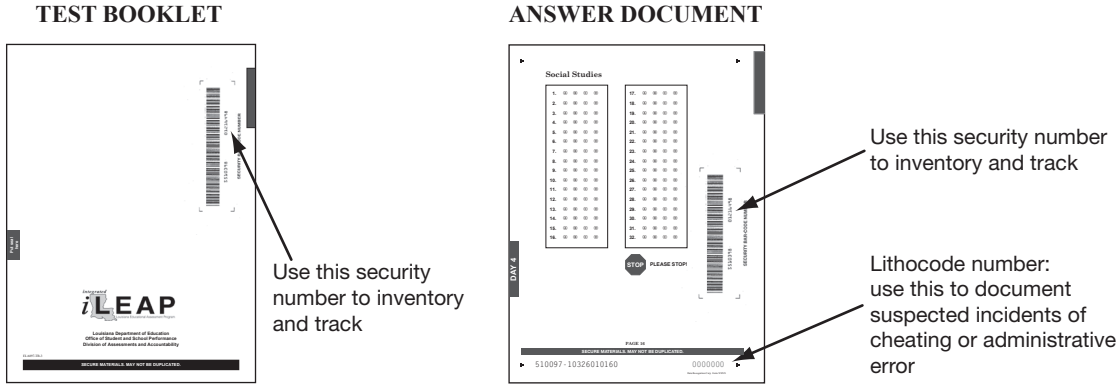
  Do **not** tamper with students' marks or erasures on answer documents in any way whatsoever—that is, no further erasing, no darkening, no writing or tracing over, no translating, etc.

  Students **must** use only no. 2 pencils to mark and write in the answer documents. **Students may not use ink pens, highlighters, markers, or crayons on answer documents. If a student uses anything other than a no. 2 pencil on an answer document, the responses must be transferred to a scorable answer document for the student to receive a score.** See page 49.
- **Preidentified Answer Documents.** Students who have been identified in the Student Information System (SIS) database as of Monday, October 31, 2011, as eligible for *i*LEAP testing will receive answer documents with preprinted student information. However, information regarding education classification, exceptionalities, and accommodations actually received in testing must be coded.

  Do **not** correct any errors in the preprinted student information or affix bar-code labels over preprinted student information. Instead, report all errors in preprinted information to the School Test Coordinator. The preidentified answer documents **must** be used regardless of whether any preprinted information is incorrect. Preidentified answer documents for students who are no longer enrolled or who have not tested for another reason must be returned with used answer documents. If applicable, these documents must also be coded by the principal for accountability.
- **Hand-coded Answer Documents.** Answer documents must be hand coded with student information if students do not receive preidentified answer documents. Hand-coded answer documents with student responses **must** have bar-code labels affixed to page 1, except those for approved home study program students. If a student tests using more than one hand-coded answer document, student information on each answer document must match exactly.

  After testing, the District Test Coordinator will affix bar-code labels to answer documents with responses for approved home study program students who did not receive preidentified answer documents. Do not apply bar-code labels from the school.
- **Coding Ethnicity/Race on Answer Documents.** There are two ethnicity/race fields on all answer documents: G1 (Are you Hispanic/Latino?) and G2 (Race). Students who did not receive preidentified answer documents will be instructed to code both fields during testing. For G1, students will code Yes or No. For G2, students may mark all races that apply.
- **TA Numbers.** Before testing, the School Test Coordinator will assign each test administrator a three-digit TA number. Students will be instructed to code this number on their answer documents during testing. Submitting a used answer document without a TA number is considered a testing irregularity.

- **Security and Lithocode Numbers.** Test booklet and answer document security numbers do not match. The security numbers, located on the back covers alongside the bar codes, are used to inventory and track secure materials. The answer document lithocode number should be used in documenting suspected incidents of cheating.



- **Accommodations.** New accommodations or changes to an accommodation must be made to a student's IEP or IAP 30 days prior to the start of testing. The deadline for adding new accommodations for *i* LEAP is Monday, February 20, 2012. If a testing group includes students approved for accommodations, the School Test Coordinator will give the test administrator a list specifying the accommodations each student is to receive. For accommodations that allow responses on something other than an answer document, the responses must be transferred to a scorable answer document, using a no. 2 pencil, for the student to receive a score. Only accommodations actually used in testing are to be coded—after testing is completed. Students who receive the accommodation *Tests Read Aloud* or *Communication Assistance* may have all tests and parts **except** Reading, part 2, read aloud, signed, or cued. However, the directions to that part, which appear in the test booklets at the beginning of the session, may be read aloud, signed, or cued.
- **Limited English Proficient (LEP) Students.** All LEP students must be tested unless they participate in LAA 1 or entirely in LAA 2 (see page 17). LEP students may qualify for LEP accommodations provided they are routinely used in the students' classroom instruction and assessment and do not breach test security or invalidate the meaning of the test score or the purpose of the test. LEP students who are classified as special education or Section 504 may also receive accommodations as specified on their IEPs or IAPs. Do not translate passages, introductions, items/questions, or answer options on the test from English. General directions to the test, which appear in the manual, may be translated, as well as the directions in the test booklet that appear at the beginning of Reading, part 2. Students must respond in English; student responses may not be translated. Native-language versions of state assessments are not provided for LEP students. Answer documents for LEP students who have been enrolled in a primarily English-speaking school for less than a year may be coded for accountability.
- **Makeup Testing.** When returning materials daily, the test administrator should notify the School Test Coordinator of students who need to take makeup tests. These materials must be submitted to the School Test Coordinator separately.
- **Constructed-response Items.** Prior to testing, students should be cautioned to answer all constructed-response items **on the answer document,** unless they have accommodations that allow otherwise. Though students may work in the test booklet, only responses written in or transferred to the answer document will be scored. (For students with the accommodation *Large Print,* see the large-print administration directions that come with the large-print materials.)
- **Administering English Language Arts, Writing.** Test administrators must stand next to a student and read aloud the English Language Arts Writing directions and writing topic from the student's test booklet. The topic may not be discussed with students.

- **Calculators.** On the parts of the Math test where calculator use is permitted, students may **not** use calculators with Computer Algebra System (CAS) or other symbolic manipulation capabilities. Students with an accommodation for calculator use are allowed to use a calculator on the noncalculator parts of the Math test. Before testing, test administrators should check that they have a sufficient number of calculators in working order and notify the School Test Coordinator if they need more. Information about calculators can be found in the *i LEAP Assessment Guide,* Math chapter, Calculator Recommendations and Restrictions.
- **Cell Phones and Other Devices.** If district and school policy allows students and personnel to carry cell phones or other devices with imaging or text-messaging capability, test administrators must make certain all such devices are in the off position while secure materials are in the vicinity.
- **Monitoring Students.** Students should be monitored closely to make certain they are not looking ahead or at previously completed sections in their test booklets and answer documents. Day indicator bars appear on outside edges of test booklet and answer document pages to help determine whether students are working in the appropriate test section.
- **Administrative Errors.** Administrative errors that raise questions regarding the security of a test or the accuracy of the test data may result in the test being voided. Examples of administrative error include reading aloud to students Reading, part 2; not providing ancillary materials, such as the Mathematics Reference Sheet; not transferring student responses to a scorable answer document when appropriate; or not administering accommodations correctly. A retest due to administrative error is not available for *i* LEAP.
- ***Transferred Answers/Answers Recorded*** **Accommodations.** Both a student's and a test administrator's handwriting may appear within an answer document but not on the same response (written composition or constructed response). If a student's and a test administrator's handwriting appear on a written composition or on the same constructed response, only what the student has written will be scored for that particular response.
- **Test Administrator Comments.** On the final day of testing, test administrators should go to **https://la.drcedirect.com** to complete the *i* LEAP online survey for test administrators.

TEST ADMINISTRATOR AND PROCTOR OATH OF SECURITY AND CONFIDENTIALITY STATEMENT

I, _____, do hereby affirm the following:

Name of Test Administrator or Proctor (print)

- ❒ I was provided this *Test Administration Manual* to review on _____/_____/_____.
- ❒ I participated in professional development on test security and administration provided for this test administration on _____/_____/_____.
- ❒ I read and followed all testing procedures in accordance with those outlined in the spring 2012 *iLEAP Test Administration Manual* and all other guidelines and instructions provided by my School or District Test Coordinator.
- ❒ I followed security regulations for distribution and return of secure test booklets, answer documents, and supplementary secure materials.
- ❒ I tested students approved for accommodations and I administered the test with the assigned accommodations.
- ❒ I did *not* give anyone access to test items/questions prior to testing.
- ❒ I did *not* examine any test item/question at any time (except when providing test accommodations for eligible students).
- ❒ I did *not* at any time copy, reproduce, record, store electronically, discuss, or use in a manner inconsistent with test regulations all or part of any secure test booklet, answer document, or supplementary secure materials.
- ❒ I did *not* coach students in any manner during administration of the test.
- ❒ I did *not* provide answers to students in any manner during administration of the test, including provision of cues, clues, hints, and/or actual answers in any form.
- ❒ I did *not* administer any test items/questions from parallel, previously administered, or current forms of statewide assessments as practice tests or study guides.
- ❒ I reported any testing irregularities to the School Test Coordinator.

Executed this _____ day of _____ 2012

_____

Name of School

_____

Name of District

_____

Signature of Test Administrator

_____

Signature of Proctor (if applicable)

_____

Signature of School Test Coordinator

_____

Signature of Principal

Detach and return to your School Test Coordinator.
This form will be maintained for a period of three years in the School Test Coordinator's file.
Separate forms must be submitted for each test administrator and proctor.

Table of Contents

Spring 2012 Alerts ..... **i**

Oath of Security and Confidentiality Statement ..... **v**

Overview **1**

Test Security **1**

Key Definitions 1
Violations of Test Security 2
Erasure Analysis 3
Voiding Student Tests 3

Test Administration Checklists **3**

Before Testing 3
During Testing 4
After Testing (Daily) 5
After Testing (Last Day) 6

Test Administrators' Frequently Asked Questions **6**

Test Materials **8**

Receipt of Test Materials 10

Testing Guidelines **10**

Testing Eligibility 10
Test Schedule 10
Extended Time for Testing 11
*i*LEAP Testing Times for Grade 3 12
*i*LEAP Testing Times for Grade 5 13
*i*LEAP Testing Times for Grade 6 14
*i*LEAP Testing Times for Grade 7 15
Makeup Testing 16
Testing Conditions 16

Special Populations and Accommodations **16**

IDEA Special Education Students 16
Students with One or More Disabilities According to Section 504 17
Gifted and Talented Special Education Students 17
Test Accommodations for Special Education and Section 504 Students 17
Special Considerations for Deaf and Hard of Hearing Students 20
Limited English Proficient (LEP) Students 20

Preidentified Answer Documents **22**

Hand-coded Answer Documents **22**

Students Absent from Testing **22**

Answer Document Coding **23**

Coding the Demographic Section 24
Sample Grade 3 Answer Document 26

Directions for Administering the Tests: General Instructions for All Tests **28**

Student Marking/Erasing on Answer Document 28
Reading Directions to Students 28
Special Instructions 28

Directions for Administering *i*LEAP **29**

Post-test Procedures **48**

Test Administrator Comments 48
Oath of Security and Confidentiality Statement 48
Test Booklets 48
Answer Documents (Used and Unused) 48
Transferring Student Responses 49
Returning Test Materials to the School Test Coordinator 49

Index **53**

Overview

In response to the No Child Left Behind Act (NCLB), the State Board of Elementary and Secondary Education (SBESE) in January 2003 approved the use of augmented norm-referenced tests (NRTs) for grades 3, 5, 6, 7, and 9. These tests effectively replace The Iowa Tests, NRTs that were used to evaluate student performance for these grades from 1998 through 2005. In accordance with NCLB timelines, the *integrated* Louisiana Educational Assessment Program (*i*LEAP) was implemented in spring 2006. At the September 2009 SBESE meeting, the grade 9 *i*LEAP test was removed from the 2010–2011 testing schedule and schedules thereafter.

The term *integrated* refers to the integration of criterion-referenced tests (CRTs) and NRTs into one program: *i*LEAP. CRTs are aligned to state content standards, while NRTs compare Louisiana students' performance with that of students nationwide.

NCLB requires that state assessments be aligned to state content standards. In addition, NCLB requires that states express student results in terms of the state's performance standards, that is, Louisiana's achievement levels. The *i*LEAP assessments have been developed to align to the Louisiana content standards, benchmarks, and Grade-Level Expectations (GLEs).

The *i*LEAP has English Language Arts, Math, Science, and Social Studies tests at grades 3, 5, 6, and 7. The *i*LEAP Science and Social Studies tests are entirely criterion-referenced, aligned with state content standards and GLEs. NCLB requires tests in science once in grades 3 through 5, once in grades 6 through 9, and once in grades 10 through 12. The Louisiana Department of Education (LDOE) elected to use CRTs for science and social studies at all grades to best measure what students are learning in classrooms in these content areas.

Administering tests is an important professional responsibility that requires the same seriousness of purpose and quality of preparation as any other instructional activity. A standardized test must be administered according to the directions. This manual details these directions and the tasks of a test administrator. To safeguard the value of the tests for students, teachers, and administrators, follow **all** instructions exactly.

Test Security

The LDOE requires that all persons involved in any aspect of *i*LEAP testing strictly adhere to all security procedures described in this manual and in *Bulletin 118*.

Test booklets, answer documents, and other secure materials must never be left in open areas or unsupervised. Supervision requires a person trained in test security. Test administrators must not be given access to secure test materials before the test administration day. However, test administrators must be given the *Test Administration Manual* before testing to allow them ample time to study the directions for correct test administration.

If test administrators affix bar-code labels and hand code required student information on answer documents before testing, they must do so supervised by the School Test Coordinator. Test administrators must not review test items while they are coding and affixing labels.

Test booklets and answer documents have security numbers on the back covers, which are used to inventory and track individual documents. Security numbers on test booklets and answer documents do not match.

If secure materials are discovered missing at any point, the District Test Coordinator will contact the LDOE.

Materials also are inventoried when they are returned for scoring, and a missing materials report is produced. Unresolved instances are reported to the LDOE, and district superintendents are notified to take further action.

Test administrators, proctors, principals, and School Test Coordinators are required to sign Test Administrator and Proctor Oath of Security and Confidentiality Statements after testing is completed, assuring that security and test administration procedures were followed. (See page v.)

KEY DEFINITIONS

Testing Irregularities

- A *testing irregularity* is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.
- All testing irregularities must be reported to the School Test Coordinator with written documentation.

Secure Test Materials

- *Secure test materials* include
  - test booklets,
  - answer documents, and
  - any other materials or electronic formats that contain test items or student responses.
- All secure materials must be returned to the School Test Coordinator each day when testing is completed as well as before any extended breaks.
- All secure materials must be kept in the locked, secure storage area when not being used for testing.
- Secure materials must **never** be left in open areas or unsupervised. Supervision requires a person trained in test security.

Locked, Secure Storage Area

- An area for secure storage of materials will be designated at school facilities.
- This area must be kept locked, and access to the area is limited to School Test Coordinators and a minimal number of other persons who are fully trained in test security policies and procedures and who require access to the area while secure test materials are being stored.

Access

- *Access* to secure test materials means physically handling the materials, but that does **not** include reading, reviewing, or analyzing test items before or after testing. The only exception to reading is when a test administrator must provide the accommodations *Tests Read Aloud, Communication Assistance, Answers Recorded, Braille,* or *Transferred Answers.*
- Test administrators must receive and review *Test Administration Manual*s **before the test** to become familiar with directions for correct administration. They are encouraged to mark in the manuals.
- **No one is to have the opportunity to view any test item at any time except students during the test and test administrators providing the accommodations *Tests Read Aloud, Communication Assistance, Answers Recorded, Braille,* or *Transferred Answers.*** That includes discussion of test items after testing. Test administrators must **not** have access to secure materials before tests are administered, except for a supervised period to affix labels to answer documents and to code student information.
- The School Test Coordinator must disseminate the appropriate test booklets, answer documents, and ancillary materials to test administrators **each morning of test administration.**
- Test booklets, answer documents, and other secure materials must be returned to the School Test Coordinator **immediately after testing is completed each day** for storage in the locked, secure storage area.

VIOLATIONS OF TEST SECURITY

The LDE considers it a violation of test security for any person to do any of the following:

1. administer tests in a manner that is inconsistent with the administrative instructions provided by the LDE that would give examinees an unfair advantage or disadvantage;
2. give examinees access to test questions prior to testing;
3. examine any test item at any time (except for students during the test or test administrators while providing the accommodations *Tests Read Aloud, Communication Assistance, Transferred Answers, Braille,* or *Answers Recorded* for students determined to be eligible for those accommodations);
4. at any time copy, reproduce, record, store electronically, discuss, or use in a manner inconsistent with test regulations all or part of any secure test booklet, answer document, or supplementary secure materials;
5. coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;
6. provide answers to students in any manner during the test, including provision of cues, clues, hints, and/or actual answers in any form—written, printed, verbal, or nonverbal;
7. administer published parallel, previously administered, or current forms of any statewide assessment . . . as a practice test or study guide [does not include LDE released items];
8. fail to follow security regulations for distribution and return of secure test booklets, answer documents, supplementary secure materials, as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;

9. conduct testing in environments that differ from the usual classroom environment without prior written permission from the LDE, Division of Assessments and Accountability;
10. fail to report any testing irregularities to the District Test Coordinator (a *testing irregularity* is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the LDE, Division of Assessments and Accountability;
11. participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

(*Bulletin 118*)

ERASURE ANALYSIS

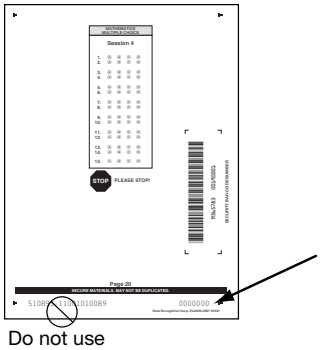
Student answer documents will be scanned for excessive wrong-to-right erasures. Tests with excessive wrong-to-right erasures will be voided for accountability if the erasures are determined to be a violation.

VOIDING STUDENT TESTS

Tests should be voided if there is an instance of cheating—whether by a student or by anyone else. If you believe a student has cheated:

- give the School Test Coordinator a written account of the suspected cheating incident, with any additional documentation, including the lithocode number of the answer document and content area to be voided.
- do **not** write or mark on the answer document.
- do **not** erase the TA number coded by the student on page 1 of the answer document.
- return the answer document with other used answer documents to the School Test Coordinator.

ANSWER DOCUMENT LITHOCODE NUMBER



Test Administration Checklists

The following checklists were designed to assist in the administration of the *i*LEAP tests. They do not replace the detailed procedures in this manual.

BEFORE TESTING

- ❒ 1. Read the *Test Administration Manual* in its entirety. Feel free to mark the manual. If you have questions, ask the School Test Coordinator.
- ❒ 2. Attend the required training session on test security and administration.
- ❒ 3. Make sure you have been assigned a TA number.
- ❒ 4. Ask the School Test Coordinator what you should do if students need more than the suggested time for the untimed parts of the test or if all students finish before the suggested time.
- ❒ 5. If you are testing students with accommodations, discuss with the School Test Coordinator arrangements that need to be made. Make sure you have a list of those students and the accommodations they are to receive.
- ❒ 6. When the School Test Coordinator distributes answer documents that need labeling and coding, verify that you have adequate numbers for students in your testing group and notify the School Test Coordinator if you need additional test materials. If the School Test Coordinator requests, verify that preidentified answer documents are for students in your testing group.
- ❒ 7. Affix bar-code labels to answer documents for students who did not receive preidentified answer documents. All unused labels must be returned to the School Test Coordinator.

  NOTE: Do not affix bar-code labels to answer documents for students enrolled in approved home study programs who will test in your group. The District Test Coordinator will affix labels after testing is completed.
- ❒ 8. Code answer documents without preprinted student information according to instructions on pages 23–25.
- ❒ 9. Before administering the timed tests, obtain a stopwatch or make sure you have a watch or clock with a second hand.

❒ 10. Before administering the Math test, ensure you have a sufficient number of calculators for use in parts in which they are allowed and verify they are working. Notify the School Test Coordinator if you need more. Calculators with CAS or other symbolic manipulation capabilities may **not** be used. For calculator information, see the *i*LEAP *Assessment Guide*.

❒ 11. Before administering the English Language Arts Writing test, locate a sufficient number of dictionaries and thesauruses.

❒ 12. Locate reading materials unrelated to test content for students who may finish early.

❒ 13. Make sure you have enough no. 2 pencils with good erasers to supply each student with at least two.

❒ 14. Plan seating arrangements that will ensure independent work during testing.

❒ 15. Remove or cover all materials in the room that are related to the content of the test. This includes maps, charts, diagrams, and other educational aids.

❒ 16. Make sure the testing environment has adequate lighting, ventilation, and minimal distractions.

DURING TESTING

❒ 1. Pick up test materials from the School Test Coordinator, following established security procedures, and verify that you have the correct materials and number of materials for your testing group.

❒ 2. Make sure your no. 2 pencils are sharpened and have good erasers. Student responses must be written with a no. 2 pencil to be scored.

❒ 3. Have English/native language word-to-word dictionaries (no definitions) available to LEP students for all components of the *i*LEAP tests—but only if this accommodation has been routinely used in students' classroom instruction and assessment. Native-language versions of state assessments are not provided for LEP students.

❒ 4. Write your name, your TA number, the school name, and the district name on the board.

❒ 5. Place a Testing—Do Not Disturb sign on your door.

❒ 6. Distribute reading materials (unrelated to test content) to students who wish to read when they complete testing.

❒ 7. Distribute test materials as directed.

❒ 8. Allow students adequate time to complete answer document coding.

❒ 9. Ensure that special education, LEP, and Section 504 students receive their approved accommodations.

❒ 10. Administer all tests in strict accordance with the procedures detailed in the manual and with *Bulletin 118*.

❒ 11. Read test administration directions word for word. The boldface text inside boxes as well as the entire text of the Writer's Checklist are to be read aloud.

To read aloud the writing topic, stand next to a student and read from his or her test booklet.

❒ 12. Do not allow scratch or loose-leaf paper to be used on any test. Students may write in their test booklets, but only responses marked or written in no. 2 pencil in the answer documents will be scored. (For students with the accommodation *Large Print,* see the large-print administration directions provided with the large-print materials.)

❒ 13. **On the Math Test:**

Calculators may **not** be used during part 1. However, all students are allowed to use calculators on the other parts of the Math test. If calculators are used, distribute and collect them as instructed in the manual. Prior to distributing the calculators, check each to verify that it is working properly. Use of calculators with CAS or other symbolic manipulation capabilities is **not** allowed.

Special education students whose IEPs specify calculator use and eligible Section 504 students, as stipulated in their IAPs, may use calculators on all items in the Math test.

For multiple-choice items, students may work problems in the test booklets, but they must record their responses on their answer documents to be scored.

For the constructed-response items, students should write or otherwise record all the steps they take to solve a problem to ensure they earn the maximum number of points. Students may be required to explain how they arrived at their solutions or to justify their responses.

❒ 14. **On the English Language Arts Writing Test:**

Make sure students write their final draft in the answer document. No additional pages may be attached to the final draft for the Writing test. **Only what the student has written in the answer document will be scored.**

Allow students to use dictionaries and thesauruses only during the Writing test. Distribute the Writer's Checklist for the Writing test.

❒ 15. Make sure students work only on the test or part of the test being administered. Day indicator bars are on the outside edges of test booklet and answer document pages to help in monitoring administrations of more than one day. Document any testing irregularities, such as marking answers in a wrong place on the answer document or suspected incidents of cheating.

❒ 16. Maintain a calm testing environment. Disruptive students may be removed from the room; they may continue testing in a separate testing group or during makeup testing.

❒ 17. Allow breaks as instructed in the manual. Students should be encouraged to sharpen pencils and use the restroom during the breaks to minimize interruptions during testing. Maintain test security during breaks. Do not take breaks midsession. Only students with the accommodation *Extended Time* may take breaks midsession.

❒ 18. Maintain strict testing times for the timed parts of the test. However, students with the accommodation *Extended Time* should be given additional time to complete even the timed parts. All students must be given adequate time to complete the untimed parts. **Not allowing sufficient time to complete the untimed parts is considered an administrative error.**

❒ 19. For students who require more than the scheduled time to complete the untimed parts of the test, the School Test Coordinator will have determined a location where these students will complete testing. If students will complete testing in another location, materials should be collected and reissued in the new location and security should be maintained during the move. If students are not moved, they should continue testing after those who have completed the test are dismissed. **To ensure test security, students should complete the untimed parts of the test before interacting with other students.** The students who are continuing to test should turn in their test materials as they complete the test, then follow the procedure for dismissal that has been established by the School Test Coordinator. Only students with the accommodation *Extended Time* may continue testing beyond the scheduled test day.

❒ 20. Collect all test materials as directed and verify counts before students are dismissed. Make sure answer documents are not inside test booklets.

AFTER TESTING (DAILY)

Be sure to also follow last-day steps for single-day administrations.

❒ 1. Separate used from unused test booklets and answer documents. (For definitions, see page 48.)

❒ 2. Separate answer documents that need to be coded for accountability. Submit them to the School Test Coordinator for coding by the principal.

❒ 3. Verify that all used answer documents without preprinted student information have a bar-code label affixed except those for approved home study program students.

❒ 4. Using a no. 2 pencil, transfer to answer documents any large-print, braille, or other responses recorded elsewhere due to test accommodations. Write "Transferred" on the top front cover of large-print test booklets or other materials from which the answers were transferred, not on the answer document (see page 49). Responses that are not transferred to an answer document will not be scored.

❒ 5. Also transfer any responses from unscorable answer documents: answer documents that are soiled or damaged or those on which a student erroneously recorded responses on another student's answer document, used anything other than a no. 2 pencil to record responses, or marked on an answer document with a highlighter. The original answer document must not be thrown away or destroyed. The reason for any unscorable document must be fully documented and submitted to your School Test Coordinator.

❒ 6. Complete documentation and written accounts of any testing irregularities, such as students who marked answers in a wrong section and had to erase and transfer their answers to the correct section (see pages 7–8) or suspected incidents of cheating (see pages 3 and 8).

❒ 7. Return all test materials to the School Test Coordinator each day after testing is completed.

❒ 8. When returning test materials to the School Test Coordinator, **separate** the test materials of those students who need to take a makeup test from those of students who do not need to take a makeup test. Inform the School Test Coordinator of students who require makeup testing.

❒ 9. Submit written reports and documentation for any testing irregularities or suspected incidents of cheating or unscorable documents to the School Test Coordinator.

AFTER TESTING (LAST DAY)

Follow the steps for After Testing (Daily).

In addition:

❒ 1. On each used answer document, verify that the TA number has been accurately coded.

❒ 2. Code education classification, primary exceptionality for special education students, Section 504 and LEP status, and any test accommodations students received in testing.

❒ 3. Separate any remaining answer documents that need to be coded for accountability. Submit them to the School Test Coordinator for coding by the principal.

❒ 4. Separate used answer documents for approved home study program students who were tested and inform the School Test Coordinator. Used answer documents for these students must be kept separate when returning them.

❒ 5. Complete the Oath of Security and Confidentiality Statement (page v).

❒ 6. Complete the online survey for test administrators. The *i*LEAP online survey may be accessed at **https://la.drcedirect.com.**

❒ 7. Identify and arrange all test materials as instructed on pages 49–51 before returning them to the School Test Coordinator.

❒ 8. Verify that all responses for students with the accommodation *Transferred Answers* have been transferred to scorable answer documents.

❒ 9. Verify that the School Test Coordinator is aware of all students who require makeup testing.

Test Administrators' Frequently Asked Questions

? May I review the test materials before testing?

No one is to have the opportunity to view any test item at any time except the students during the test and test administrators providing the accommodations *Tests Read Aloud, Communication Assistance, Answers Recorded, Braille,* and *Transferred Answers*. The test booklets, answer documents, and anything containing test items or student responses are secure materials. Review the *Test Administration Manual* before the first test to properly prepare for the administration.

? Why can't teachers look at the tests?

Teachers reading test items can lead to their "teaching the test." The *Assessment Guide*s provide detailed specifications and sample test items so teachers may align their classroom assessment practices with state assessment strategies. Though a vast majority of teachers are honest, instances of testing irregularities have occurred. By not looking at the test, a teacher cannot provide cues to students—even inadvertently—or risk breaching test security in other ways.

? Are there guidelines for how to answer students' questions during the test?

The following guidelines for acceptable and unacceptable ways to respond to students' questions during testing are useful.

Acceptable:

- reading directions aloud
- repeating directions
- explaining directions more clearly

Unacceptable (violations of test security):

- paraphrasing or explaining a test item
- providing hints to help a student with an item
- defining a term

? How should I handle students who finish early?

Students should review their answers or return to items they did not complete on the part of the test being administered, but they may not return to previously completed parts or move ahead. When they are finished, students should sit quietly or read silently. You should have a supply of library books or other reading

materials unrelated to test content available for students who finish early. Such reading materials must be disseminated before the test. They must not be on the students' desks while students are testing. **No test may be administered before the scheduled day.**

What can I say to a student who gets frustrated and refuses to complete the test?

You may whisper to the student, "Please try to finish the test because it is very important" or "Do your best." Before testing, you might want to tell students about simple relaxation techniques, such as deep breathing.

Should I allow a student to go to the restroom during a test?

Students should visit the restroom before testing begins or during a break. However, if a student asks to go to the restroom during testing, collect the student's test booklet and answer document and make a note of the time the student left and returned.

How should I handle a student who gets ill during the test?

If a student becomes ill during testing, the test materials should be collected. The severity of the illness and whether or not the test should be scored will determine how the situation should be handled. Use the following guidelines:

- If the student is able to complete the test and test security has been maintained, the student should continue to use the same test materials.
- In cases where a substantial amount of testing time was lost due to illness, document the last item attempted and how much time the student missed during the testing session. The test should be completed during the makeup testing session. **However, the student cannot return to previously attempted items on the test.** Careful monitoring is essential. For timed tests, any time the student previously worked must be subtracted.
- If the student has begun but is unable to complete the test during the testing session or as a makeup session because of illness, the student's answer document will be scored. Document the last item attempted and how much time the student missed during the testing session.
- If the student becomes ill and is not able to attempt one or more of the tests, the student should obtain a doctor's letter. A zero will not be given for the School Performance Score for an unattempted test if the student submits a letter from his or her doctor
  - on the doctor's office letterhead,
  - with the doctor's original signature, and
  - with the student's dates of absence noted as being inclusive of all testing and makeup dates.

Additionally, the principal must code the Accountability Data field on the answer document for unattempted or uncompleted tests.

What if an answer document is damaged or soiled? Or what if a student took a test on an answer document with preprinted or hand-coded information for another student?

If a test booklet or an answer document is damaged or soiled due to a student's illness or if a student took a test on an answer document for another student, contact the School Test Coordinator immediately. The document must not be thrown away or destroyed. Any responses entered on a damaged or soiled answer document or entered on an answer document for another student must be transferred to a scorable answer document to be scored. See also page 49.

How often should I circulate among the students during testing?

Although you should periodically walk among your students during testing, you don't want to make students nervous or distract them by constantly moving about. However, you do want to be alert for students who may need another pencil, for students who may be marking in a wrong place on the answer document, or for any testing irregularities, such as cheating. When you are seated, make sure you can see all the students.

What should I do if a student marks answers in the wrong place on the answer document?

Before starting the test, caution students to be careful about placing answers in the correct place and about cleanly erasing any changed answers. When monitoring, individually caution any student who is working on a wrong line or section to be careful about marking answers in the correct place. At the end of each testing session, the administration instructions direct test administrators to inquire whether students marked answers in a wrong place.

If a student marked answers in a wrong row or section, allow the student to mark them in the proper place after the testing session is concluded and other students are dismissed. The School Test Coordinator must be present when the student transfers answers. If the student's answers are marked in the section for the next test to be administered, the student should take the next test in

a makeup session after transferring the answers to the correct section of the answer document. **The incident must be documented with the student's name, grade, affected sections of the test, test administrator's name, and school and the documentation given to the School Test Coordinator.**

What should I do if I see any cheating during testing?

It is important to document suspected incidents of cheating—whether by students or by anyone else. In the case of student cheating, write a clear account of the events for the School Test Coordinator. Decisions about voiding tests because of student cheating are to be made at the school level by a test security committee consisting at a minimum of the principal, the School Test Coordinator, and the test administrator. All suspected instances of cheating should be reported to the District Test Coordinator.

How does the LDOE define a testing irregularity?

A *testing irregularity* is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data. Examples include not providing approved accommodations or providing accommodations a student is not allowed, reading aloud or signing Reading, part 2, excessive erasing, students working in the wrong session (going back, looking ahead) or marking responses in the wrong section of the answer document, or anything that disrupts the testing environment (a fire alarm during testing, a ringing cell phone, a disruptive student). Testing irregularities must be documented and reported to the School Test Coordinator, who will report them to the District Test Coordinator.

Some of our special education and Section 504 students use a calculator as an accommodation in classroom instruction and testing. These students have the accommodation *Assistive Technology* (or calculator use) in their IEPs or IAPs. May we allow these students to use a calculator on the entire Math test, even on parts that specify no calculators?

Yes, these students are allowed to use a calculator as an accommodation on the noncalculator part, part 1, of the Math test. Mark *Assistive Technology* in the appropriate field.

What should I do if a student's calculator stops working during the mathematics test?

Test each calculator provided by the School Test Coordinator **before** testing begins to verify that each is in working order. However, if a student's calculator stops working **during** testing, immediately replace the calculator if there are backup calculators stored in the testing room. If none are available, follow the plan established by the School Test Coordinator for this situation. Each School Test Coordinator is responsible for developing such a plan and for disseminating it to the test administrators.

Test Materials

The test administrator must provide students with the following:

- two sharpened no. 2 pencils with good erasers (extras should be available)
- calculators—if they are allowed by the district, extras should be available (calculators may not be used on Math, part 1, Estimation, except for students whose accommodations specify their use)

Recommended Calculators	
Grade	**Type**
3	4-function
5–7	scientific
Calculators with CAS or other symbolic manipulation capabilities may **not** be used.	

- dictionaries and thesauruses (English Language Arts Writing test only)

Following is a checklist of materials you are to receive from the School Test Coordinator, along with procedures to follow. Anything with test items or student responses is considered secure material.

___ 1. ***i*LEAP Test Administration Manual.** This manual contains the procedures to be followed during the administration of all *i*LEAP tests. Reading all general instructions and directions for the tests you are going to administer—prior to testing—is crucial. The manual is available on the LDOE website.

___ 2. **Secure Test Booklets.** The School Test Coordinator will give you a test booklet for each student in your group. The booklets contain all content-area tests. Sealed sections must remain sealed until instructions are given to break the seals.

Count the test booklets you receive and check their security numbers. Test booklet security numbers are located on the back cover, alongside the bar code. Verify that these numbers match the numbers assigned to you by the School Test Coordinator on the security checklist. **Immediately** report any discrepancies to the School Test Coordinator. **Do not discard any test booklets for any reason.**

Test booklets are secure materials and must be stored in the locked, secure storage area each day after testing is completed and during any extended break.

___ 3. **Secure Answer Documents.** The School Test Coordinator will give you an answer document for each student in your testing group. The answer document contains all content-area tests for each grade.

Students will answer both multiple-choice and constructed-response questions on the answer documents. Because constructed-response questions appear in the answer documents, you must make certain students do not look ahead. Answer documents will be scanned and partially scored by machine, so they must be kept in good physical condition. They should not be bent, folded, or clipped.

Count the answer documents you receive and check their security numbers. Answer document security numbers are located on the back cover, alongside the bar code. Verify that these numbers match the numbers assigned to you by the School Test Coordinator on the security checklist. **Immediately** report any discrepancies to the School Test Coordinator. **Do not discard any answer documents for any reason.** The security numbers on the answer documents will not match those on the test booklets.

All answer documents are secure materials and must be stored in the locked, secure storage area each day after testing is completed and during any extended break.

___ 4. **Bar-code Labels.** The School Test Coordinator will supervise the application of bar-code labels to the appropriate answer documents before testing.

For students who do not receive preidentified answer documents and must test, bar-code labels must be used. Student information fields on all answer documents for a student must be hand coded and must match.

NOTE: Used hand-coded answer documents returned to the test vendor without bar-code labels may not be scored in a timely manner. However, hand-coded answer documents with responses from approved home study program students should be submitted to the School Test Coordinator without bar-code labels. Labels will be affixed by the District Test Coordinator.

___ 5. **Writer's Checklists.** Make sure you have one Writer's Checklist for each student taking the English Language Arts test (grade 3, **yellow;** grades 5, 6, and 7, **green**) as well as one to read aloud. The checklists must be collected after the Writing test and checked for markings other than checkmarks in the boxes. Both marked and unmarked copies must be submitted to the School Test Coordinator along with secure test materials. Unmarked copies may be returned to students or teachers at the end of English Language Arts testing if requested.

___ 6. **Mathematics Reference Sheets.** Make sure you have one Mathematics Reference Sheet for each student taking the Math test. Both marked and unmarked copies must be submitted to the School Test Coordinator along with secure test materials. Unmarked copies may be returned to students or teachers at the end of Math testing if requested.

Mathematics Reference Sheets	
Grade	**Color**
3	blue
5	pale gold
6	gray
7	ivory

___ 7. **Rulers.** Make sure you have one of the provided 12" rulers (grades 3 and 5) or one of the provided 6" rulers (grades 6 and 7) for each student taking the Math test. Rulers must be handled in the same manner as the Mathematics Reference Sheets.

___ 8. **Protractors—Grade 5 Only.** Make sure you have one of the provided protractors for each grade 5 student taking the Math test. Protractors must be handled in the same manner as the Mathematics Reference Sheets.

___ 9. **Calculators.** The School Test Coordinator will provide you with a calculator for each student taking the Math test. Before testing, verify that you have a sufficient quantity and check each calculator to verify that it is working properly.

___ 10. **Braille and Large-print Materials.** These materials will be distributed on the appropriate day of testing by the School Test Coordinator. Scorable answer documents will also be provided. All student responses must be transferred to the scorable answer documents.

You must resolve all material shortages with the School Test Coordinator before test administration.

RECEIPT OF TEST MATERIALS

Test administrators are responsible for the security of all test booklets, answer documents, and other secure materials assigned to them. **On completion of testing, each test administrator will be required to account for these secure materials.** Because of the security number system, test administrators should not provide other test administrators with extra test materials they may have received. Materials must be stored in the locked, secure storage area immediately after testing each day and during any extended break.

Testing Guidelines

TESTING ELIGIBILITY

Regular Education Students

All regular education students are to be tested. A regular education student is one who is not receiving special education services.

Special Education Students

All special education students are to be tested, except for students whose IEPs indicate they participate in LAA 1 or entirely in LAA 2.*

*See NOTE on page 17.

LEP Students

All LEP students are to be tested unless they participate in LAA 1 or entirely in LAA 2.* Native-language versions of state assessments are not provided for LEP students.

Migrant Students

All migrant students are to be tested.

TEST SCHEDULE

Parts of the *i*LEAP Math and English Language Arts test are **TIMED.** Test administrators must make certain that time limits are strictly observed except for students who have the accommodation *Extended Time.*

For **UNTIMED** parts of the tests, students should be allowed as much time as they need, in accordance with the administration guidelines, to complete the tests.

- The dates for test administration are scheduled by LDOE and the State Board of Elementary and Secondary Education. Not following the established schedule may result in voided tests. **All tests must be administered and completed on the day they are scheduled** except for students who have *Extended Time* as an approved accommodation.
- Unless a student is eligible for the accommodation *Individual Administration,* all students in a testing group must begin a test at the scheduled time. If a student arrives late, that student may not join testing that is in midsession. The student must take the test during makeup testing.
- After each day's scheduled testing, return all test booklets, answer documents, and other secure materials to the School Test Coordinator for storage in the locked, secure storage area.
- **On day 1 of testing, some parts of the Math test are timed (parts 1 and 2). On day 3 of testing, all parts of the English Language Arts test are timed.** It is essential to strictly adhere to the time limitations.
- The suggested times for the untimed parts of *i*LEAP (see pages 12–15) are estimates for scheduling the tests and assisting students in managing their time.
- See page 16 for information about mandatory makeup testing.

EXTENDED TIME FOR TESTING

Students who need more than the suggested time to complete a test but do not qualify for the accommodation *Extended Time* may receive additional time to complete the untimed parts of *i*LEAP, but they must complete the test on the same day that part is administered. Students may not return to parts administered on previous days, and they should complete them before interacting with other students. Precautions should be taken to ensure the security of answer documents, test booklets, and other materials containing test items or student responses and to minimize opportunities for students to discuss test items. Tests must be administered on the scheduled dates and in the order noted in the tables on pages 12–15.

For special education, Section 504, or LEP students who are eligible for the accommodation *Extended Time,* such as students who need more time to respond, who may have short attention spans, or who may be unable to concentrate for long periods of time on a given task, the test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period. Or it may be determined appropriate to administer the test in a number of short sessions. The time of day the test is administered may be adjusted to a time more beneficial to these students. **These sessions must be completed within the scheduled testing dates, including makeup days.** If a student stops testing during a test, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items. The English Language Arts Writing test must be completed on the same day it was administered.

*i*LEAP Testing Times for Grade 3

DAY 1

THURSDAY, APRIL 12
Math

1. Distributing answer documents and giving directions	10 minutes
2. Coding answer documents	15 minutes
3. Distributing test booklets and giving directions	10 minutes
4. Administering **TIMED** parts	
Part 1	3 minutes
Part 2	22 minutes
5. Administering **UNTIMED** parts	
Part 3	60 minutes
Part 4	20 minutes
6. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	150 minutes

(2 hours, 30 minutes)

DAY 2

FRIDAY, APRIL 13
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** parts	
Writing	45 minutes
Using Information Resources	40 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	105 minutes

(1 hour, 45 minutes)

DAY 3

MONDAY, APRIL 16
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **TIMED** parts	
Reading, Part 1 (Vocabulary)	5 minutes
Reading, Part 2 (Comprehension)	25 minutes
Language	30 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	80 minutes

(1 hour, 20 minutes)

DAY 4

TUESDAY, APRIL 17
Science and Social Studies

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** tests	
Science	60 minutes
Social Studies	45 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	125 minutes

(2 hours, 5 minutes)

*i*LEAP Testing Times for Grade 5

DAY 1

THURSDAY, APRIL 12
Math

1. Distributing answer documents and giving directions	10 minutes
2. Coding answer documents	15 minutes
3. Distributing test booklets and giving directions	10 minutes
4. Administering **TIMED** parts	
Part 1	3 minutes
Part 2	22 minutes
5. Administering **UNTIMED** parts	
Part 3	60 minutes
Part 4	30 minutes
6. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	160 minutes

(2 hours, 40 minutes)

DAY 2

FRIDAY, APRIL 13
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** parts	
Writing	60 minutes
Using Information Resources	40 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	120 minutes

(2 hours)

DAY 3

MONDAY, APRIL 16
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **TIMED** parts	
Reading, Part 1 (Vocabulary)	5 minutes
Reading, Part 2 (Comprehension)	25 minutes
Language	30 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	80 minutes

(1 hour, 20 minutes)

DAY 4

TUESDAY, APRIL 17
Science and Social Studies

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** tests	
Science	60 minutes
Social Studies	60 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	140 minutes

(2 hours, 20 minutes)

*i*LEAP Testing Times for Grade 6

DAY 1

THURSDAY, APRIL 12
Math

1. Distributing answer documents and giving directions	10 minutes
2. Coding answer documents	15 minutes
3. Distributing test booklets and giving directions	10 minutes
4. Administering **TIMED** parts	
Part 1	3 minutes
Part 2	22 minutes
5. Administering **UNTIMED** parts	
Part 3	75 minutes
Part 4	30 minutes
6. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	175 minutes
	(2 hours, 55 minutes)

DAY 2

FRIDAY, APRIL 13
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** parts	
Writing	60 minutes
Using Information Resources	40 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	120 minutes
	(2 hours)

DAY 3

MONDAY, APRIL 16
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **TIMED** parts	
Reading, Part 1 (Vocabulary)	5 minutes
Reading, Part 2 (Comprehension)	25 minutes
Language	30 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	80 minutes
	(1 hour, 20 minutes)

DAY 4

TUESDAY, APRIL 17
Science and Social Studies

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** tests	
Science	60 minutes
Social Studies	60 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	140 minutes
	(2 hours, 20 minutes)

*i*LEAP Testing Times for Grade 7

DAY 1

THURSDAY, APRIL 12
Math

1. Distributing answer documents and giving directions	10 minutes
2. Coding answer documents	15 minutes
3. Distributing test booklets and giving directions	10 minutes
4. Administering **TIMED** parts	
Part 1	3 minutes
Part 2	22 minutes
5. Administering **UNTIMED** parts	
Part 3	75 minutes
Part 4	30 minutes
6. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	175 minutes
	(2 hours, 55 minutes)

DAY 2

FRIDAY, APRIL 13
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** parts	
Writing	60 minutes
Using Information Resources	40 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	120 minutes
	(2 hours)

DAY 3

MONDAY, APRIL 16
English Language Arts

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **TIMED** parts	
Reading, Part 1 (Vocabulary)	5 minutes
Reading, Part 2 (Comprehension)	25 minutes
Language	30 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	80 minutes
	(1 hour, 20 minutes)

DAY 4

TUESDAY, APRIL 17
Science and Social Studies

1. Distributing test booklets and answer documents and giving directions	10 minutes
2. Administering **UNTIMED** tests	
Science	60 minutes
Social Studies	60 minutes
3. Collecting, verifying, and returning materials to the locked, secure area	10 minutes
TOTAL TIME	140 minutes
	(2 hours, 20 minutes)

MAKEUP TESTING

Makeup testing is required for all eligible students and must be completed by the specified date. The same security and administration procedures described for regularly scheduled administrations should be followed for makeup testing.

- The School Test Coordinator and principal will schedule makeup test sessions and inform test administrators of the arrangements made.
- Keep a record of students who need makeup testing. The record should include each student's name, answer document security number, test booklet security number, and each test or tests the student needs to complete, as well as the accommodations the student needs to receive. This information should be shared with the School Test Coordinator each day.
- When returning test materials to the School Test Coordinator, **separate** the test booklets and answer documents of those students who need to take a makeup test from those of students who do not need to take a makeup test.
- Before makeup testing, write your TA number on the board for students to code, but students should only code the TA number if it has not been previously coded.
- You have the final responsibility for administering makeup tests.
- Students who are absent for the English Language Arts Writing test should make up this part of the test on the day they return. However, the English Language Arts test should still be administered over a two-day period.

Students who miss makeup opportunities will receive zeros for the School Performance Score. However, a student who is absent due to illness during both testing and makeups will not receive a score of zero for the School Performance Score if the student submits a letter from his or her doctor:

- on the doctor's office letterhead,
- with the doctor's original signature, and
- with the student's dates of absence noted as being inclusive of all testing and makeup dates.

Additionally, the principal **must** code the Accountability Data field. All accountability codes for extenuating circumstances must be coded by the principal.

TESTING CONDITIONS

- Tests must be administered in class-sized groups in the students' usual classroom environment unless permission has been obtained from the LDOE or student accommodations specify otherwise.
- Testing should occur at a time when students will be alert. Tests should not be administered immediately after strenuous physical or mental activity.
- Students should be informed that the tests are important. However, an overly tense atmosphere should be avoided.

Special Populations and Accommodations

This section discusses testing for students with disabilities according to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as LEP students and students who have been designated gifted and/or talented, a State-defined special education category. The choice of a test administrator for students who receive accommodations should be made at the school level. All test administrators, proctors, and interpreters must be trained in test security, administration procedures, and accommodations.

New accommodations or changes to an accommodation must be made to a student's IEP or IAP 30 days prior to the start of testing. The deadline for adding new accommodations for *i*LEAP is Monday, February 20, 2012. The School Test Coordinator should give each test administrator whose testing group includes students approved for accommodations a list of those students in the group, specifying the accommodations each is to receive. IDEA special education students, Section 504 students, and LEP students who receive the same accommodations may be tested together.

IDEA SPECIAL EDUCATION STUDENTS

All special education students with disabilities according to IDEA are to be tested, except those whose IEPs indicate they participate in LAA 1 or entirely in LAA 2. *Special Education Student* must be coded in the Education Classification field on each student's answer document and the student's **primary** exceptionality coded in the Special Education Exceptionality field.

NOTE: A student who meets the LAA 2 participation criteria may test in all or in one or more content areas of LAA 2, based on the determination of the IEP team. The IEP team may decide that the student will participate in the LAA 2 assessment at the student's enrolled grade level in one or more content areas and participate in the *i*LEAP grades 5, 6, or 7 for the student's enrolled grade for the remaining content areas.

Test Administration Procedures for IDEA Special Education Students

Exceptions to standard test administration procedures may be made for special education students if the accommodations are addressed in the students' IEPs and routinely used in classroom instruction and assessment. Test accommodations that are used must be coded in the Special Education Student Test Accommodations field on students' answer documents after testing is completed. More than one accommodation may be used.

STUDENTS WITH ONE OR MORE DISABILITIES ACCORDING TO SECTION 504

For testing, the LDOE has adopted the definition of disability derived from the regulations for Section 504 of the Rehabilitation Act of 1973. For the definition and eligibility requirements, see *Bulletin 118*.

All students with one or more disabilities according to Section 504 are to be tested. *Regular Education Student* must be coded in the Education Classification field on each student's answer document, and Yes must be coded in the field asking if the student is eligible for services according to Section 504.

Test Administration Procedures for Section 504 Students

Test accommodations are permitted for these students if they are routinely provided in the students' regular instructional and assessment program and if the other conditions specified in the administrative guidelines for Students with Disabilities according to Section 504 of the Rehabilitation Act of 1973 are met. The school Section 504 Coordinator must provide the School Test Coordinator and the district Section 504 Coordinator a list of the Section 504 students at the school and their approved standardized test accommodations by the deadline designated by the district. Test accommodations may not be used if the student does not have a current IAP.

School districts must have a system of documenting and tracking test accommodations for all students who receive Section 504 services. Districts may use the Data Validation form previously required or use a different method for managing this information. This documentation does not have to be submitted to the Louisiana Department of Education.

Test accommodations that are used must be coded on students' answer documents in the Test Accommodations for Student with Disabilities According to Section 504 field after testing is completed. More than one accommodation may be used.

GIFTED AND TALENTED SPECIAL EDUCATION STUDENTS

Students may be designated as gifted, as talented, or as both. Students so designated are classified by the State as special education and should be so coded in the Education Classification field. Their scores, however, are aggregated with those of regular education students in roster and summary reports.

If students are designated both gifted and talented, then *Gifted* should be coded as the primary exceptionality.

These students may also qualify under Section 504 and be eligible for accommodations in testing. Such students should be coded **both** as special education and as Section 504. An IAP must have been completed for the student to receive test accommodations. Accommodations for these students should be coded under Section 504 after testing is completed. More than one accommodation may be used.

TEST ACCOMMODATIONS FOR SPECIAL EDUCATION AND SECTION 504 STUDENTS

Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. **Test accommodations should not be different from or in addition to the accommodations documented on the student's IEP or IAP and provided in regular classroom instruction and assessment.** Individual or small group administration must be used if the accommodations will interfere with the testing of other students (*Answers Recorded, Tests Read Aloud*). The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. (See *Bulletin 118*.)

If an accommodation—even an approved accommodation—is not provided in classroom instruction and assessment, it is inappropriate to provide that accommodation during testing. For example, if a student does not dictate answers to a tape recorder during classroom instruction and assessment, then using a tape recorder—*Assistive Technology*—would not be appropriate as a test accommodation. All accommodations must be documented on the IEP or IAP 30 days prior to the start of testing for the student to receive them.

Approved accommodations that are used in testing must be marked in the appropriate field of the answer documents after testing is completed.

The following test accommodations may be used for IDEA special education students and for students with disabilities according to Section 504.

Braille: Supplementary materials, such as braille rulers, braille protractors, adhesive dots, or raised-grid paper may be provided for students to respond to specific items. Special instructions for administering the braille edition are provided, which describe modifications from the standard print edition, identify omitted items, and list supplementary materials. Generally, all test items in the standard print edition of the test booklet and answer document are included in the braille test booklet. If an item is omitted from the braille test, students receive credit for it. **To ensure students receive credit for the omitted item, nothing must be marked for that item on the scorable answer document and *Braille* must be coded as an accommodation.** The test administrator must transfer **all** braille responses to a scorable answer document, including multiple-choice responses, responses with graphs, short and long written responses, and the writing composition. Both *Braille* and *Transferred Answers* must be coded as accommodations on the answer document. Student responses not transferred to a scorable answer document will not be scored. The scorable answer document should be returned to the School Test Coordinator with other used answer documents. Braille-written responses must be returned to the School Test Coordinator with the scorable answer document to which responses were transferred. Braille test booklets and the braille instructions should be returned with other test booklets (see page 50).

Large Print: The large-print edition is essentially an enlarged version of the standard print edition of the test. Separate instructions for administering the large-print edition are provided. All test items in the standard print edition of the test booklet and answer document are included in the large-print test booklet, though the page layout may vary slightly. Unless otherwise specified, students who use the large-print edition mark their responses on the large-print test booklet. The test administrator must transfer all student responses to a scorable answer document, including the writing composition and responses to constructed-response items. The test administrator should write "Transferred" on the top front cover of the large-print test booklet, **not** on the answer document. Student responses not transferred to a scorable answer document will not be scored. The large-print test booklets must be returned with other test booklets (see page 50). Both *Large Print* and *Transferred Answers* must be coded as accommodations on the answer document. Do **not** photocopy the large-print test booklet.

Answers Recorded: If a student is unable to write due to his or her disability, the test must be administered individually to allow the student to dictate orally or sign his or her responses to the test administrator, who must record them on the scorable answer document. Scribes and others supporting a student's test taking must be neutral in responding to the student during test administration. The assistance in testing must not cue any answer, and the recorded responses must accurately represent the student's choices. The scribe must write exactly what the student dictates. On the English Language Arts Writing test, the scribe must write exactly what the student dictates, without punctuation and capitalization, on the rough draft. The student must then edit what the scribe wrote and provide any punctuation, capitalization, or other changes. The scribe then must copy the edited response to the final draft pages in the answer document. Student responses not recorded on a scorable answer document will not be scored. Both a student's and a test administrator's handwriting may appear within an answer document but not on the same response. If a student's and a test administrator's handwriting appear on a written composition or on the same constructed response, only what the student has written will be scored for that particular response. Both *Answers Recorded* and *Individual/Small Group Administration* must be coded as accommodations on the answer document.

Assistive Technology: Assistive technology may include **but is not limited to** a computer, tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or an electronic reader or spellchecker and/or dictionary. An electronic spellchecker and/or dictionary may be used only during the English Language Arts Writing test. An electronic

reader may not be used during Reading, part 2. If a student records responses on a computer or anything other than the scorable answer document, the responses must be transferred to a scorable answer document. Student responses not transferred to a scorable answer document will not be scored. The answer document must be coded for the accommodations *Assistive Technology* and *Transferred Answers*. All documents, computer disks, or other materials containing test items or student responses must be returned to the School Test Coordinator and maintained in the locked, secure area until test scores are returned and any questions regarding the scores have been resolved. The School Test Coordinator also must verify that test items and student responses are removed from computer hard drives, including from the recycle bin (Windows) or trash (Mac).

Extended Time: Time on both the timed and untimed parts of *i*LEAP may be extended and/or adjusted. Students with this accommodation must be given sufficient time to respond to every test item. Time may be extended and/or adjusted for certain students, such as those who have short attention spans or those who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period. Or it may be determined appropriate to administer the test in a number of short sessions. The time of day the test is administered may be adjusted to a time more beneficial to the student. **These sessions must be completed within the scheduled testing dates, including makeup days.** If testing is to be continued after an extended break or on another day, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items.

Communication Assistance: For statewide assessments, communication assistance is signing or cuing the test for students who are hearing impaired. A test administrator and/or interpreter who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign the tests **if warranted by the student's reading level as documented** on the IEP or IAP. The tests should be signed directly as written. **The passages, introductions, items/questions, and answer options on Reading, part 2 cannot be signed or cued.** However, the directions, which appear in this manual, may be signed or cued. The test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers or to sign Reading, part 2, which results in an invalid score. (See *Bulletin 118*.)

Transferred Answers: If a student recorded responses in the test booklet or on a separate sheet of paper or used braille, large-print, or other technological assistive devices documented on the student's IEP or IAP, the test administrator must transfer the student's responses onto a scorable answer document exactly as the student wrote them. The test administrator must also write "Transferred" on the top front cover of the large-print test booklet or other material from which the responses were transferred, **not** on the answer document. Student responses not transferred to a scorable answer document will not be scored. Both a student's and a test administrator's handwriting may appear within an answer document but not on the same response. If a student's and a test administrator's handwriting appear on a written composition or on the same constructed response, only what the student has written will be scored for that particular response. The School Test Coordinator must verify that all responses have been transferred.

Individual/Small Group Administration: Tests may be administered to an individual or a small group of students (maximum, eight) who require more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (*Answers Recorded, Tests Read Aloud*), individual or small group administration **must** be used. Students testing in small groups must be seated an adequate distance apart to prevent copying. Students who have the accommodation *Individual Administration* must be tested one on one by a test administrator in a location separate from other students.

Tests Read Aloud: Students receiving this accommodation must have been provided it in classroom assessment. The students must be tested individually or in a small group. These students should have the tests read aloud **with the exception of Reading, part 2, which cannot be read aloud.** Do **not** read aloud the passages, introductions, items/questions, or answer options on this test; however, the directions, which appear in this manual, should be read aloud. The tests must be read aloud exactly as written. When reading, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers or to read aloud Reading, part 2, which results in an invalid score. (See *Bulletin 118*.)

Other: Any necessary accommodations may be used, but they must be determined by the IEP team or Section 504 committee and documented on the student's IEP or IAP and must not breach test security or invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the directions on the test or assisting the student in tracking the test items.

NOTE: All students may have directions repeated. Repeating directions is not an accommodation; do not code it under *Other*.

SPECIAL CONSIDERATIONS FOR DEAF AND HARD OF HEARING STUDENTS

The following guidelines should be considered for students who are deaf or hard of hearing. **Read these before administering the test.**

The intent of accommodations is to present the instructions to students in a manner that will allow them to demonstrate skills that have been acquired. The signing modality routinely used in the students' classroom instruction should be considered when administering the tests. Both a test administrator and interpreter may be used to administer the test, but both must be trained in test security and administration.

Physical Setting

- Students' auditory listening devices should be in good repair and used during the testing period.
- Students who depend primarily on lip reading should be seated no more than ten feet from the test administrator.
- The test is to be administered in a student's usual mode of communication.
- Be sure the room is well lighted, with the source of light directed toward the test administrator; that is, the test administrator should avoid standing in front of windows or other sources of bright light.
- Be sure students are watching the test administrator during the delivery of all instructions.
- If portions of the test are signed, as warranted by a student's reading level and documented on the IEP or IAP, then the test may be projected using a document camera or transparencies. The School Test Coordinator may request transparencies from the District Test Coordinator, who requests a PDF to prepare the materials from the LDOE, Division of Assessments and Accountability. (Only transparencies of the **directions** to Reading, part 2, will be provided.) All transparencies must be turned in to the School Test Coordinator with the test booklets and answer documents, to be returned to the District Test Coordinator. The transparencies are secure documents. District Test Coordinators must shred them following testing.

Use of Signs and Fingerspelling

- Fingerspelling must not be used to administer items that require students to demonstrate the skill of spelling.
- Signs must not be used when the sign would reveal the answer to the question. These words are to be fingerspelled. Care should also be taken in the use of nonmanual markers (facial expression, body language, objects) that might reveal the answer to the question.
- Test items should be signed exactly as written.
- A test administrator and/or interpreter who is fluent in the signing modality routinely used by a student should be available to repeat or clarify directions and sign the test **with the exception of the passages, introductions, items/questions, and answer options on Reading, part 2, which cannot be signed or cued.** A score obtained by signing a reading test would offer no information about a student's reading ability and thus be invalid.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Refer to *Bulletin 118* for the definition of a Limited English Proficient student.

All LEP students are to be tested except those who participate in LAA 1 or entirely in LAA 2 (see page 17). Code Yes in the Limited English Proficient field of the answer document.

Also code all LEP students as either special or regular education in the Education Classification field.

LEP students classified as special education or Section 504 may receive special education or Section 504 accommodations in testing if they meet all requirements to receive them. These accommodations should be coded in the Special Education Student Test Accommodations or Section 504 Accommodations field after testing is completed.

All LEP students may receive LEP accommodations **if they are used routinely in the students' classroom instruction and assessment.** These accommodations should be coded in the Limited English Proficient Student Test Accommodations field after testing is

completed. If foreign exchange students are screened and determined to be limited English proficient, they may qualify for test accommodations provided they are used in the student's regular classroom instruction and assessment. Native-language versions of state assessments are not provided for LEP students.

Use of the following LEP accommodations will be determined by the classroom teacher and the ESL teacher or other individual providing language services.

Extended Time: Time on both timed and untimed parts of *i*LEAP may be extended and/or adjusted. Students with this accommodation must be given sufficient time to respond to every test item. Time may also be extended and/or adjusted for students who must process from one language to another. Language processing is extremely tiring; therefore, the administration time may have to be altered considerably to allow for intermittent short breaks during the testing period. Or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time. The elapsed time must be documented, and the test administrator must closely monitor that test security is maintained. **These sessions must be completed within the scheduled testing dates, including makeup days.** The test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items.

Individual/Small Group Administration: Tests may be administered to an individual or a small group of students (maximum, eight) who require more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (*Tests Read Aloud*), individual or small group administration **must** be used. Students testing in small groups must be seated an adequate distance apart to prevent copying. Students who have the accommodation *Individual Administration* must be tested one on one by a test administrator in a separate location from other students.

Provision of English/Native Language Word-to-Word Dictionary (No Definitions): LEP students may use either a standard or electronic English/native language word-to-word dictionary (no definitions) on all *i*LEAP tests.

On the English Language Arts Writing test, students may use an English/native language word-to-word dictionary with definitions. Because all students may use a dictionary on this test, this is not considered an accommodation. However, the English/native language word-to-word dictionary with definitions may be used only for the Writing test.

Test Administered by ESL Teacher or by Individual Providing Language Services: Familiarity with the speech patterns of the ESL teacher or the individual providing language services may help the student understand the test directions or the portions of the test that are read aloud if the student receives the accommodation *Tests Read Aloud.*

Tests Read Aloud: Students receiving this accommodation must have been provided it in classroom assessment. The students must be tested individually or in a small group. These students should have the tests read aloud in English **with exception of Reading, part 2, which cannot be read aloud.** Do **not** read aloud the passages, introductions, items/questions, or answer options on this part of the test; however, the directions for the test, which appear in the test booklets at the beginning of the session, should be read aloud. The tests must be read aloud exactly as written. When reading, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers or to read aloud the Reading, part 2, test, which results in an invalid score. (See *Bulletin 118*.)

ALERT: The passages, introductions, items/questions, and answer options may not be translated. Student responses also must be written in English; they may **not** be translated into English. **If the test has been translated, student scores are not valid and may be voided.** Only directions to the tests may be translated from English. This includes directions that appear in the *Test Administration Manual* as well as the directions that appear in the test booklets at the beginning of the tests. Native-language versions of state assessments are not provided for LEP students.

All students may have directions repeated. Repeating directions is not an accommodation.

Preidentified Answer Documents

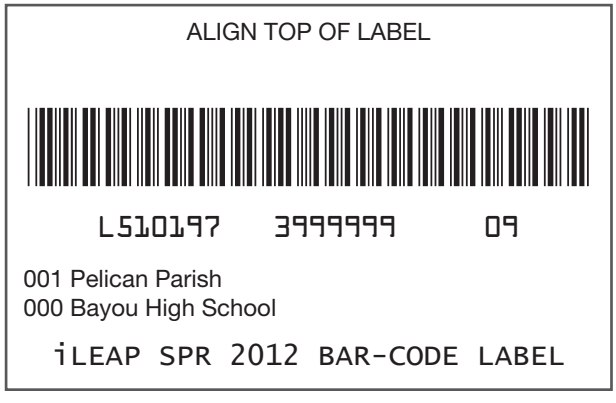
Students identified as eligible for *i*LEAP testing through the SIS database as of October 31, 2011, will receive preidentified answer documents.

During the supervised labeling and coding session, the School Test Coordinator may ask you to review the preidentified answer documents for accuracy of student information. Any errors in the information should be reported to the School Test Coordinator.

Do not mark on the preprinted information or discard any preidentified answer documents for any reason.

Though preidentified answer documents do not require coding for student identification information, other coding may be required. See pages 23–25.

Hand-coded Answer Documents



If a student does not receive a preidentified answer document, a bar-code label must be affixed to the student's answer document during the supervised labeling and coding session. The student's identification information must then be hand coded on the answer document according to instructions on pages 23–25.

Bar-code labels must never be affixed to answer documents that have preprinted student information.

A hand-coded answer document with student responses that is returned to the scoring contractor without a bar-code label may not be scored in a timely manner.

EXCEPTION: Do not affix bar-code labels to answer documents for students enrolled in approved home study programs. However, student information on these answer documents still must be hand coded.

Students Absent from Testing

Either preidentified or hand-coded answer documents must be returned for students who were **enrolled but absent** for both regularly scheduled and makeup testing. (Be sure to affix bar-code labels to all hand-coded answer documents of enrolled students who did not test.) Student reports will not be produced for these students. However, student labels will be provided, and these students will appear on roster reports. If the principal does not correctly code the Accountability Data field, a score of zero for the test or tests that the student missed will be aggregated for the School Performance Score for the State Accountability System.

ANSWER DOCUMENT CODING

Coding Preidentified Answer Documents

As noted in the test administration directions, **students** are responsible for completing the following fields during testing:

A	Student's Signature
B	Test Administrator's Name
C	School Name
D	District Name
H	TA Number
K	Calculator Use (Math test only)

The test administrator should write the information for **fields B–D** and **H** on the board for students to copy.

The **test administrator** must complete the following field on **all** answer documents after testing:

M	Education Classification

As appropriate, the **test administrator** must complete the following fields after testing:

N	Special Education Exceptionality
O	Special Education Student Test Accommodations
P	Limited English Proficient Student
Q	Limited English Proficient Student Test Accommodations
R	Student with Disabilities According to Section 504
S	Test Accommodations for Student with Disabilities According to Section 504
U	Optional: Local Use

The **principal** must complete the following fields, as applicable:

L2	COE (Certificate of Eligibility) on File for Migrant Student
V	Accountability Data
W	Student Receives Services Under McKinney-Vento Act

Coding Answer Documents with Bar-code Labels

The **test administrator** must code the following fields before testing:

E	Date of Birth
F	Gender
I	Student's Name
J	Social Security Number/State ID Number

As noted in the test administration directions, **students** are responsible for completing the following fields during testing:

A	Student's Signature
B	Test Administrator's Name
C	School Name
D	District Name
G1	Hispanic/Latino Student
G2	Race
H	TA Number
K	Calculator Use (Math test only)

The test administrator should write the information for **fields B–D** and **H** on the board for students to copy.

The **test administrator** must complete the following field on **all** answer documents after testing:

M	Education Classification

As appropriate, the **test administrator** must complete the following fields after testing:

N	Special Education Exceptionality
O	Special Education Student Test Accommodations
P	Limited English Proficient Student
Q	Limited English Proficient Student Test Accommodations
R	Student with Disabilities According to Section 504
S	Test Accommodations for Student with Disabilities According to Section 504
U	Optional: Local Use

The **principal** must complete the following fields, as applicable:

L1	School Lunch Status
L2	COE (Certificate of Eligibility) on File for Migrant Student
V	Accountability Data
W	Student Receives Services Under McKinney-Vento Act

CODING THE DEMOGRAPHIC SECTION

Write the information for fields B–D, along with your TA number (H), on the board for students to copy.

If needed, you may assist students in completing the information on page 1 of the answer document; however, you must let students coding fields G1 and G2 make their own choices.

Field A (Student's Signature). Students should sign their names.

Field B (Test Administrator's Name). Students should copy the information.

Field C (School Name). Students should copy the information.

Field D (District Name). Students should copy the information.

Field E (Date of Birth). If a bar-code label is affixed to an answer document, fill in the boxes and corresponding circles before testing. Days before 10 should be entered as a two-digit number, e.g., 08. A zero in the first year column indicates a student was born in or after 2000.

Field F (Gender). If a bar-code label is affixed to an answer document, darken the appropriate circle on the answer document before testing.

Field G1 (Hispanic/Latino Student). If a bar-code label is affixed to an answer document, the student should darken the appropriate circle.

Field G2 (Race). If a bar-code label is affixed to an answer document, the student should darken the appropriate circle. More than one circle may be darkened.

Field H (TA Number). Students will code this number. After testing, verify that the number on each answer document is correct and coded accurately.

Field I (Student's Name). If a bar-code label is affixed to an answer document, print the student's name in the row of boxes above the grid, last name first, and darken the corresponding circles before testing. For each box left blank, darken the corresponding blank circle.

Field J (Social Security Number/State ID Number). If a bar-code label is affixed to an answer document, print the student's nine-digit social security number in the boxes and darken the appropriate circles before testing. If a student does not have a social security number, enter the student's nine-digit state identification number, which begins with "9," and darken the appropriate circles.

Field K (Calculator Use). For the Math test, students should darken the Yes circle (if applicable) as directed during testing.

Field L1 (School Lunch Status). Before testing begins, the principal should code this field if a bar-code label has been affixed to an answer document. All persons involved in testing should be aware that this is confidential information.

Field L2 (COE on File for Migrant Student). Before testing begins, the principal should code this field on answer documents for students who have an approved certificate of eligibility (COE) on file, **not** for students who may be migrant but do not have a COE on file. All persons involved in testing should be aware that this is confidential information.

Field M (Education Classification). Darken the appropriate circle on the answer document.

Field N (Special Education Exceptionality). Darken one circle only. If the student has more than one exceptionality, darken the circle for the **primary** disabling condition. Only the exceptionality listed on the Program/Services page of the student's IEP is acceptable. This field must be coded for **all special education** students.

Field O (Special Education Student Test Accommodations). This field is to be coded after testing is completed. Indicate any accommodations that were used in testing. More than one circle may be darkened. Accommodations may be used as needed by any special education student, regardless of the special education exceptionality. Test accommodations should not be different from or in addition to the accommodations provided in classroom instruction and assessment as indicated on the IEP.

Field P (Limited English Proficient Student). Complete field P for students whose first language is not English and who are limited or non–English proficient. If field P is coded, also code field Q.

Field Q (Limited English Proficient Student Test Accommodations). This field is to be coded after testing is completed. Indicate any accommodations that were used in testing. More than one circle may be darkened. Test accommodations should not be different from or in addition to the accommodations provided in classroom instruction and assessment.

Field R (Student with Disabilities According to Section 504). Complete field R for students who are eligible for services according to Section 504. If field R is coded, also code field S.

Field S (Test Accommodations for Student with Disabilities According to Section 504). This field is to be coded after testing is completed. Indicate any accommodations that were used in testing. More than one circle may be darkened. Accommodations are not permitted unless they are provided in classroom instruction and assessment and they are documented in the student's Section 504 IAP.

NOTE: A gifted or talented student may also qualify under Section 504 and be eligible for Section 504 accommodations. In that case, fields N, O, R, and S would be coded. Field O would be coded *No Accommodations.*

Field T (Not for use on this administration).

Field U (Optional: Local Use). This ten-digit field is provided for district use. If used, coding directions will be provided by the District Test Coordinator.

Field V (Accountability Data). This field must be coded by the principal.

Field W (Student Receives Services Under McKinney-Vento Act). Before testing begins, this field must be coded by the principal for students who receive services under the McKinney-Vento Act. All persons involved in testing should be aware that this is confidential information.

integrated iLEAP

Grade 3
Spring 2012

I PRINT STUDENT'S NAME IN THE BOXES

LAST NAME | FIRST NAME | MI

J SOCIAL SECURITY NUMBER/ STATE ID NUMBER

H TA NUMBER

K CALCULATOR USE

I used a calculator on the Math Test.

○ Yes

Principal must code

L1 SCHOOL LUNCH STATUS

○ Free Lunch
○ Reduced Price Lunch
○ Paid Lunch

L2 COE ON FILE FOR MIGRANT STUDENT

○ Yes

If any information on a preidentified answer document is incorrect, notify the School Test Coordinator.

A Student's Signature

B Test Administrator's Name

C School Name

D District Name

E DATE OF BIRTH

Month	Day	Year
○ JAN	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
○ FEB		
○ MAR		
○ APR		
○ MAY		
○ JUN		
○ JUL		
○ AUG		
○ SEPT		
○ OCT		
○ NOV		
○ DEC		

F GENDER

○ Male ○ Female

G1 Are you Hispanic/Latino?

○ Yes ○ No

G2 RACE ***(mark all that apply)***

○ American Indian or Alaska Native
○ Asian
○ Black or African American
○ Native Hawaiian or Other Pacific Islander
○ White

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PAGE 1

SERIAL#

M WHAT IS THE STUDENT'S EDUCATION CLASSIFICATION?

- ◯ Regular Education Student
- ◯ Special Education Student

Complete sections N and O for SPECIAL EDUCATION ONLY

N SPECIAL EDUCATION EXCEPTIONALITY ***(mark ONLY ONE)***

- ◯ Gifted
- ◯ Talented
- ◯ Autism
- ◯ Deafblindness
- ◯ Developmental Delay
- ◯ Emotional Disturbance
- ◯ HI-Deaf
- ◯ HI-Hard of Hearing
- ◯ Mild Mental Disability
- ◯ Moderate Mental Disability
- ◯ Orthopedic Impairment
- ◯ Other Health Impairment
- ◯ Specific Learning Disability
- ◯ Speech or Language Impairment
- ◯ Traumatic Brain Injury
- ◯ Visual Impairment
- ◯ Other (Multiple Disabilities, Profound Mental Disability, Severe Mental Disability)

O SPECIAL EDUCATION STUDENT TEST ACCOMMODATION(S) ***(more than one may be used)***

- ◯ No Accommodations
- ◯ Braille
- ◯ Large Print
- ◯ Answers Recorded
- ◯ Assistive Technology
- ◯ Extended Time
- ◯ Communication Assistance *(exception: Reading, Part 2, **cannot** be signed or cued)*
- ◯ Transferred Answers
- ◯ Individual/Small Group Administration
- ◯ Tests Read Aloud *(exception: Reading, Part 2, **cannot** be read aloud)*
- ◯ Other

P IS THE STUDENT LIMITED ENGLISH PROFICIENT (LEP)?
(student whose first language is not English and who is limited or non–English proficient)

- ◯ Yes

Complete section Q ONLY if Yes is coded in section P

Q LIMITED ENGLISH PROFICIENT STUDENT TEST ACCOMMODATION(S) ***(more than one may be used)***

- ◯ No Accommodations
- ◯ Extended Time
- ◯ Individual/Small Group Administration
- ◯ Provision of English/Native Language Word-to-Word Dictionary *(no definitions)*
- ◯ Test Administered by ESL Teacher or Individual Providing Language Services
- ◯ Tests Read Aloud *(exception: Reading, Part 2, **cannot** be read aloud)*

R IS THE STUDENT ELIGIBLE FOR SERVICES ACCORDING TO SECTION 504? (not special education student)

- ◯ Yes

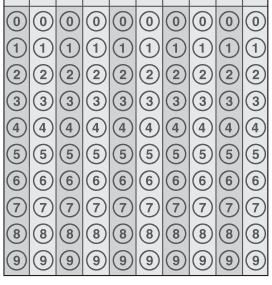
Complete section S ONLY if Yes is coded in section R

S TEST ACCOMMODATION(S) FOR STUDENT WITH DISABILITIES ACCORDING TO SECTION 504 ***(more than one may be used)***

- ◯ No Accommodations
- ◯ Braille
- ◯ Large Print
- ◯ Answers Recorded
- ◯ Assistive Technology
- ◯ Extended Time
- ◯ Communication Assistance *(exception: Reading, Part 2, **cannot** be signed or cued)*
- ◯ Transferred Answers
- ◯ Individual/Small Group Administration
- ◯ Tests Read Aloud *(exception: Reading, Part 2, **cannot** be read aloud)*
- ◯ Other

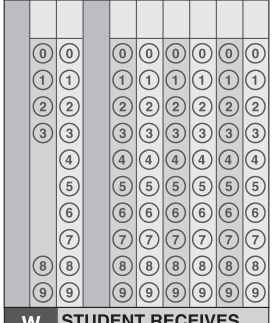
T
Not for use on this administration

U OPTIONAL: LOCAL USE



Principal must code

V ACCOUNTABILITY DATA



W STUDENT RECEIVES SERVICES UNDER MCKINNEY-VENTO ACT

- ◯ Yes

510197-10326010028 **PAGE 2** SERIAL#

DIRECTIONS FOR ADMINISTERING THE TESTS

General Instructions for All Tests

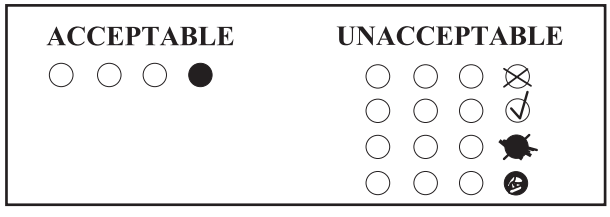
STUDENT MARKING/ERASING ON ANSWER DOCUMENT

These general rules must be followed for accurate scoring and reporting:

1. Students must use no. 2 pencils. Responses marked or written with anything but a no. 2 pencil cannot be scored. Have an adequate supply of sharpened no. 2 pencils with good erasers (two for each student are suggested), plus plenty of extras.

   ALERT: Students may not use ink pens, highlighters, markers, or crayons on answer documents. If a student uses anything other than a no. 2 pencil on an answer document, the responses must be transferred to a scorable answer document.

2. Students must make heavy, dark marks that completely fill in the circles they mark.



3. Students must make complete, clean erasures if they change answers.
4. Students may write in their test booklets for all parts of the *i*LEAP **except** Math, part 1, Estimation.
5. Periodically check during testing to ensure that students do not become careless in their marking. If necessary, caution students individually about marking answers in the correct place on the answer document.

For students with the accommodations *Large Print* and *Braille,* see the accommodation-specific administration directions that come with the large-print and braille materials.

READING DIRECTIONS TO STUDENTS

Directions to be read aloud to students are printed in **boldface** within boxes. Text that is not boldface is information for you and should not be read aloud. The Writer's Checklists and the writing topic should also be read aloud in full according to directions.

SPECIAL INSTRUCTIONS

An arrow symbol (⇨) indicates when you are supposed to do something, such as distribute calculators.

Table of Contents

Thursday (Day 1): Math **30**

Friday (Day 2): English Language Arts—Writing and Using Information Resources **36**

Monday (Day 3): English Language Arts—Reading, Parts 1 and 2, and Language **40**

Tuesday (Day 4): Science and Social Studies **44**

Thursday (Day 1): Math

MATH: PARTS 1 AND 2

The first two parts of the Math test are timed. The prescribed times must be strictly observed.

Before beginning the first part of the Math test, you should have:

- affixed a label to and coded each answer document without preprinted student information.
- verified that the test booklets and the answer documents are for the appropriate grade.
- received the correct number of Mathematics Reference Sheets, rulers (grades 3 and 5, 12"; grades 6 and 7, 6"), and for grade 5 only, protractors.
- verified that you have enough calculators for every student—if they are allowed. See the *i LEAP Assessment Guide* for calculator information.
- verified that all calculators are in working order.

Part 1, Multiple Choice (No Calculator)

⇨ Write your name (test administrator's name), the school name, and the district name (fields B–D on page 1 of the answer document) on the board. To the right of your name, write "TA Number," followed by your assigned TA number.

⇨ Distribute the correct answer document and two no. 2 pencils with good erasers to each student.

NOTE: Do **not** distribute calculators to students for part 1 (except for students whose IEPs or IAPs specify calculator use).

Begin by saying:

> **Today you will code your answer document and take the Math test.**
>
> **Do not open the answer document or write anything on it until I tell you.**
>
> **Look at the box in the upper left corner of page 1. If your name and other identifying information appear there, read through and raise your hand if you find any mistakes. Do not make any marks on the page.**

PAUSE. Make note of any errors reported for the School Test Coordinator. If a student received the wrong answer document and the other student is not in the testing group, contact the School Test Coordinator immediately. Do not allow the student to test at this time.

If needed, you may assist students in completing the information for page 1 of the answer document. However, you must let students coding fields G1, Hispanic/Latino Student, and G2, Race, make their own choices.

Then say:

> **If your name is not printed in the box, check section I to be sure your name is correct. If it is not correct, raise your hand.** (PAUSE.)
>
> **Now find line A, Student's Signature. Sign your name on this line. Write your first name and then your last name.**

PAUSE. Students may print or write in cursive. Then say:

> **Now find lines B, C, and D. Print my name on line B, Test Administrator's Name. On line C, print the school name and on line D, print the district name. All the names are written on the board for you to copy.**

Point to this information on the board. PAUSE.

Students should not code fields E, F, I, and J. However, students with hand-coded answer documents must code fields G1, Hispanic/Latino Student, and G2, Race.

If students in your testing group have hand-coded answer documents, say:

> **If your name is not printed in the box in the upper left corner, find section G1. If you are Hispanic or Latino, darken the circle next to Yes. If you are not Hispanic or Latino, darken the circle next to No.**

PAUSE. Then say:

> **If your name is not printed in the box in the upper left corner, now find section G2, Race. Read through all the choices and darken the correct circle or circles. You may darken more than one if appropriate.**

PAUSE. Then say:

Now everyone find section H, TA Number. Print this number in the boxes at the top. (Point to the number on the board. PAUSE.) **Now darken the matching circles below. If you need help, raise your hand.**

Demonstrate how to properly darken the circles if necessary. Assist students who raise their hands.

When the first page of the answer document has been properly coded, say:

Keep your answer document closed, lay down your pencil, and sit quietly while I pass out the test booklets. Do not open your test booklet or answer document until I tell you.

⇨ Distribute a test booklet to each student.

Then say:

I have given you an *i*LEAP test booklet. On the front cover, in the box at the top of the page, print your last name, your first name, and your middle initial.

PAUSE. Circulate to ensure all students have written their names on their test booklets.

Then say:

Open your test booklet to the first page. (PAUSE.)

On this page, you will see a student oath. Read it silently while I read it aloud and then sign your name on the line and lay down your pencil.

"I understand that I may receive a zero on this test if I:

- **break a seal on my test booklet before I am instructed to do so;**
- **give or receive help during the test;**
- **copy another student's answers or allow another student to copy my answers;**
- **look ahead or return to previous test sessions;**
- **use notes, books, or other aids, including cell phones and other electronic devices;**
- **do not follow the instructions given;**
- **cause a disturbance of any kind;**
- **remove test materials or notes from the room; or**
- **discuss the test questions at any time with anyone."**

When students have completed signing the oath, say:

The Math test has four parts, three with multiple-choice questions and one with constructed-response questions.

Before you begin each part, I will read the directions to you.

Turn to page 1 in your test booklet. (PAUSE.)

Read the directions on this page to yourself while I read them aloud. They say:

"This is a test of your skill in estimating answers to math problems.

"Four possible answers are given for each problem. Estimate the answer to each problem in your head. No scratch work is allowed.

"Choose the answer that is the best estimate of the exact answer. Do not spend too much time on any one problem, or you will not finish all the problems.

"Remember, estimate. Do not try to compute exact answers. On your answer document, find the row of answer spaces numbered the same as the question. Fill in the answer space for the best estimate.

"The samples on this page show you what the problems are like and how to mark your answers."

Now look at the first sample problem, S1. (PAUSE.) **When estimating the sum of 13 plus 49, think, "13 + 49 is about the same as 10 + 50, which is 60." Since the closest estimate of 13 + 49 is 60, the second answer space, B, has been filled in for problem S1.**

Look at S2, the second sample problem. (PAUSE.) **Estimate the cost of 4 batteries at $1.84 each. Think, "$1.84 is about the same as $2, and 2 × 4 is 8." Since the answer is about $8, answer space B, the second answer space, has been filled in for problem S2.**

Look at the third sample problem, S3. (PAUSE.) **Estimate the product of 11 times 21. Think, "11 × 21 is a little more than 10 × 20, which is 200." Since the answer is between 200 and 300, the third answer space, C, has been filled in for problem S3.**

Remember, you are to estimate the answers to each problem, not work them in your test booklet. You will have exactly 3 minutes to work on this part. Unless you estimate the answers, you will not be able to finish before time is called. Everyone may not be able to finish. If you do finish early, however, you may check your work in this part, but do not look at any other part.

Are there any questions about the directions?

PAUSE. Answer any questions about the directions.

Then say:

Open your answer document to page 3 and find the section for Math, part 1. (PAUSE.)

Now turn to page 2 in your test booklet.

You may begin.

Start your stopwatch or note the time on your wristwatch or clock and write it in the table.

Start time	:
Add 3 minutes	:03
Stop time	:

At the end of exactly 3 minutes, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your answer document and test booklet and place your test booklet on top of your answer document.

Allow students a minute or two to relax before beginning the next part.

Part 2, Multiple Choice (Calculator)

⇨ If students will be using calculators, distribute them at this time. All students are allowed to use calculators on parts 2, 3, and 4. Students should use calculators that they are familiar with and that are used in their classroom instruction. Calculators with CAS or other symbolic manipulation capabilities may not be used. See the *i LEAP Assessment Guide* for calculator information.

Begin by saying:

Before we begin, you need to check your calculator to verify that it is working correctly. Power it on and press the "8" digit until the LCD screen is completely filled with the numeral 8. If your calculator did not work properly while attempting to complete this task, please raise your hand.

If a student's calculator does not work properly, replace it with a backup calculator if one is available in the testing room or follow the procedure determined by the School Test Coordinator.

Then say:

Now we will take part 2 of the Math test. Open your answer document to page 3 and find the section for Math, part 2. (PAUSE.)

Open your test booklet to page 3. (PAUSE.) **Read the directions on this page to yourself while I read them aloud. They say:**

"This is a test of your math knowledge and of your ability to solve math problems using information from stories, graphs, and tables.

"Four answers are given for each problem. Choose the answer you think is better than the others.

"Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the answer space for the best answer.

"The samples on this page show you what the problems are like and how to mark your answers."

Look at the graph so you can use it to answer the first two sample questions. (PAUSE.)

Now read the first sample problem, S1. (PAUSE.) **What is the right answer for this problem?** (PAUSE for reply.) **Yes, the second answer, "5," is correct because there are 5 books in the row marked "Children." Notice that the second answer space has been filled in for problem S1 to show that B is the correct answer.**

Now read S2, the second sample problem. (PAUSE.) **What is the right answer for this problem?** (PAUSE for reply.) **Yes, the third answer, "4," is correct. Notice that the third answer space has been filled in for problem S2 to show that C is the correct answer.**

Now read the third sample problem, S3. (PAUSE.) **What is the right answer for this problem?** (PAUSE for reply.) **Yes, the third answer, "How long the path was," is correct. Notice that the third answer space has been filled in for problem S3 to show that C is the correct answer.**

Now read the fourth sample problem, S4. (PAUSE.) **Which number is less than 7?** (PAUSE for reply.) **Yes, the first number, 6, is less than 7. So space A has been filled in for problem S4.**

You will have 22 minutes for part 2. If you finish early, you may check your work in part 2, but do not look at the other parts.

You may use your calculator or work the problems in your test booklet, but mark all your answers in your answer document.

Are there any questions about the directions?

PAUSE. Answer any questions about the directions. Then say:

Now turn to page 4 in your test booklet.

You may begin.

Start your stopwatch or note the time on your wristwatch or clock and write it in the table.

Start time	:
Add 22 minutes	:22
Stop time	:

Circulate among the students, checking to make sure that they are marking their answer documents in the correct place.

At the end of exactly 22 minutes, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your answer document and test booklet and place your test booklet on top of your answer document.

At this point, you should allow a short break. Be sure students leave all test materials closed on their desks and do not discuss or show each other their work. Materials must not be left unsupervised, in the testing environment or elsewhere, at any time. Supervision requires a person trained in test security. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

At the end of the break, have the students take their seats.

MATH: PARTS 3 AND 4

Parts 3 and 4 of the Math test are untimed. Students should be allowed adequate time, in accordance with administrative guidelines, to complete these parts of the test. **Testing times may vary for each grade.**

Part 3, Multiple Choice (Calculator)

Begin by saying:

Sit quietly while I pass out the Mathematics Reference Sheets (for grade 5 only: **protractors**) **and rulers. Do not open your test booklet or answer document until I tell you.**

⇨ Distribute a Mathematics Reference Sheet and one of the provided rulers (and for grade 5 only, a protractor) to each student.

Then say:

Open your answer document to page 3 and find the section for Math, part 3. (PAUSE.)

Now open your test booklet to page 11. (PAUSE.) **Read the directions on this page to yourself while I read them aloud. They say:**

"This is a test of your math knowledge and your ability to solve math problems.

"Four answers are given for each question. Choose the answer you think is better than the others.

"Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the space of the answer you think is better than the others.

"You may write in your test booklet, but you must mark your answers on your answer document.

"You may review your answers in this part of the test but do not work on any other part."

Be careful about marking your answers in the correct place and about cleanly erasing any changed answers.

As you need to, use your ruler (for grade 5 only: **and protractor**) **and refer to the information on your Mathematics Reference Sheet, but do not write on them.**

If calculators are permitted by your district, say:

> **You may use a calculator for this part.**

Then say:

> **Are there any questions about the directions?**

PAUSE. Answer any questions about the directions.

Then say:

> **Though this is not a timed test, you will need about**
>
> (grades 3 and 5) **60 minutes**
>
> (grades 6 and 7) **75 minutes**
>
> **to work on this part.**
>
> **Now turn to page 12** (all grades)**.**
>
> **You may begin.**

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 60 minutes for grades 3 and 5 or 75 minutes for grades 6 and 7, walk quietly through the testing area to determine whether nearly all students have completed the test.

When nearly all have finished, say:

> **May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your answer document front cover up on top of your test booklet. Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later.** (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to pages 7–8 of this manual.)
>
> **We will now take a short break.**

At this point, you should allow a short break. Be sure students leave all test materials closed on their desks and do not discuss or show each other their work. Materials must not be left unsupervised, in the testing environment or elsewhere, at any time. Supervision requires a person trained in test security. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

At the end of the break, have the students take their seats.

Part 4, Constructed Response (Calculator)

NOTE: Students, except those working in braille or large print, will not use test booklets for this part.

Begin by saying:

> **Questions for part 4 of the Math test are in your answer document. Open it to page 4.** (PAUSE.) **Read the directions on this page to yourself while I read them aloud. They say:**
>
> **"Write your answers to questions**
>
> (grade 3) **51 and 52 in the spaces provided.**
>
> (grade 5) **51 and 52 on the lines or in the spaces provided.**
>
> (grades 6 and 7) **61 and 62 in the spaces provided.**
>
> **"These questions have more than one part. Show all the work you do to find your answers. Even if you cannot answer all parts, answer as many as you can. You may still get points for answering part of a question. Be sure to write clearly."**

If calculators are permitted by your district, say:

> **"You may use a calculator."**

Then say:

> **As you need to, use your ruler** (for grade 5 only: **and protractor**) **and refer to the information on your Mathematics Reference Sheet, but do not write on them.**
>
> **Are there any questions about the directions?**

PAUSE. Answer any questions about the directions.

Then say:

> **Though this is not a timed test, you will need about**
>
> (grade 3) **20 minutes**
>
> (grades 5, 6, and 7) **30 minutes**
>
> **to work on this part.**
>
> **You may begin.**

Allow students to work at their own pace. Move about the room to be sure students are writing on the correct pages of the answer document.

After about 20 minutes for grade 3 or 30 minutes for grades 5, 6, and 7, walk quietly through the testing area to determine whether nearly all students have completed the test.

When nearly all have finished, say:

> **May I have your attention? Do not continue working. Close your answer document.**
>
> **On page 1 of your answer document, find section K, Calculator Use.** (PAUSE.) **If you used a calculator on the Math test, darken the circle next to Yes.**

PAUSE. When students have finished coding field K, say:

> **Lay down your pencil. Everyone remain seated until I dismiss you.**
>
> **If you have not finished part 4 of the Math test or have marked answers in the wrong place, raise your hand.** (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to pages 7–8 of this manual.

If students have completed parts 3 and 4, collect test booklets and answer documents from each individually.

⇨ Collect and inspect all rulers (protractors for grade 5) and Mathematics Reference Sheets. Separate those that have been written on, but give all of them to the School Test Coordinator.

⇨ Collect calculators if they were used.

⇨ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete parts 3 or 4, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete these parts before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to previously completed parts or look ahead. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

⇨ On each used answer document, verify that the TA number was coded accurately by the student.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 5–6 and the return procedures on pages 49–51.)

ENGLISH LANGUAGE ARTS: WRITING AND USING INFORMATION RESOURCES

Before beginning the first part of the English Language Arts test, you should have:

- received a Writer's Checklist to read aloud.
- verified that you have an adequate number of dictionaries and thesauruses for use in the Writing session.

For students who were absent the first day of testing, supervise the coding of all necessary information on their answer documents (see pages 30–31).

These tests are untimed. Students should be allowed adequate time, in accordance with administrative guidelines, to complete them.

Writing

⇨ Distribute to each student his or her own test booklet and answer document and two no. 2 pencils with good erasers.

Begin by saying:

> **Today you will take the English Language Arts Writing and Using Information Resources tests. Make sure your name is on the front cover of the test booklet and on page 1 of the answer document.** (PAUSE.)
>
> **Remember that you may receive a zero on this test if you:**
>
> - **break a seal on your test booklet before you are instructed to do so;**
> - **give or receive help during the test;**
> - **copy another student's answers or allow another student to copy your answers;**
> - **look ahead or return to previous test sessions;**
> - **use notes, books, or other aids, including cell phones and other electronic devices;**
> - **do not follow the instructions given;**
> - **cause a disturbance of any kind;**
> - **remove test materials or notes from the room; or**
> - **discuss the test questions at any time with anyone.**

> **Sit quietly while I pass out a Writer's Checklist to each of you. You may make checkmarks in the boxes, but do not write anything else on the checklist.**

⇨ Distribute an appropriate Writer's Checklist to each student. The Writer's Checklist is yellow for grade 3 and pale green for grades 5, 6, and 7.

Then say:

> **Read along silently as I read the checklist to you.**

Using your copy of the Writer's Checklist, read the entire text on both sides.

Then say:

> **Now sit quietly while I pass out the dictionaries and thesauruses.**

⇨ Distribute dictionaries and thesauruses to students.

Then say:

> **Open your test booklet to page 25.** (PAUSE.) **Read the directions on this page to yourself while I read them aloud.**
>
> **"This is a test of how well you can write a composition.**
>
> **"Before you begin the test, [I] will read the instructions to you.**
>
> **"This test consists of a prompt for which you will write a composition.**
>
> **"You may review your work in this test but do not work on any other part."**
>
> **There is a paper seal on the outside edge of the page. Place your pencil under the seal and carefully pull the pencil outward. The seal should tear in the middle.**

When all students have successfully broken the seal, say:

> **Now turn to page 26. Read along silently as I read the page aloud.**

⇨ Stand next to a student and read the entire page aloud.

Then say:

Are there any questions about the directions?

PAUSE. Answer any questions about the directions.

ALERT: YOU MAY NOT DISCUSS THE WRITING TOPIC WITH STUDENTS.

Then say:

Look at page 27 in your test booklet (all grades)**.** (PAUSE.) **This is where you will complete your prewriting activities. You will write your rough draft on pages 28 and 29.**

Now open your answer document to page 8 (all grades)**.** (PAUSE.) **This is where you will write your final draft. You may print or write in cursive. Your writing must be readable, and you must write with the pencils you have been given. You may use a dictionary and a thesaurus on this test only.**

You should check your composition for errors but do not work on any other test. Remember that what you write in the test booklet will not be scored. Only your final draft on pages 8 and 9 of your answer document will be scored. When you are finished, close your test booklet and answer document, place your test booklet on top of your answer document, and sit quietly or read silently.

Though this is not a timed test, you will need about

(grade 3) **45 minutes**

(grades 5, 6, and 7) **60 minutes**

to work on this part.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are writing on the correct pages of the answer document.

After about 45 minutes for grade 3 or 60 minutes for grades 5, 6, and 7, walk quietly through the testing area to determine whether nearly all students have completed the test.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Check your answer document to make sure you have written your final draft in your answer document.

PAUSE. Circulate and quickly verify each student has written his or her final draft in the answer document.

Then say:

Close your test booklet and answer document and place your test booklet on top of your answer document.

Raise your hand if you have not finished writing your final draft or did not write your final draft in your answer document. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students wrote their compositions in a wrong place, refer to pages 7–8 of this manual.)

⇨ Collect all dictionaries and thesauruses.

⇨ Collect all Writer's Checklists. (During the break, inspect the checklists and separate those that have been written on, but give all of them to the School Test Coordinator once students have completed the day's tests.)

Then say:

We will now take a short break.

At this point, you should allow a short break. Be sure students leave all test materials closed on their desks and do not discuss or show each other their work. Materials must not be left unsupervised, in the testing environment or elsewhere, at any time. Supervision requires a person trained in test security. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

At the end of the break, have the students take their seats.

Using Information Resources

Begin the Using Information Resources test by saying:

Open your answer document to page 10 (all grades)**.** (PAUSE.) **Now open your test booklet to page 31.** (PAUSE.)

Read the directions on the page to yourself while I read them aloud.

"This is a test of your ability to use information resources. All questions are multiple choice.

"This test has several resources followed by questions.

"Four answers are given for each question. Choose the answer you think is better than the others.

"Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the space of the answer you think is better than the others.

"You may write in your test booklet, but you must mark your answers on your answer document.

"You may review your answers in this test but do not work on any other part."

Turn to page 32. (PAUSE.) **Read the introduction at the top of the page silently as I read it aloud.**

"In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages

(grade 3)	**40 and 41**
(grades 5 and 7)	**42 through 44**
(grade 6)	**41 and 42."**

The research topic, information sources, and the page numbers where you can find the sources appear on this page. Read over the topic and list of sources silently and look up when you are finished reading.

PAUSE. When all students have looked up, say:

Now read silently as I read aloud the directions at the bottom of the page.

"Skim pages

(grade 3)	**33 through 38**
(grades 5 and 7)	**33 through 40**
(grade 6)	**33 through 39**

to become familiar with the information contained in the sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer the questions on pages

(grade 3)	**40 and 41**
(grades 5 and 7)	**42 through 44**
(grade 6)	**41 and 42.**

"Use the information sources to answer the questions. As you work through the questions, go back and read the parts that will give you the information you need. Mark your answers on page 10 (all grades) **of your answer document."**

When you are finished, close your test booklet and answer document, place your test booklet on top of your answer document, and sit quietly or read silently.

Are there any questions about the directions?

PAUSE. Answer any questions about the directions. Then say:

Though this is not a timed test, you will need about 40 minutes (all grades) **to work on this part.**

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 40 minutes, walk quietly through the testing area to determine whether nearly all students have completed the test.

When nearly all have finished, say:

> **May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.**
>
> **If you have not finished the test or have marked answers in the wrong place, raise your hand.** (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to pages 7–8 of this manual.

If students have completed these tests, collect test booklets and answer documents from each individually.

⇨ Give Writer's Checklists to the School Test Coordinator.

⇨ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete the day's tests, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete the tests before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to previously completed parts or look ahead. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

⇨ On each used answer document, verify that the TA number was coded accurately by the student.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 5–6 and the return procedures on pages 49–51.)

Monday (Day 3): English Language Arts

ENGLISH LANGUAGE ARTS: READING, PARTS 1 AND 2, AND LANGUAGE

These tests are timed. The prescribed times must be strictly observed.

Students who were absent the first day of the English Language Arts test administration should make up the Writing and Using Information Resources tests on the day they return. The English Language Arts test must still be administered over a two-day period, and all parts must be administered in sequential order.

Reading, Part 1

⇨ Distribute to each student his or her own test booklet and answer document and two no. 2 pencils with good erasers.

Begin by saying:

Today you will finish the English Language Arts test. Make sure your name is on the front cover of the test booklet and on page 1 of the answer document. (PAUSE.)

Do not open your test booklet or answer document until I tell you.

Remember that you may receive a zero on this test if you:

- **break a seal on your test booklet before you are instructed to do so;**
- **give or receive help during the test;**
- **copy another student's answers or allow another student to copy your answers;**
- **look ahead or return to previous test sessions;**
- **use notes, books, or other aids, including cell phones and other electronic devices;**
- **do not follow the instructions given;**
- **cause a disturbance of any kind;**
- **remove test materials or notes from the room; or**
- **discuss the test questions at any time with anyone.**

You may write in your test booklet but be sure to mark all your answers in the answer document with the pencils you have been given. Be careful about marking your answers in the correct place and about cleanly erasing any changed answers.

Open your answer document to page 11 (all grades) **and find the section for Reading, part 1.** (PAUSE.)

Now open your test booklet to page

(grade 3) **43**

(grades 5, 7) **47**

(grade 6) **45.**

(PAUSE.) **Read the directions on this page to yourself while I read them aloud. The directions say:**

"This is a test about words and their meanings.

"For each question, you are to decide which one of the four answers has most nearly the same meaning as the underlined word above it.

"Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the answer space that has the same letter as the answer you picked.

"The sample on this page shows you what the questions are like and how to mark your answers."

Now read the sample question. (PAUSE.) **What is the right answer to the sample question?** (PAUSE for reply.) **Yes, answer D, "look," is correct because "peek" means "look." Notice that the fourth answer space has been filled in to show that D is the correct answer.** (PAUSE.) **Does everyone understand?** (PAUSE.)

You will have 5 minutes for this test. If you finish early, you may check your work in this part, but do not look at any other part.

Are there any questions about the directions?

PAUSE. Answer any questions about the directions.

Then say:

There is a paper seal on the outside edge of the page. Place your pencil under the seal and carefully pull the pencil outward. The seal should tear in the middle.

When all students have successfully broken the seal, say:

Now turn to page

(grade 3) **44**

(grades 5, 7) **48**

(grade 6) **46.**

You may begin.

Start your stopwatch or note the time on your wristwatch or clock and write it in the table.

Start time	:
Add 5 minutes	:05
Stop time	:

Move about the room to be sure students are marking answers in the correct place on the answer document.

At the end of exactly 5 minutes, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your answer document and test booklet and place your test booklet on top of your answer document.

Allow students a minute or two to relax before beginning the next part of the test.

Reading, Part 2

NOTE: Both parts of the Reading test must be given for students to obtain a Reading score.

ALERT: For students whose accommodation is *Tests Read Aloud* or *Communication Assistance,* only the directions, which appear in the test booklets at the beginning of Reading, part 2, may be read aloud or signed. **Do not read aloud or sign the passages, introductions, items/questions, or answer options on this part of the test. Reading them aloud or signing them results in an invalid test.**

Begin by saying:

Now we are going to take the second part of the Reading test.

Open your answer document to page 11 (all grades) **and find the section for Reading, part 2.** (PAUSE.)

Now open your test booklet to page

(grade 3) **45**

(grades 5, 7) **49**

(grade 6) **47.**

(PAUSE.) **Read the directions on this page to yourself while I read them aloud. They say:**

"This is a test of how well you understand what you read.

"This test consists of reading passages followed by questions.

"Read each passage and then answer the questions.

"Four answers are given for each question. You are to choose the answer that you think is better than the others.

"Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the answer space for the best answer.

"The sample on this page shows you what the questions are like and how to mark your answers."

Now read the sample reading selection and the question. (PAUSE.) **What is the right answer to the sample question?** (PAUSE for reply.) **Yes, "To look for Julie," is correct, so the third answer space, C, has been filled in.**

You will have 25 minutes for this test. If you finish early, you may check your work in part 2, but do not look at any other part.

Are there any questions about the directions?

PAUSE. Answer any questions about the directions. Then say:

Now turn to page

(grade 3) **46**

(grades 5, 7) **50**

(grade 6) **48.**

You may begin.

Start your stopwatch or note the time on your wristwatch or clock and write it in the table.

Start time	:
Add 25 minutes	:25
Stop time	:

Move about the room to be sure students are marking answers in the correct place on the answer document.

At the end of exactly 25 minutes, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your answer document and test booklet and place your test booklet on top of your answer document.

At this point, you should allow a short break. Be sure students leave all test materials closed on their desks and do not discuss or show each other their work. Materials must not be left unsupervised, in the testing environment or elsewhere, at any time. Supervision requires a person trained in test security. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

At the end of the break, have the students take their seats.

Language

Begin by saying:

Now we are ready to begin the Language test. Open your answer document to page 12 (all grades)**.** (PAUSE.)

Now open your test booklet to page

(grade 3) **53**

(grades 5, 7) **57**

(grade 6) **55.**

(PAUSE.) **Read the directions on this page to yourself while I read them aloud. They say:**

"This is a test of how well you can find mistakes in writing. The directions at the top of each page tell what type of mistake to look for.

"On the pages with mistakes in spelling, capitalization, and punctuation, choose the answer with the same letter as the line containing the mistake.

"On the pages with mistakes in usage and expression, choose the answer with the same letter as the line containing the mistake, or choose the word, phrase, or sentence that is better than the others.

"When there is no mistake or no change needed, choose the last answer.

"The samples on this page show you what the questions are like and how to mark your answers."

Now look at sample question S1 and see if you can find a mistake in spelling. (PAUSE.) **What mistake did you find?** (PAUSE for reply.) **Yes, the word "larger" is misspelled, so answer space A has been filled in for question S1.**

In sample question S2, look for a mistake in capitalization. (PAUSE.) **What mistake did you find?** (PAUSE for reply.) **Yes, the word "mr." in line B should be capitalized, so answer space B for question S2 has been filled in to show that the mistake is in line B.**

Some questions do not contain any mistakes. In sample question S3, look for mistakes in punctuation. (PAUSE.) **Are there any mistakes?** (PAUSE for reply.) **No, there are no mistakes in this question. So answer space D has been filled in for question S3 to show that there are no mistakes.**

Now look at sample question S4 for mistakes in usage and expression. (PAUSE.) **What mistake did you find?** (PAUSE for reply.) **Yes, in line A, instead of saying "The boys was late again," it should say "The boys were late again." The first answer space has been filled in for question S4 to show that the mistake is in line A.**

Now read the short story in the box above sample S5. (PAUSE.) **Which sentence would be best to add to the end of this story?** (PAUSE for reply.) **Yes, the third sentence, "We love to hike," is the one that goes best with the rest of the story. Answer space C has been filled in for sample S5 to show that the third sentence is the best answer.**

Be sure to mark only one answer for each question.

You will have 30 minutes for this test. If you finish early, you may check your work, but do not look at any other part.

Are there any questions about the directions?

PAUSE. Answer any questions about the directions.

Then say:

Now turn to page

(grade 3) **54**

(grades 5, 7) **58**

(grade 6) **56.**

You may begin.

Start your stopwatch or note the time on your wristwatch or clock and write it in the table.

Start time	:
Add 30 minutes	:30
Stop time	:

Move about the room to be sure students are marking answers in the correct place on the answer document.

At the end of exactly 30 minutes, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.

If you accidentally marked answers in a wrong place, raise your hand. (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to pages 7–8 of this manual.

If students have completed these tests, collect test booklets and answer documents from each individually.

⇨ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

⇨ On each used answer document, verify that the TA number was coded accurately by the student.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 5–6 and the return procedures on pages 49–51.)

Tuesday (Day 4): Science

SCIENCE

The Science test is untimed. Students should be allowed adequate time, in accordance with administrative guidelines, to complete it.

⇨ Distribute to each student his or her own test booklet and answer document and two no. 2 pencils with good erasers.

Begin by saying:

Today you will take the Science and Social Studies tests. Make sure your name is on the front cover of the test booklet and on page 1 of the answer document. (PAUSE.)

Do not open your test booklet or answer document until I tell you.

Remember that you may receive a zero on this test if you:

- **break a seal on your test booklet before you are instructed to do so;**
- **give or receive help during the test;**
- **copy another student's answers or allow another student to copy your answers;**
- **look ahead or return to previous test sessions;**
- **use notes, books, or other aids, including cell phones and other electronic devices;**
- **do not follow the instructions given;**
- **cause a disturbance of any kind;**
- **remove test materials or notes from the room; or**
- **discuss the test questions at any time with anyone.**

You may write in your test booklet but be sure to mark your answers in the answer document with the pencils you have been given. Be careful about marking your answers in the correct place and about cleanly erasing any changed answers.

Open your answer document to page 15 (all grades)**.** (PAUSE.)

Now open your test booklet to page

(grade 3) **63**

(grades 5, 7) **67**

(grade 6) **65.**

(PAUSE.) **Read the directions on this page to yourself while I read them aloud.**

"The Science test has one part. All questions are multiple choice.

"Four answers are given for each question. Choose the answer you think is better than the others.

"Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the space of the answer you think is better than the others.

"You may write in your test booklet, but you must mark your answers on your answer document.

"You may review your answers in this test but do not work on any other part."

When you are finished, close your test booklet and answer document, place your test booklet on top of your answer document, and sit quietly or read silently.

Though this is not a timed test, you will need about 60 minutes to work on this part.

Are there any questions about the directions?

PAUSE. Answer any questions students may have. Then say:

There is a paper seal on the outside edge of the page. Place your pencil under the seal and carefully pull the pencil outward. The seal should tear in the middle.

When all students have successfully broken the seal, say:

Now turn to page

(grade 3) **64**

(grades 5, 7) **68**

(grade 6) **66.**

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 60 minutes, walk quietly through the testing area to determine whether nearly all students have completed the test.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document.

Raise your hand if you have not finished the Science test or have marked answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to pages 7–8 of this manual.)

We will now take a break.

At this point, you should allow either a short or an extended break.

If taking a **short break,** be sure students leave all test materials closed on their desks and do not discuss or show each other their work. Materials must not be left unsupervised, in the testing environment or elsewhere, at any time. Supervision requires a person trained in test security. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

If taking an **extended break,** collect test booklets and answer documents from each student individually and return them to the School Test Coordinator immediately to be stored in the locked, secure storage area until testing resumes. **To ensure test security, students who have not completed the Science test should complete it during the extended break.**

If students are moved to another location to complete the Science test, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to previously completed parts or look ahead. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

Tuesday (Day 4): Social Studies

SOCIAL STUDIES

The Social Studies test is untimed. Students should be allowed adequate time, in accordance with administrative guidelines, to complete it.

At the end of the break, have students take their seats.

⇨ If an extended break was taken, distribute to each student his or her own test booklet and an answer document and two no. 2 pencils with good erasers.

Begin by saying:

> **Now you will take the Social Studies test.**

If an extended break was taken, say:

> **Make sure your name is on the front cover of the test booklet and on page 1 of the answer document.**
>
> (PAUSE.)

Then say:

> **Turn your answer document to the back cover, page 16** (all grades)**.** (PAUSE.)
>
> **Now open your test booklet to page**
>
> (grade 3) **77**
>
> (grades 5, 6) **85**
>
> (grade 7) **87.**
>
> (PAUSE.)
>
> **Read the directions on this page to yourself while I read them aloud.**
>
> **"The Social Studies test has one part. All questions are multiple choice.**
>
> **"Four answers are given for each question. Choose the answer you think is better than the others."**
>
> **"Then, on your answer document, find the row of answer spaces numbered the same as the question. Fill in the space of the answer you think is better than the others.**
>
> **"You may write in your test booklet, but you must mark your answers on your answer document."**
>
> **"You may review your answers in this test but do not work on any other part."**
>
> **Are there any questions about the directions?**

PAUSE. Answer any questions students may have. Then say:

> **Though this is not a timed test, you will need about**
>
> (grade 3) **45 minutes**
>
> (grades 5, 6, and 7) **60 minutes**
>
> **to work on this test.**
>
> **Now turn to page**
>
> (grade 3) **78**
>
> (grades 5, 6) **86**
>
> (grade 7) **88.**
>
> **You may begin.**

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 45 minutes for grade 3 or 60 minutes for grades 5, 6, and 7, walk quietly through the testing area to determine whether nearly all students have completed the test.

When nearly all have finished, say:

> **May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and place it on top of your answer document. Everyone remain seated until I dismiss you.**
>
> **If you have not finished the Social Studies test or have marked answers in the wrong place, raise your hand.** (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to pages 7–8 of this manual.

If students have completed the test, collect test booklets and answer documents from each individually.

⇨ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete the day's tests, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete testing before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to previously completed parts. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

⇨ On each used answer document, verify that the TA number was coded accurately by the student.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 5–6 and the return procedures on pages 49–51.)

Post-test Procedures

TEST ADMINISTRATOR COMMENTS

On your final day of testing, complete the online survey for test administrators. (See page 6.)

OATH OF SECURITY AND CONFIDENTIALITY STATEMENT

The Oath of Security and Confidentiality Statement is on page v of this manual. On your final day of testing, detach it from the manual or make a copy and complete the information.

By signing this form, you are stating that you maintained the security and confidentiality of all secure materials and participated in professional development on test security and administration. If both test administrators and proctors participate in test administration, then each should complete a form. Interpreters should also sign the form and write "interpreter" next to their names. Return this form to the School Test Coordinator, who will maintain the forms on file for three years at the school.

TEST BOOKLETS

All test booklets must be accounted for after each test is administered. Make certain no answer documents are left inside test booklets when returning them to the School Test Coordinator. Refer to the instructions and diagrams on pages 49–51 for arranging test materials for return to the School Test Coordinator.

ANSWER DOCUMENTS (USED AND UNUSED)

All answer documents must be accounted for after each test is administered.

Used:

- a preidentified answer document on which a student has marked responses to one or more items
- a hand-coded answer document on which a student has marked responses to one or more items and on which a bar-code label has been affixed to page 1
- a hand-coded answer document on which a student enrolled in an approved home study program has marked responses; answer documents for these students must be returned to the School Test Coordinator without bar-code labels affixed
- a preidentified or hand-coded answer document that is coded for accountability

Unused:

An unused answer document is one on which no test items were attempted and no preidentified or hand-coded student information appears on page 1.

CAUTION: If used hand-coded answer documents—other than those for approved home study program students—are submitted without a bar-code label, they will be considered unused and may not be scored in a timely manner.

Use the following procedures and checks:

- ❒ Separate used from unused answer documents.
- ❒ Separate answer documents for students who were absent and need to test during makeup testing. Keep answer documents for these students separate until makeup testing is completed.
- ❒ Separate answer documents for students who are no longer enrolled, who are not expected to test, who marked responses to one or more items on an answer document but are not expected to complete testing, or who otherwise meet accountability rules.
- ❒ Separate used answer documents for students enrolled in approved home study programs. Verify all hand-coded student information on these documents and verify that the TA number matches that assigned to you by the School Test Coordinator. If these answer documents do not have preprinted student information, special labels will be affixed by the District Test Coordinator after testing.
- ❒ Verify that all remaining used hand-coded answer documents have bar-code labels and that student identification information is correct.
- ❒ Verify that the TA number on all used answer documents matches that assigned to you by the School Test Coordinator and that it is correctly coded.
- ❒ Code education classification, primary exceptionality for special education students, Section 504 and LEP status, and all test accommodations used during test administration on all used answer documents.
- ❒ In the presence of the School Test Coordinator, transfer any large-print or braille scorable information to a scorable answer document. See Transferring Student Responses on page 49. Code

Large Print or *Braille* and *Transferred Answers* in the appropriate field. Return brailled responses with the scorable answer document to the School Test Coordinator.

- ❒ In the presence of the School Test Coordinator, transfer any other accommodation format responses (for example, typed) to a scorable answer document. Code *Transferred Answers* in the appropriate field. Return all materials containing test items or student responses to the School Test Coordinator.

TRANSFERRING STUDENT RESPONSES

If a preidentified answer document was not provided, apply a bar-code label and hand code the answer document before transferring student responses.

In the presence of the School Test Coordinator, use a no. 2 pencil to transfer any large-print, braille, or other accommodation format responses to the student's scorable answer document. **If student responses are not transferred, they will not be scored.**

If a student is unable to darken the circles for multiple-choice responses or write the composition or constructed responses on the answer document, the student may record answers in the test booklet or on separate pages or use a computer or other assistive devices as documented on the IEP or IAP. Transfer the student's responses onto a scorable answer document exactly as the student wrote them.

Brailled responses and responses written in the large-print test booklet must also be transferred to the scorable answer document for the student to receive a score.

Student responses must also be transferred from any answer documents that are soiled or damaged and those on which a student erroneously recorded responses on another student's answer document, used anything other than a no. 2 pencil to record responses, or marked on an answer document with a highlighter. The original answer document must not be thrown away or destroyed but returned to the School Test Coordinator as an unscorable answer document. The reason for any unscorable document must be fully documented and submitted to your School Test Coordinator.

After transferring the student responses, write "Transferred" on the top front cover of large-print test booklets or other materials containing the responses, **not** on the answer document. A supervisor or the School Test Coordinator should check to ensure the transfer was exact. **If student responses are not transferred, they will not be scored.**

> **NOTE:** All materials containing student responses must be returned to the School Test Coordinator. Any sheets of paper, photocopies, computer disks, tapes, or printouts created in transferring answers are secure test materials and must be returned to the School Test Coordinator.

Content-specific directions for transferring answers follow.

Math
Multiple-choice items should be transferred first. For constructed-response items, transfer the student's responses, including any work done to achieve the response, exactly as written. For drawings or figures the student made, copy the drawings or figures onto the correct space in the answer document.

English Language Arts
Multiple-choice items should be transferred first. Next, transfer the student's responses exactly—letter for letter, punctuation mark for punctuation mark, word for word—taking care to replicate misspelled words, all uppercase/lowercase letters, and all spacing and paragraphing in the student's original responses.

Science and Social Studies
All items are multiple choice.

RETURNING TEST MATERIALS TO THE SCHOOL TEST COORDINATOR

After testing **each day,** separate test materials into stacks as follows (also refer to the diagram on page 51). Stack materials front cover up with the spines aligned. If requested by the School Test Coordinator, arrange materials within each stack in sequence according to the security numbers on the back covers. Return all secure materials, scorable and nonscorable, to the School Test Coordinator once testing is completed each day.

When sorting test materials, make certain answer documents are not left inside test booklets.

Makeup Test Materials: Return all test booklets and answer documents, used and unused, for students who need to take a makeup test. Record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator.

Scorable Materials:

- **Home Study Program Stack**—Include all used answer documents for students in your testing group who are enrolled in an approved home study program. Do **not** affix bar-code labels to hand-coded answer documents for these students.
- **Accountability Stack**—Include all answer documents for students who are no longer enrolled, who are not expected to test, who marked responses to one or more items on an answer document but are not expected to complete testing, or who otherwise meet accountability rules. The School Test Coordinator must give these documents to the principal, who will code the Accountability Data field.
- **Stack containing all remaining used answer documents**—Include all remaining used answer documents on which students have marked responses to one or more items and which do not qualify for accountability coding. Answer documents in this stack without preprinted student information must have a bar-code label affixed to page 1.

Nonscorable Materials:

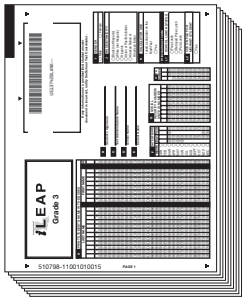
- **Unused Answer Document Stack (final day of testing, after makeup)**—Include all unused answer documents in this stack. An unused answer document is one on which no test items were attempted and no preprinted or hand-coded student information appears on page 1.
- **Used and Unused Test Booklet Stack**—Used and unused test booklets may be intermixed.
  - **Standard Print Test Booklets**
  - **Large-print Test Booklets**—After transferring answers to a scorable answer document, write "Transferred" on the top of these test booklets.
  - **Braille Test Booklets**—Brailled responses or other accommodation format answers must be transferred to a scorable answer document.
- **Writer's Checklists or Mathematics Reference Sheets—**If any need to be kept as documentation of suspected cheating, inform the School Test Coordinator.
- **Oath of Security and Confidentiality Statement**—On the final day of testing, complete and return the Oath of Security and Confidentiality Statement to the School Test Coordinator, who will maintain it on file for three years at the school.
- ***Test Administration Manual***—On the final day of testing, return the *Test Administration Manual* to the School Test Coordinator.

RETURNING SCORABLE AND NONSCORABLE MATERIALS TO THE SCHOOL TEST COORDINATOR

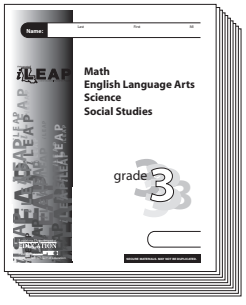
Return the following stacks of materials, as applicable, **each day** after testing is completed:

Makeup Test Materials

Makeup Answer Documents



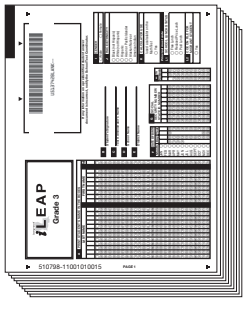
Makeup Test Booklets



If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator.

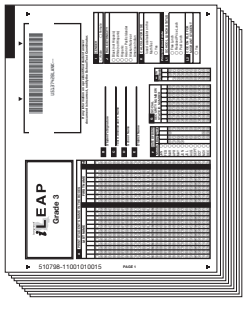
Scorable Materials

Home Study Program Used Answer Documents

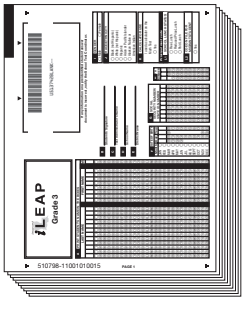


Do **not** affix bar-code labels from the school to answer documents for students enrolled in approved home study programs.

Answer Documents for Principal to Code for Accountability



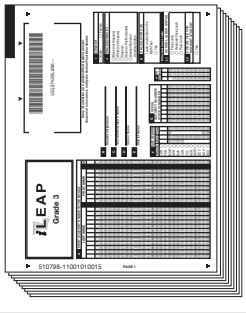
Used Answer Documents (all remaining)



Include in this stack all answer documents on which students have marked responses to one or more items and which do not qualify for accountability coding.

Nonscorable Materials

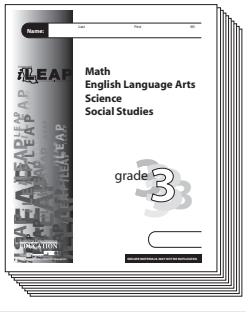
Unused Answer Documents



An unused answer document is one on which no test items were attempted and no preprinted or hand-coded student information appears on page 1.

On the final day of testing (after makeup), return unused answer documents with nonscorable materials.

Used and Unused Test Booklets



Include **large-print** and **braille** test booklets with this stack. After transferring answers to a scorable answer document, write "Transferred" on the top of used large-print test booklets.

Return the following materials **on the final day** of testing:

- Oath of Security and Confidentiality
- *Test Administration Manual*

Also return all Writer's Checklists, Mathematics Reference Sheets, rulers, and protractors as well as other materials containing test items or student responses.

The School Test Coordinator may request that secure materials within each stack be ordered sequentially by security number.

INDEX

A

Accommodations, test 16–21
Accountability Data 16, 25, 48, 50
Administrative error iii

B

Bar-code labels ..... i, 9, 22
Braille 18

C

Calculators ..... iii, 8
Cheating 3, 8
Class-sized groups, testing in 16
Coding responsibilities,
test administrator 23–25
Comments, test administrator ..... iii, 48

D

Damaged or soiled answer document ..... i, 7
Deaf and hard of hearing students 20
Dictionaries and thesauruses 4, 8

E

Establish testing environment 3–5, 16
Extended time for testing 11

H

Home study program students 48

I

Illness, of student 7

L

Large print 18
LEAP Alternate Assessments (LAA) ..... i, 10, 17
Limited English Proficient students 20–21
Lithocode numbers ..... ii, 3

M

Makeup testing 16
Marking answer documents 28
Mathematics Reference Sheets 9

O

Oath of Security and Confidentiality Statement ..... v, 48

P

Protractors 10

Q

Questions, Frequently Asked 6–8

R

Repeating directions 6, 20, 21
Return test materials to STC 49–51
Rulers 9

S

Security numbers ..... ii, 9
Special populations ..... i, 16–21
Student coding responsibilities 23–24

T

TA numbers ..... i, 24, 48
Testing conditions 16
Testing irregularities 5, 8
Testing outside the usual classroom environment 16
Testing times 5, 12–15
Transferring student responses 49

U

Unused answer documents (defined) 48
Unused bar-code labels 3
Used answer documents (defined) 48

V

Violations of test security 2–3, 8
Voiding tests due to cheating 3, 8

W

Writer's Checklists 5, 9

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