

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEST ADMINISTRATION MANUAL

Benchmark Examinations
Grades 3, 4, 6, and 8
April 2007

SECURITY WARNING

All test items used in the Arkansas Comprehensive Testing, Assessment, and Accountability Program are CONFIDENTIAL and must be kept secure at all times. NO PART of this test may be reviewed, duplicated, or reproduced by ANY means. All test booklets and used answer documents must be returned as directed.

Unauthorized use, review, duplication, or reproduction of ANY or ALL portions of the test booklets and answer documents is prohibited.

Important Dates

- April 17–19, 2007** Benchmark Examinations administration dates.
- April 25, 2007** Make-up test administrations for the Benchmark Examinations must be completed.

The success of the Benchmark Examinations depends upon your assistance. The Arkansas Department of Education thanks you for your valuable assistance in administering the Grades 3, 4, 6, and 8 Benchmark Examinations.

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GENERAL INFORMATION

INTRODUCTION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** is comprised of comprehensive criterion-referenced tests, including the Benchmark Examinations. The Benchmark Examinations consist of multiple-choice and open-response questions in mathematics, reading, and writing at grades 3–8, a writing component that directly assesses student writing at grades 3–8, and multiple-choice and open-response questions in science at grades 5 and 7. The *Arkansas Mathematics, Science, and English Language Arts Curriculum Frameworks* are the basis for development of the Benchmark Examinations. The Arkansas Department of Education (ADE) has contracted with Questar Educational Systems, Inc. (Questar)/Measurement Incorporated (MI) for the development, production, distribution, and collection of Benchmark Examinations materials.

Results of the Benchmark Examinations will be provided for all students, schools, and districts to be used as the basis for instructional change.

TEST ADMINISTRATION MANUAL FOR GRADES 3, 4, 6, AND 8

This manual contains instructions for Test Administrators for the Benchmark Examinations at grades 3, 4, 6, and 8. It includes information on the testing schedule and the students to be tested, and provides procedures to be followed before, during, and immediately following test administration. A script that Test Administrators must use for the testing sessions is also included.

Read through this entire manual completely. The Test Administration Script provided in this manual must be used for each of the Benchmark testing sessions. If you have any questions concerning the Benchmark Examinations, the testing procedures, or the instructions in this manual, contact your School Test Coordinator.

TEST ADMINISTRATOR RESPONSIBILITIES

As Test Administrator, you are responsible for

- reviewing this entire manual prior to administration with special attention given to the Test Security Guidelines provided in Appendix A and to the Test Administration Script for each testing session.
- meeting with your School Test Coordinator to discuss the testing schedule and procedures, and to get answers to any questions you may have.
- maintaining the security of all test materials and signing the appropriate test security forms—see the description of the security forms on page 2.
- ensuring a standardized testing environment in which no coaching, prompting, or pronunciation of words occurs.
- testing the group of students assigned to you according to instructions given in this manual.
- conducting make-up testing for students absent from original test sessions, if assigned to do so.
- coding information as appropriate in the “Teacher Use Only” box on the front cover of each answer document once testing is completed, if assigned to do so. Make sure you obtain all of the information that will be required.

To ensure that you have completed all of the steps in preparing for a successful test administration, a “Checklist for Test Administrators” is provided on page 14. The checklist covers only the major steps in the testing process and should **not** be used as a substitute for reading all of the instructions in this manual.

GENERAL INFORMATION

TEST SECURITY PROCEDURES

All test booklets are secure and contain sequential, unique document security ID numbers. All test booklets, used and unused, must be accounted for and returned to Questar after testing. In addition, these secure test materials may not be reviewed or duplicated by any means. Violation of security procedures could result in the revocation of your teaching/administrative license (see Appendix A, Test Security Guidelines).

Your School Test Coordinator will have the following test security forms requiring your signature:

Affidavit 3—Test Administrator Security Form

By signing this form, you are certifying that you followed appropriate security procedures and that you understand that a breach of security could result in the revocation of your teaching/administrative license.

Test Booklet Security Form

This form must be initialed when the test booklets are received by the Test Administrator and again when they are returned to the School Test Coordinator on each day of testing.

All test materials (used and unused) issued to you prior to testing must be returned to your School Test Coordinator.

The Benchmark Examinations may NOT be downloaded into any assistive device.

ADVANCE ANNOUNCEMENTS

An announcement of testing dates and a reminder before the first day of testing is necessary. Testing dates should be made known to parents and students in advance so that students come to school well rested and equipped with two No. 2 pencils on the days of the test. There should also be an advance announcement to students that they should bring calculators, if calculators are not provided by the school, and should have their Social Security Numbers or federally-assigned identification numbers available on the first day of testing.

The use of a Social Security Number (SS ID) or a federally-assigned identification number is required for student demographic information. If there are parental objections to providing Social Security Numbers, contact your School Test Coordinator.

NOTE: The SS ID/student identification number is included on the student label (see page 7), but must be verified for correctness.

MATHEMATICS REFERENCE SHEET

A mathematics formula reference sheet is provided inside the front cover of the test booklets for all grades. Students may reference this sheet as needed for the Benchmark Examinations, but under no circumstances should this sheet be detached from the test booklet. Detaching or photocopying the mathematics reference sheet compromises the integrity of the test and is a breach of security.

GENERAL INFORMATION

CALCULATOR USE AND RESTRICTIONS

There are six sessions in the Benchmark Examinations in which mathematics will be tested. During five of the sessions, calculator use is permitted. During “Session M1—Mathematics,” calculators may **NOT** be used.

Students may NOT share calculators during testing sessions and may have only ONE calculator during testing.

Calculators that may NOT be used for any session of the examination include the following:

- Pocket organizers
- Hand-held or laptop computers
- Electronic writing pads or pen-input devices
- Calculators built into cellular phones or other wireless communication devices
- Calculators with QWERTY (typewriter-like) pads
- Calculators with paper tape
- Calculators that “talk” or make unusual noises
- Calculators that require an electrical outlet
- Calculators with built-in capability to simplify algebraic expressions, multiply polynomials, or factor polynomials (often designated Computer Algebra Systems)
- Calculators that can communicate wirelessly with other calculators

Some examples of specific calculator models prohibited include the following:

- Casio CFX-9970G
- Casio ALGEBRA FX 2.0
- Hewlett-Packard HP-40G and HP-49G
- Texas Instruments TI-89
- Texas Instruments TI-92

Students may use any four-function, scientific, or graphing calculator, as long as it does not have any of the features on the above list. If students are permitted to bring calculators from home or to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the above requirements. **Failure on the part of the Test Administrator to verify that each calculator meets the above requirements will constitute a breach of security.** See Appendix A for more information about test security procedures.

It is the responsibility of the Test Administrator to clear the memory of each calculator at the beginning and end of each testing day. Failure to do so constitutes a breach of security. See Appendix A for more information about test security procedures.

Make sure that students using calculators have practiced using them and are familiar with the use of the calculator in testing situations with items similar to those they will see on the examination (i.e., open-response items). It is also important that students understand that while they are allowed to use calculators, it is still essential that they show all of their work when responding to the open-response items.

If one student has the opportunity to use a calculator, then all students in the class should have equal access to a calculator. However, there should be no perceived disadvantage to your students whether they are encouraged to use calculators or not allowed to use them. The test items were designed to minimize the amount of computational effort the students would need on the test. Those who teach mathematics in your school should decide whether or not calculators should be used.

No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)].

TEST ADMINISTRATION SCHEDULING INFORMATION

IMPORTANT DATES

The Benchmark Examinations consist of 13 full sessions with testing scheduled to begin on Tuesday, April 17. Testing shall be conducted April 17–19. No part of the test may be given early. **Early testing constitutes a breach in testing security.** See information regarding make-up testing on page 4.

BENCHMARK EXAMINATIONS TESTING SESSION SCHEDULE

It is recommended that the test be administered in the morning. The test administration should not be scheduled after an athletic event, assembly, or class outing. All test schedules should be checked with the appropriate school officials to be sure that the administration of the test is not interrupted. The Benchmark Examinations are timed tests (see page 13, “Session Time Limits”). Each session must be administered in the times specified in the table below. Allow time at the beginning of each session to present directions and other information to the students. For each session, refer to the amount of time shown in the tables below.

DAY	SESSION	SUBJECT AND NUMBER OF ITEMS	TESTING MINUTES
Tuesday April 17, 2007	–	Student Demographic Information	15
	M1	Mathematics—10 multiple-choice items	15
	M2	Mathematics—2 open-response items	30
	M3	Mathematics—2 open-response items	30
	W4	Writing—Writing Prompt #1	45
Wednesday April 18, 2007	M5	Mathematics—18 multiple-choice items	25
	M6	Mathematics—2 open-response items	30
	M7	Mathematics—20 multiple-choice items	30
	W8	Writing—Writing Prompt #2	45
Thursday April 19, 2007	R9	Reading—8 multiple-choice items & 1 open-response item	30
	R10	Reading—8 multiple-choice items & 1 open-response item	30
	R11	Reading—8 multiple-choice items & 1 open-response item	30
	R12	Reading—8 multiple-choice items & 1 open-response item	30
	W13	Writing—12 multiple-choice items	20

BREAKS BETWEEN SESSIONS

It is recommended that students be allowed a 15-minute break after the following sessions: M2, M3 (Day 1), M6, M7 (Day 2), R10, R12 (Day 3). Lunch and other breaks can be added to the schedule between sessions. Testing sessions must be completed at the conclusion of the school day. See your School Test Coordinator if you have questions about the break schedule.

MAKE-UP TESTING SESSIONS

Make-up testing sessions may be scheduled for any day after the initial administration of the mathematics, writing, and reading portions of the Benchmark Examinations. However, all make-up testing **must be completed no later than Wednesday, April 25, 2007**. Every attempt should be made to administer make-up tests to students who were absent during original test sessions of the Benchmark Examinations on Tuesday, April 17 through Thursday, April 19.

Consult your School Test Coordinator if you have any questions about make-up procedures.

STUDENTS TO BE TESTED

It is important for you to know who should be tested. This spring, the Benchmark Examinations should be administered to all students in grades 3–8 who can be tested under standardized conditions, with or without accommodations. The following guidelines apply to exceptional students.

DISABLED STUDENTS (P.L. 94-142)

Students identified as disabled pursuant to P.L. 94-142 and under Section 504 of the Rehabilitation Act of 1973, as amended, should participate in the Benchmark Examinations if their Individualized Educational Plans (IEPs) indicate that testing is appropriate, with or without accommodations. Students in School Age Programs (DDS) are to be tested. This requirement began with the 2002–03 school year. Additionally, students in Day Treatment Programs are to be assessed. (See Director’s Memo IA-04-110, created 05/13/2004.)

A student’s Exceptional Student Identification (ESI) code is included on the student label and does not need to be coded on the answer document if a label is used and the information is correct. If a student label is not used for a disabled student or if the information is not correct, the Test Administrator must code the student’s answer document. Specific directions for coding student answer documents are provided on page 41 of this manual. Students identified as disabled will receive an Individual Student Report and will be included in the Special Education Summary Report as well as in the Combined Population Report. Do not code the Special Education Accommodations section for 504 students. However, they may still receive accommodations that are in the students’ 504 Plans and used regularly in the classroom.

If a student’s IEP indicates that it is inappropriate for a student to take the Benchmark Examination, that student shall participate in the Arkansas Alternate Portfolio Assessment System.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Limited English Proficient students participating in the Benchmark Examinations should be tested, with or without accommodations.

Identification of a student as LEP is included in the student label and does not need to be coded on the answer document if a label is used and the information is correct. If a student label is not used for an LEP student or the information is not correct, the Test Administrator must code the student’s answer document by filling in the circle labeled “Limited English Proficient” in the “Teacher Use Only” box. Specific directions for coding student answer documents are provided on page 43 of this manual. Students identified as LEP will receive an Individual Student Report and will be included in the Limited English Proficient Summary Report, as well as in the Combined Population Report.

FIRST-YEAR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

LEP students enrolled in their first year in a school in the U.S. must take the Mathematics portion of the Benchmark Examinations but are not required to be tested in Literacy (Reading and Writing) or Science. However, the decision to test LEP students who have attended a U.S. school for less than one year should be based on the professional judgment of a language assessment committee composed of appropriate district and school personnel.

To identify first-year LEP students, the Test Administrator must code the student’s answer document by filling in the circle labeled “LEP student less than one year in the U.S.” in the “Teacher Use Only” box. This information is not included in the student label. Specific directions for coding student answer documents are provided on page 43 of this manual. First-year LEP students whose answer documents have been properly coded will not be included in the AYP calculations for 2007. Once the answer documents are returned for scoring, students cannot be reassigned. If the circle for LEP student less than one year in the U.S. is **not** filled in, that student will be included in the AYP calculations.

STUDENTS TO BE TESTED

TRANSFER STUDENTS

Any student who is enrolled in school **on or before** the first day of testing should be tested.

MIGRANT STUDENTS

To identify migrant students, the Test Administrator must code the student's answer document by filling in the circle labeled "Migrant Student" in the "Teacher Use Only" box. This information is **not** included in the student label. Specific directions for coding student answer documents are provided on page 42 of this manual.

Students should be identified as migrant if they meet the following guidelines:

Children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, the District Test Coordinator should contact William Cosme or Stan Young at 501-324-9660.

HIGHLY MOBILE STUDENTS

Any student enrolled in the school or moving between schools in the district after October 1, 2006, should be identified as highly mobile.

A student's highly mobile status is included on the student label and does not need to be coded on the answer document if a label is used and the information is correct. If a student label is not used for a highly mobile student or if the information is not correct, the Test Administrator must code the student's answer document by filling in the circle labeled "Highly Mobile" in the "Teacher Use Only" box. Specific directions for coding student answer documents are provided on page 43 of this manual.

ALTERNATE LEARNING ENVIRONMENT STUDENTS

Alternate Learning Environment (ALE) students shall participate in the Benchmark Examinations. The testing location may be decided by the district. Test Administrators must be currently licensed by the Arkansas Department of Education as a teacher or administrator. Test materials must be kept secure at all times.

STUDENT TEST MATERIALS

REQUIREMENTS FOR STUDENT TEST MATERIALS

During each testing session, students must use the same test booklet and answer document given to them at the beginning of testing. In the answer documents, students will mark/write their responses. The test booklet and answer document for each student must be kept together throughout **ALL** sessions. Therefore, it is strongly advised that students be tested in the same group each day.

Materials during Testing—Students cannot have any materials (e.g., books, magazines, newspapers, homework, etc.) except testing materials during the testing sessions. If students finish a session early, they may review only the current session test answers and then sit quietly.

Scratch Paper—Students may write in their test booklets. **No scratch paper may be provided** (the use of scratch paper is a breach of security), so students may use blank spaces in the test booklets to do scratch work. For open-response items, students must show all of their work in the spaces provided in the answer documents. **Any work recorded in the test booklets will NOT be scored.** Only work recorded in the answer documents will be scored.

Highlighters—Highlighters may be used on the test booklets **ONLY**. **NO** highlighters may be used on the answer documents.

Electronic Devices—No electronic devices with photographic capability shall be accessible at any time during the test administration [Arkansas Code 6-18-502(b)].

STUDENT LABELS

Student labels will contain district and school information, the student’s name, SS ID number, birth date, gender, ethnic background, ESI Code, LEP status, Free and/or Reduced Lunch status, and Highly Mobile status (see sample on page 51). Labels are provided for the use on the answer documents so that student information will not need to be entered and gridded for those students for whom labels have been provided. The labels will be provided to each school by grade in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. The strips on which the labels are provided are perforated between labels to facilitate the separation of individual labels. If a label is torn or damaged during the separation process, do **NOT** use it. Instead, enter and grid all information on the answer document for that student.

Prior to applying the student labels to answer documents, the printed information must be checked carefully for accuracy. If **ANY** of the information for a student is incorrect, do **NOT** use the label. Instead, **ALL** of the information requested on the front of the answer document must be entered and gridded. **Student information entered and gridded in Boxes 2–6 as well as the ESI Codes, Free and/or Reduced Lunch, Highly Mobile, and Limited English Proficient (LEP) sections of the “Teacher Use Only” box of the answer document will NOT be picked up by the scanner if a student label is affixed.** All of the information must be entered and gridded for students for whom labels were not provided.

It is extremely important that labels be affixed correctly so that the scanning equipment can properly read the barcode. Labels must be carefully and precisely affixed within the space provided on the answer document (left side) and the top of the label aligned with the triangular marks. Do **NOT** apply the student label to Box 1. Student information will not be collected if the label is not applied following these instructions.

If a student label is not used, information requested in Box 1 (District/School/Teacher Name) **MUST** be entered (either by the student prior to the start of testing on Day 1 or by the Test Administrator prior to distributing answer documents to students). **If a label is used, only the Teacher Name field must be completed.** Students must code their test booklet form in the appropriate box on the right side of the answer document below the “Marking Directions.”

After all testing is done, the “Teacher Use Only” box must be completed. If a student label has been used, it is not necessary to code the circles for ESI Codes, Free and/or Reduced Lunch, Highly Mobile, and Limited English Proficient (LEP) in the “Teacher Use Only” box. This information is already contained in the label and will override information coded in the “Teacher Use Only” box. Only those sections of the “Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Gifted and Talented, LEP student less than one year in the U.S., and LEP Accommodations) need to be completed, as appropriate, if a student label is used.

STUDENT TEST MATERIALS

MULTIPLE TEST BOOKLET FORMS

When handing out test booklets to students, you will notice that each booklet has a letter (A–J) in the upper right-hand corner. Students are asked to identify their specific test booklet form by filling in the appropriate circle on the cover (page 1) of their answer document during the Student Demographic Information session on Day 1. Each test booklet form contains a number of different trial test questions or “field test items.” Students will not be scored on these field test items, but the data collected from their responses will be used to determine which field test items will become part of the regular test during the next administration. By matching each answer document to a specific test booklet form, test-scoring personnel are able to match student responses to the appropriate series of field test items. If a student’s test booklet is damaged or lost, it must be replaced with the same form. Refer to Appendix A for more information about test security.

OVERVIEW OF BENCHMARK EXAMINATIONS TESTING SESSIONS AND LAYOUT OF MATERIALS

The following table provides an overview of the Benchmark Examinations testing sessions and page numbers for each in the test booklet and answer document.

DAY	SESSION	TEST BOOKLETS	ANSWER DOCUMENTS
1	Student Demographic Information	None	Page 1 (Cover)
	Mathematics Reference Sheet	Inside Front Cover	None
	M1 —Mathematics	Begins on Page 1	Page 2
	M2 —Mathematics	Begins on Page 4	Pages 3–4
	M3 —Mathematics	Begins on Page 6	Pages 5–6
2	W4 —Writing	Begins on Page 8	Pages 7–9
	M5 —Mathematics	Begins on Page 10	Page 10
	M6 —Mathematics	Begins on Page 16	Page 11–12
	M7 —Mathematics	Begins on Page 18	Page 13
3	W8 —Writing	Begins on Page 26	Page 15–17
	R9 —Reading	Begins on Page 28	Page 18
	R10 —Reading	Begins on Page 32	Page 19
	R11 —Reading	Begins on Page 36	Page 20
	R12 —Reading	Begins on Page 40	Page 21
	W13 —Writing	Begins on Page 44	Page 22

STUDENT TEST MATERIALS

TEST BOOKLET LAYOUT

The test booklet is divided into a total of 13 sessions. Pertinent directions are printed at the beginning of each session. Review those directions with students before they respond to the test questions for that session. Students are allowed to work until they come to the “STOP” sign at the end of the session or until they have worked for the maximum amount of time allowed for that session, whichever occurs first.

The test booklets are secure documents. Test security guidelines dictate that test booklets are **not** to be examined before the test administration. Each test booklet contains a sequential, unique document security ID number. This ID number is for document security only and does not correspond with numbers printed on the answer documents. Numbers printed on the answer documents are used to identify the documents during scoring. Each student must receive one test booklet and one answer document to be used for all testing sessions. The following overview provides information on how the test booklet is organized:

DAY 1

- **Session M1—Mathematics** begins on page 1. This section includes 10 multiple-choice questions. If needed, the students may use the Mathematics Reference Sheet on the inside front cover of the test booklet for **all** mathematics sessions. Students are **NOT** allowed to use calculators during this session.
- **Session M2—Mathematics** begins on page 4 and includes 2 open-response questions. Students are allowed to use calculators during this session. For the open-response questions in each session, students must show all of the diagrams, computations, equations, etc., that they use to find the answers. They must also explain how they calculated answers to the questions if they used a calculator or did the work in their heads.
- **Session M3—Mathematics** begins on page 6 and includes 2 open-response questions. Students must show or explain all their work for the open-response questions (see Session M2). Students are allowed to use calculators during this session.
- **Session W4—Writing Prompt #1** is on page 8. The writing prompt appears in a box at the top of the page. This page also provides a Writer’s Checklist to help students plan and organize their writing sample and do their best work.

DAY 2

- **Session M5—Mathematics** begins on page 10. This section includes 18 multiple-choice questions. Students are allowed to use calculators during this session.
- **Session M6—Mathematics** begins on page 16 and includes 2 open-response questions. Students must show or explain all their work for the open-response questions (see Session M2). Students are allowed to use calculators during this session.
- **Session M7—Mathematics** begins on page 18 and includes 20 multiple-choice questions. Students are allowed to use calculators during this session.
- **Session W8—Writing** is on page 26. The writing prompt appears in a box at the top of the page. This page also provides a Writer’s Checklist to help students plan and organize their writing sample and do their best work.

DAY 3

- **Session R9—Reading** begins on page 28. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R10—Reading** begins on page 32. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R11—Reading** begins on page 36. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session R12—Reading** begins on page 40. Students will read a selection and answer 8 multiple-choice questions and 1 open-response question.
- **Session W13—Writing** is on page 44 and includes 12 multiple-choice questions.

STUDENT TEST MATERIALS

ANSWER DOCUMENT LAYOUT

The answer documents are designed to be machine-scannable and, as such, must be handled carefully. To ensure they can be properly scored, answer documents must not be folded, paper-clipped, stapled, rubber-banded, taped, or torn. Students are provided with boxed areas in which to respond to the open-response items. Students **MUST** confine their responses to the space provided. Writing outside of the boxed areas can interfere with the scanner's ability to process the document. Additionally, student responses will be converted to an electronic format for scoring. Writing outside of the boxed areas will not be seen by scorers, which may adversely affect a student's score. Extraneous materials (rulers, protractors, manipulatives, extra sheets of paper,* etc.) left inside answer documents cannot be processed and will cause the scanner to stop. Marking directions for the multiple-choice answers are given on the front cover.

DAY 1

- **Page 1** is the front cover and contains demographic information to be filled out if the student label contains incorrect information or if there is no label for a student. The "Teacher Use Only" box must be completed after testing is done.
- **Page 2** contains space for students to mark their answers to multiple-choice questions 1–10 for Session M1—Mathematics.
- **Pages 3 and 4** contain space for students to mark their answers to open-response questions A and B for Session M2—Mathematics.
- **Pages 5 and 6** contain space for students to mark their answers to open-response questions C and D for Session M3—Mathematics.
- **Page 7** contains space for students to pre-write ideas for the first writing prompt for Session W4—Writing.
- **Pages 8 and 9** contain space for students to write their final response to the writing prompt for Session W4—Writing Prompt #1.

DAY 2

- **Page 10** contains space for students to mark their answers to multiple-choice questions 11–28 for Session M5—Mathematics.
- **Pages 11 and 12** contain space for students to mark their answers to open-response questions E and F for Session M6—Mathematics.
- **Page 13** contains space for students to mark their answers to multiple-choice questions 29–48 for Session M7—Mathematics.
- **Page 14** is a blank page—DO NOT USE.
- **Pages 15** contains space for students to pre-write ideas for the second writing prompt for Session W8—Writing.
- **Pages 16 and 17** contain space for students to write their final response to the writing prompt for Session W8—Writing Prompt #2.

DAY 3

- **Page 18** contains space for students to mark their answers to multiple-choice questions 1–8 and open-response question A for Session R9—Reading.
- **Page 19** contains space for students to mark their answers to multiple-choice questions 9–16 and open-response question B for Session R10—Reading.
- **Page 20** contains space for students to mark their answers to multiple-choice questions 17–24 and open-response question C for Session R11—Reading.
- **Page 21** contains space for students to mark their answers to multiple-choice questions 25–32 and open-response question D for Session R12—Reading.
- **Page 22** contains space for students to mark their answers to multiple-choice questions 1–12 for Session W13—Writing.
- **Pages 23 and 24** are blank pages—DO NOT USE.

***NOTE: The use of scratch paper is considered a breach of security.**

PROCEDURES PRIOR TO TEST ADMINISTRATION

TESTING ENVIRONMENT

The test should be administered in an area with comfortable seats, good lighting and ventilation, and freedom from noise and interruptions. Smooth hard writing surfaces and adequate workspace are also important. The physical conditions should be conducive to concentration. Students should be seated in such a way that they will not be tempted to look at each other's test materials. Students cannot have any materials (e.g., books, magazines, newspapers, homework, etc.) except testing materials during testing sessions.

STUDENT IDENTIFICATION NUMBERS

A Social Security Number (SS ID) or federally-assigned identification number is required for the ACTAAP. Student identification numbers are included on student labels but must be verified for accuracy. The Arkansas Department of Education will provide districts with a range of federally-assigned identification numbers to use if parents object to providing their child's Social Security Number or if none is available (see Director's Memo ACC-01-028, created September 25, 2000). If you need identification numbers for any students, contact your School Test Coordinator. Social Security Numbers or federally-assigned identification numbers will be suppressed on the home copy of the student report. As part of the advance announcement of testing, students should be advised to have their Social Security or federally-assigned identification numbers available on the day of testing. Please contact Donna Wolfe at the Arkansas Department of Education at 501-682-4252 for additional information.

MATERIALS NEEDED FOR TEST ADMINISTRATION

On the day of testing, assemble the following materials supplied to you by your School Test Coordinator. Be certain you have a sufficient supply for all students participating in the test.

- **Test Administration Manual (this manual):** You should have a copy for yourself as well as a copy for each additional proctor or assistant.
- **Sharpened No. 2 Pencils:** If it is not your normal procedure to furnish pencils, students should be told to bring two sharpened No. 2 pencils on each day of the test. You should have extra No. 2 pencils on hand.
- **Calculators:** During Mathematics Sessions M2, M3, M5, M6, and M7, calculators may be used. During Session M1, however, calculators may NOT be used. Ask students to bring calculators on April 17 and 18 if needed. See page 3 of this manual for information regarding calculator use and restrictions. The school must provide calculators for students who do not have them and wish to use them during testing.
- **Timer:** Be sure to have a reliable watch or clock with a back-up available in case the primary clock malfunctions.
- **Door Sign:** Make a sign that states, "TESTING—PLEASE DO NOT DISTURB" to hang on the door.
- **Test Booklets:** The test booklets are delivered in shrink-wrapped packages because they are secure materials. Different forms of the test booklets are arranged in a special order in the class packs you have been given. **Do NOT alter the order of the forms when you distribute them.**
- **Answer Documents:** The answer documents are shrink-wrapped for packaging convenience only. Student labels may be applied or the information requested in Boxes 1–6 on the front cover of the answer documents may be filled out prior to testing. The information requested in the "Teacher Use Only" box must be completed after all testing is completed. Instructions are provided on pages 40–43 of this manual.
- **Student Labels:** Student labels are to be placed on the answer documents in the space provided. Labels may be placed on answer documents prior to testing.
- **Mathematics Manipulatives:** Specific mathematics questions will require the use of a metric/standard ruler at all grades, a protractor at grade 8, and multi-shape pattern blocks (green, perforated, geometric shapes) at grades 3, 4, and 6. Prior to the start of testing, the pattern blocks for grade 3, 4, and 6 must be separated and placed into the envelopes, along with the rulers.

PROCEDURES PRIOR TO TEST ADMINISTRATION

PRE-ASSEMBLY OF MANIPULATIVES

Rulers, protractors, and manipulatives will be provided in the second shipment. Students in grades 3, 4, and 6 will need a ruler and the manipulatives, while students in grade 8 will need a ruler and a protractor.

It is recommended that the manipulatives be pre-assembled and students given a chance to practice with them prior to testing. As soon as the materials have been received, inventoried, and distributed, the School Test Coordinator and Test Administrators may work jointly to pre-assemble these materials.

However, you may have students separate the pattern blocks and place them into an envelope along with a ruler just prior to Session M1 on the first day of testing. If students in grades 3, 4, and 6 will be assembling these materials, allow an extra 5 minutes to complete the task.

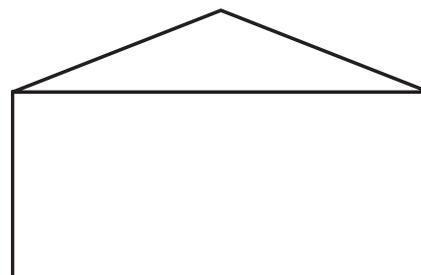
Rulers and protractors are packaged in sets of 25. The manipulatives are shrink-wrapped in packages containing 25 sheets of green multi-shape pattern blocks and 25 envelopes. To pre-assemble these materials, separate the pattern blocks. There should be one each of the following green shapes: hexagon, trapezoid, triangle, parallelogram, and square. Place the pattern blocks in an envelope along with one ruler.



1 Sheet of 5 Multi-Shape Pattern Blocks (Green) - Separate



1 Ruler



1 Envelope

FINAL PREPARATIONS FOR TEST ADMINISTRATION

Prior to **each** test administration session, you should follow the steps below:

- Review the appropriate Test Administration Script before beginning each testing session.
- Arrange testing materials for each session so that you will be able to distribute them to students efficiently.
- Make sure you have extra sharpened No. 2 pencils and calculators for students who do not have them and wish to use them during testing.
- Remove or cover all visual aids in the room that might provide clues or answers.
- Post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door.
- Write the name of your district and school, and your name on the chalkboard (e.g., DISTRICT: Fayetteville; SCHOOL: Fayetteville High School; TEACHER: Ms./Mrs./Mr. Doe).

PROCEDURES DURING TEST ADMINISTRATION

TESTING SESSION INFORMATION

This section details the procedures to be followed for each Benchmark Examination test session. Tests are to be administered in the order listed on page 4, which is also the order in which the Test Administration Script is presented in this manual.

Session Time Limits

The Benchmark Examinations are timed tests. Each session must be administered in the times specified so that accurate assessment information may be collected. If students finish the test early, they may review their work only for that same session; they cannot work on a previous session or on a session not yet administered.

Extended testing time is an allowable accommodation for Special Education, 504, and LEP students, if stated in their IEP, 504 Plan, or LPAC Plan, respectively, and used on a regular basis in the classroom.

Monitoring Students during Testing Sessions

With the exception of approved accommodations, you may not aid any student in reading, answering, or understanding any of the test questions. (You may, however, clarify the demographic information.) Therefore, be sure that students clearly understand all of the directions before you begin testing. Also, test security guidelines and student confidentiality dictate that student responses to test questions may not be read or reviewed at any time.

During each session, circulate around the room to see that students are using the correct session of the test booklet and answer document. This process will be referred to in the procedures as ***Circulate and Check***. **The session identifier, which is the first letter of the subject followed by the number of the session (e.g., M5), is printed in large type on the answer document to make it easier to see if a student is answering on the correct page.**

Interruption of Testing Sessions

Circumstances over which you have no control (e.g., power failures, fire drills, etc.) may disturb the students. If an interruption occurs during a testing session, ask students to close their test booklets and answer documents. Collect the student test materials and place them in the secure location designated by your School Test Coordinator. If an interruption occurs, notify the District Test Coordinator who must call the Arkansas Department of Education at 501-682-4558 for instructions prior to resuming testing. Interruptions should not reduce the total amount of time students are given to complete the test questions. If an interruption occurs, the Test Administrator should note the time remaining in the testing session.

DISTRIBUTION OF MATERIALS

Each student **must** use the same test booklet and answer document distributed on the first day of testing for each of the subsequent testing sessions. Students should write their name on the front cover of their test booklet on the first day of testing. See page 7, “Requirements for Student Test Materials,” for additional information.

OVERVIEW OF THE TEST ADMINISTRATION SCRIPT

Directions to the students should only take a few minutes so that students can spend most of their time answering test questions. To ensure a consistent and accurate test administration, a script (material that should be read **verbatim** to the students) for each test session is printed in boxes to set the oral directions apart from the other text. Directions to the Test Administrator are printed in contrasting bold and italic type. Directions to the Test Administrator that are interspersed within the oral directions to the students are in bold and italic type and bracketed [*like this*]. The remaining numbered directions may be repeated in similar sessions and serve as reminders of the order in which to proceed with the test administration. The order may be changed only for make-up testing or for students requiring modifications. For the Student Demographic Information session only, the script may be modified as needed depending upon how the verification of information and application of students labels is being handled in your school. Please read through this script carefully to determine what, if anything, needs to be modified for your situation.

CHECKLIST FOR TEST ADMINISTRATORS

BEFORE TESTING

- _____ Meet with the School Test Coordinator to go over the testing schedule and to review procedures.
- _____ Read all directions in this manual.
- _____ Inform students if they need to bring sharpened No. 2 pencils and calculators. Obtain extra sharpened No. 2 pencils and calculators for students who do not supply their own but wish to use them during testing.
- _____ Inform students to be prepared to report their Social Security Numbers or obtain federally-assigned identification numbers.
- _____ Receive testing materials, including student labels, from the School Test Coordinator and sign the Test Booklet Security Form.
- _____ Separate the multi-shape pattern blocks and put them in the envelope, along with a ruler, if appropriate.
- _____ See the instructions on page 12 of this manual.
- _____ Obtain information needed to complete the “Teacher Use Only” box, if assigned to do so.

FINAL PREPARATIONS FOR TESTING

- _____ Remove or cover all visual aids in the room that might provide clues or answers.
- _____ Post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door.
- _____ Write the name of the district, school, and teacher on the board.
- _____ Be sure that students have comfortable and adequate workspace.

DURING TESTING

- _____ Notify the School Test Coordinator IMMEDIATELY if any test booklets are missing.
- _____ Follow directions for administering the Student Demographic Information session.
- _____ Monitor students’ handling of answer documents and test booklets to keep them in good condition.
- _____ Tell students the time allowed and remaining in each session.
- _____ Administer make-up session(s) for students who may require accommodations, if assigned to do so.

FOLLOWING TESTING

- _____ Verify that each student has filled in the district, school, and teacher name spaces on page 1 (front cover) of the answer document, and that all information that was entered and gridded (for students without labels) is correct and properly gridded.
- _____ Verify that each student has completed the name space on the front cover of the test booklet.
- _____ Complete the “Teacher Use Only” box by coding information for students for whom labels were not used and the information not included in the label for students for whom a label is used (see pages 40–43 of this manual for more information). Also, be sure to complete the Special Education Accommodations section for students with Individual Education Plans (IEPs) or the LEP Accommodations section for limited English proficient students with an LPAC Plan having approved testing accommodations.
- _____ Notify the School Test Coordinator of any student who did not take any section(s) of the test.
- _____ Prepare test materials according to the instructions on pages 40–44 and return them to the School Test Coordinator.
- _____ Complete *Affidavit 3—Test Administrator Security Form* as required.

TEST ADMINISTRATION SCRIPT

DAY 1: Tuesday, April 17

STUDENT DEMOGRAPHIC INFORMATION

Estimated time: 15 minutes

Materials needed—each student must have:

- Test Booklet
- Answer Document
- Sharpened No. 2 Pencils

Read the directions numbered 1–6 to ALL students. Read the directions numbered 7 and 8 ONLY if students are entering and gridding student demographic information on the front cover of their answer document.

1. *Say to the students:*

During the next few days, you will be taking a test in mathematics, reading, and writing. All third-through eighth-grade students in the State of Arkansas are taking this test. Some of the questions are easier and some are harder, but you are expected to answer every question and to do your best. There is no penalty for guessing so you should answer every question. If you do not have a sharpened No. 2 pencil, please raise your hand.

2. *Supply sharpened No. 2 pencils to students who need them.*

3. *Say to the students:*

Please sit quietly as I hand out the test booklets and answer documents. Do not open the materials until I tell you to do so. [*Hand out a test booklet and answer document to each student making sure each student gets his/her answer document if labels have been affixed or student information has been entered and gridded.*]

4. *When each student has received test materials, verify that each student has received the answer document with his/her name on it, if appropriate. Then, say to the students:*

Before we begin, please carefully check through your test booklet and your answer document for missing pages, blank pages, or upside-down pages, and then immediately close both booklets. Raise your hand if you think there is a problem with one of your booklets. [*Pause. If necessary, replace any test materials that are defective.*]

Look at the front cover of your test booklet. [*Pause.*] Print your name in the space provided at the top. [*Pause while students print their names.*]

Now, on your answer document, find the box labeled “**Test Booklet Form**” near the top on the right side. [*Pause.*] Look on the cover of your test booklet and find the letter in the upper right corner next to the word “Form.” [*Pause.*] In the box for “**Test Booklet Form**” on your answer document, carefully fill in the circle for the same letter as what is on your test booklet. [*Pause. Check to make sure students are correctly marking their test booklet form.*]

TEST ADMINISTRATION SCRIPT

Say to the students:

Now set your test booklet aside and find **Box 1, “District/School/Teacher Information,”** on your answer document. **[Pause.]** In Box 1, there are three spaces for your district’s, school’s, and teacher’s names. Please print this information in the proper spaces. If you need the proper spelling, you can refer to the board where I have written this information. **[Pause.]**

5. Say to the students:

Now check your student information label. Make sure your name and identification number is correct. If any information is not correct, please raise your hand.

If student information is incorrect, the student label cannot be used. Incorrect student labels need to be destroyed and cannot be placed on the answer document. Students with no label or an incorrect label will need to enter and grid the student demographic information on the front of the answer document.

6. Say to the students:

Now find the box near the top labeled “Marking Directions.” **[Pause.]** Read the directions to yourself while I read them out loud. **[Read the text in the box below.]**

MARKING DIRECTIONS

- Use only soft black pencil (No. 2).
- Do NOT use ink pen or felt-tip marker.
- Make heavy, dark marks that completely fill the circle.
- Completely erase any marks you wish to change.
- Make NO stray marks on this answer document.

Now look at the two rows of sample marks below the directions that show the right way and wrong ways to fill in the circles. Make sure you do not make marks that look like those in the row labeled “**Wrong.**” Fill in the circles completely like the example in the row labeled “**Right.**”

TEST ADMINISTRATION SCRIPT

The following instructions (#7 and #8) must be read to students ONLY if they are entering and gridding the student demographic information on the front of the answer document.

7. *Say to the students:*

Now go down to **Box 2, “Student Name.”** [*Pause.*] Print your name in the boxes—your last name, your first name, and then your middle initial. Print one letter in each box. If your name is longer than the spaces provided, print as many letters as you can. If your name is shorter, you do not need to fill in the boxes past your name. [*Pause while students print their names.*] Then, for each column, fill in the circle with the letter that matches the letter you printed in the box at the top. If your name is shorter, you do not need to fill in any circles past your name. [*Pause.*]

Now find **Box 3, “SS ID.”** [*Pause.*] In the boxes, write the nine digits of your Social Security Number (or student ID number for those who previously arranged for numbers other than Social Security Numbers). Print one digit in each box. Now darken the circle for each digit. [*Pause. Check to make sure students are entering and coding either their Social Security Number or their federally-assigned identification number.*]

8. *Say to the students:*

Find **Box 4, “Birth Date.”** In the column that says “Month,” fill in the circle beside the month in which you were born. [*Pause.*] Now find the columns that say “Day” and “Year.” In the boxes, write the day and the last two digits of the year you were born. For birth dates one through nine, print a zero in the first column. Print one digit in each box. [*Pause.*] Now darken the circles that match the numbers you have printed. [*Pause.*]

Go to **Box 5, “Gender,”** and fill in the correct circle for your gender, either female or male. [*Pause.*]

Now go to **Box 6, “Ethnic Background.”** Fill in one circle beside the best description of your ethnic background: Asian/Pacific Islander, African American, Hispanic, Native American, or Caucasian. [*Pause. If students have questions concerning the appropriate response for Box 6, refer to the guidelines below.*]

1 - Asian/Pacific Islander—a person having origins in any of the following areas: the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent (including, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa).

2 - African American—a person having origins in any of the black racial groups of Africa.

3 - Hispanic—a person having origins in any of the racial groups of Mexico, Puerto Rico, Cuba, Central or South America, or other Spanish culture or origin.

4 - Native American—a person having origins in any of the original peoples of North America, and who maintains his or her cultural identity through tribal affiliation or community recognition.

5 - Caucasian—a person having origins in any of the original peoples of Europe, North America, or the Middle East.

NOTE: It is important that Test Administrators check to make sure that students have marked the correct test booklet form on the front of their answer document.

TEST ADMINISTRATION SCRIPT

DAY 1: Tuesday, April 17

SESSION M1—MATHEMATICS (No Calculator)



Permitted time: 15 minutes + directions

Materials needed—each student must have his or her own testing materials, including:

- Sharpened No. 2 Pencils
- Envelope with Ruler and Manipulatives (Grades 3, 4, and 6)
- Ruler and Protractor (Grade 8)

NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may NOT be used during this session. The “Mathematics Reference Sheet” may NOT be detached from the test booklet.

1. **GRADES 3, 4, and 6:** *Hand out an envelope containing a ruler and multi-shape pattern blocks to each student. (If students are separating the pattern blocks and placing them into an envelope along with a ruler, modify the instructions being read to students where noted.)*

GRADE 8: *Hand out a ruler and a protractor to each student.*

2. *Say to all students:*

You are now going to take the first part of the mathematics test. You will have 15 minutes to complete Session M1. You are NOT permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.

Turn to page 2 of your answer document. It should say “M1—Mathematics (Calculators may NOT be used)” at the top. [**Pause.**] This session has multiple-choice mathematics questions 1 through 10. You will record your answers to this session in that box. Mark only one answer for each of the questions. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the front cover of your answer document.

You may NOT use a calculator during this test session. On the inside front cover of the test booklet is a “Mathematics Reference Sheet” that you can use for help with your calculations.

TEST ADMINISTRATION SCRIPT

3. *Read the directions for the grade to which you are administering the test. Say to the students:*

[GRADES 3, 4, and 6 (modify the instructions if students are separating the pattern blocks and placing them in an envelope along with a ruler)] You may also need to use a ruler or green multi-shape pattern blocks to answer some of the questions during this mathematics session.

Please look in your envelope. Inside the envelope, you should have a ruler and a set of green multi-shape pattern blocks. You should have the following green shapes: 1 hexagon, 1 parallelogram, 1 square, 1 trapezoid, and 1 triangle. You may use these materials during the mathematics sessions if you need them to answer a question. Raise your hand if you are not sure you have everything. **[Pause.]** Set the envelope aside.

[GRADE 8] You may also use the ruler or the protractor during the mathematics sessions if you need them to answer a question.

4. *Say to all students:*

Now turn to page 1 in your test booklet to “Session M1—Mathematics (No Calculator).” **[Pause.]**

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[Pause. Answer any questions students have about test and response locations.]**

When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have exactly 15 minutes. You may begin.

5. *Make a note of the time when students begin the test. Circulate and check.*
6. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
7. *Notify students (by posting on a board or making a brief announcement) when they have 10 and 5 minutes left in the test session.*
8. *When the 15 minutes have ended, say to the students:*

[GRADES 3, 4, and 6] This is the end of this testing session. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them.

[GRADE 8] This is the end of this testing session. Close your test booklet and answer document. Put your ruler and protractor inside the front cover of your test booklet.

9. *Give the students a short break of at least 5 minutes before Session M2.*

TEST ADMINISTRATION SCRIPT

DAY 1: Tuesday, April 17

SESSION M2—MATHEMATICS (Calculator)

Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials, including:

- **Sharpened No. 2 Pencils**
- **Envelope with Ruler and Manipulatives (Grades 3, 4, and 6)**
- **Ruler and Protractor (Grade 8)**



NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. Test Administrators must clear the memory of each calculator at both the beginning and end of each testing day. The “Mathematics Reference Sheet” may NOT be detached from the test booklet.

1. Say to the students:

You will have 30 minutes to complete Session M2, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.

Turn to page 3 of your answer document. It should say “Mathematics (Calculators may be used)—M2” at the top. [**Pause.**] This session consists of two open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

Read each question carefully, and think about how to solve it. Problems can be solved in many ways, including

- writing an equation,
- drawing a picture,
- making a table or chart,
- trial and error, or
- looking for patterns.

Remember, on the inside front cover of the test booklet is a “Mathematics Reference Sheet” that you can use for help with your calculations.

[GRADES 3, 4, and 6] You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.

[GRADE 8] You may also use the ruler or protractor during this mathematics session if you need them to answer a question.

TEST ADMINISTRATION SCRIPT

2. Say to all students:

Now turn to page 4 in your test booklet to “Session M2—Mathematics (Calculator).” **[Pause.]**

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[Pause. Answer any questions students have about test and response locations.]**

3. Say to all students:

When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

You will have exactly 30 minutes. You may begin.

4. Make a note of the time when students begin the test. Circulate and check.

5. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.

6. Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes left in the test session.

7. When the 30 minutes have ended, say to the students:

[GRADES 3, 4, and 6] This is the end of this testing session. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them.

[GRADE 8] This is the end of this testing session. Close your test booklet and answer document. Put your ruler and protractor inside the front cover of your test booklet.

8. Give the students a break of 15 minutes before Session M3.

TEST ADMINISTRATION SCRIPT

DAY 1: Tuesday, April 17

SESSION M3—MATHEMATICS (Calculator)



Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials, including:

- **Sharpened No. 2 Pencils**
- **Envelope with Ruler and Manipulatives (Grades 3, 4, and 6)**
- **Ruler and Protractor (Grade 8)**

NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. The “Mathematics Reference Sheet” may NOT be detached from the test booklet.

1. Say to the students:

You will have 30 minutes to complete Session M3, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.

Turn to page 5 of your answer document. It should say “Mathematics (Calculators may be used)—M3” at the top. [**Pause.**] This session consists of two open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

Read each question carefully, and think about how to solve it. Problems can be solved in many ways, including

- writing an equation,
- drawing a picture,
- making a table or chart,
- trial and error, or
- looking for patterns.

Remember, on the inside front cover of the test booklet is a “Mathematics Reference Sheet” that you can use for help with your calculations.

[GRADES 3, 4, and 6] You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.

[GRADE 8] You may also use the ruler or protractor during this mathematics session if you need them to answer a question.

TEST ADMINISTRATION SCRIPT

2. *Say to all students:*

Now turn to page 6 in your test booklet to “Session M3—Mathematics (Calculator).” **[Pause.]**

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[Pause. Answer any questions students have about test and response locations.]**

When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have exactly 30 minutes. You may begin.

3. *Make a note of the time when students begin the test. Circulate and check.*

4. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*

5. *Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes left in the test session.*

6. *When the 30 minutes have ended, say to the students:*

[GRADES 3, 4, and 6] This is the end of this testing session. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them.

[GRADE 8] This is the end of this testing session. Close your test booklet and answer document. Put your ruler and protractor inside the front cover of your test booklet.

[Test Administrators must clear the memory of any calculator equipped with such a feature.]

7. *Give the students a break of 15 minutes before Session W4.*

TEST ADMINISTRATION SCRIPT

DAY 1: Tuesday, April 17

SESSION W4—WRITING PROMPT #1

Permitted time: 45 minutes + directions

Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.

1. When the students are seated after their break, begin this session. Say to the students:

Now you will take a test of your writing skills. You will have 45 minutes to complete Session W4. You should do the best work you can, and your writing sample should reflect that effort.

Turn to page 8 of your test booklet. [*Pause.*] The writing prompt is on the top half of the page. On the bottom half, you will find a Writer’s Checklist that may help you to organize your thoughts and ideas. If you choose to, you may use this checklist at any time in this session; however, you may not use dictionaries, thesauruses, or electronic spellers. [*Pause.*]

Read the checklist silently as I read it aloud. [*Read the checklist aloud.*]

2. Say to the students:

WRITER’S CHECKLIST

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough detail to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper’s subject.)
- Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)
- Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
 - Have you described things, places, and people the way they are? (Hint: Use enough detail.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?
4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

TEST ADMINISTRATION SCRIPT

3. *Say to the students:*

Turn to page 7 of your answer document. **[Pause.]** This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 8 and 9. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.

Remember, the writing sample that is to be scored must be written in your answer document on pages 8 and 9. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session? **[Pause. Answer any questions students have about test and response locations.]**

There is a stop sign at the end of this session. After you are finished, do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

You will have exactly 45 minutes. You may begin writing.

NOTE: All writing samples must be planned and written entirely by the students. Test Administrators are not permitted to discuss the writing prompt or student responses in order to help students plan or develop content. The purpose of the writing prompt is to generate a sufficient amount of text to evaluate each student's writing abilities. Responses to student questions regarding the length of the essay should encourage a sufficient amount of text without coaching on the actual prompt. Also, while the preparation on the prewriting page is encouraged, it is not required. Be careful when answering students' questions so that you do not influence their decisions.

4. *Make a note of the time when students begin the test. Circulate and check.*
5. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
6. *Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes left in the test session.*
7. *When the 45 minutes have ended, say to the students:*

[GRADES 3, 4, and 6]

This is the end of testing for today. Close your test booklet and answer document. Insert your answer document and envelope into your test booklet, and I will collect them.

[GRADE 8]

This is the end of testing for today. Close your test booklet and answer document. Insert your answer document, ruler, and protractor into your test booklet, and I will collect them.

8. *Check each set of materials to see that the answer document has been inserted into the test booklet. After accounting for all materials, store them in a secure place.*
9. *Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.*

NOTE: During scoring, if a writing sample is deemed to contain sensitive information indicating that the student's physical health or personal safety may be in jeopardy, it will be referred to appropriate district personnel. All referrals are confidential, and any decisions connected with these referrals are under the jurisdiction of the local district.

TEST ADMINISTRATION SCRIPT

DAY 2: Wednesday, April 18

SESSION M5—MATHEMATICS (Calculator)

Permitted time: 25 minutes + directions

Materials needed—each student must have his or her own testing materials, including:

- **Sharpened No. 2 Pencils**
- **Envelope with Ruler and Manipulatives (Grades 3, 4, and 6)**
- **Ruler and Protractor (Grade 8)**



NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. Test Administrators must clear the memory of each calculator at both the beginning and end of each testing day. The “Mathematics Reference Sheet” may NOT be detached from the test booklet.

1. Say to the students:

You will have 25 minutes to complete Session M5, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.

Turn to page 10 of your answer document. It should say “M5—Mathematics (Calculators may be used) at the top. **[Pause.]** This session has multiple-choice mathematics questions 11 through 28. You will record your answers to this session in that box. Mark only one answer for each of the questions. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the front cover of your answer document.

Remember, on the inside front cover of the test booklet is a “Mathematics Reference Sheet” that you can use for help with your calculations.

[GRADES 3, 4, and 6] You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.

[GRADE 8] You may also use the ruler or protractor during this mathematics session if you need them to answer a question.

2. Say to all students:

Now turn to page 10 in your test booklet to “Session M5—Mathematics (Calculator).” **[Pause.]**

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[Pause. Answer any questions students have about test and response locations.]**

TEST ADMINISTRATION SCRIPT

3. Say to all students:

When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

You will have exactly 25 minutes. You may begin.

4. Make a note of the time when students begin the test. Circulate and check.

5. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.

6. Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes left in the test session.

7. When the 25 minutes have ended, say to the students:

[GRADES 3, 4, and 6] This is the end of this testing session. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them.

[GRADE 8] This is the end of this testing session. Close your test booklet and answer document. Put your ruler and protractor inside the front cover of your test booklet.

8. Give the students a short break of at least 5 minutes before Session M6.

TEST ADMINISTRATION SCRIPT

DAY 2: Wednesday, April 18

SESSION M6—MATHEMATICS (Calculator)

Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials, including:

- **Sharpened No. 2 Pencils**
- **Envelope with Ruler and Manipulatives (Grades 3, 4, and 6)**
- **Ruler and Protractor (Grade 8)**



NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. The “Mathematics Reference Sheet” may NOT be detached from the test booklet.

1. Say to the students:

You will have 30 minutes to complete Session M6, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.

Turn to page 11 of your answer document. It should say “Mathematics (Calculators may be used)—M6” at the top. [**Pause.**] This session consists of two open-response questions. For these open-response questions, it is important that you show all of your work in your answer document. You can receive partial credit for the work shown. Even if you do the work in your head or with a calculator, you must still show your work and explain how you solved the problem.

Read each question carefully, and think about how to solve it. Problems can be solved in many ways, including

- writing an equation,
- drawing a picture,
- making a table or chart,
- trial and error, or
- looking for patterns.

Remember, on the inside front cover of the test booklet is a “Mathematics Reference Sheet” that you can use for help with your calculations.

[GRADES 3, 4, and 6] You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.

[GRADE 8] You may also use the ruler or protractor during this mathematics session if you need them to answer a question.

TEST ADMINISTRATION SCRIPT

2. Say to all students:

Now turn to page 16 in your test booklet to “Session M6—Mathematics (Calculator).” **[Pause.]**

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[Pause. Answer any questions students have about test and response locations.]**

3. Say to all students:

When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

You will have exactly 30 minutes. You may begin.

4. Make a note of the time when students begin the test. Circulate and check.

5. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.

6. Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes left in the test session.

7. When the 30 minutes have ended, say to the students:

[GRADES 3, 4, and 6] This is the end of this testing session. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them.

[GRADE 8] This is the end of this testing session. Close your test booklet and answer document. Put your ruler and protractor inside the front cover of your test booklet.

8. Give the students a break of 15 minutes before Session M7.

TEST ADMINISTRATION SCRIPT

DAY 2: Wednesday, April 18

SESSION M7—MATHEMATICS (Calculator)



Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials, including:

- **Sharpened No. 2 Pencils**
- **Envelope with Ruler and Manipulatives (Grades 3, 4, and 6)**
- **Ruler and Protractor (Grade 8)**

NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculators may be used during this session. The “Mathematics Reference Sheet” may NOT be detached from the test booklet.

1. Say to the students:

You will have 30 minutes to complete Session M7, the next part of the mathematics test. You are permitted to use a calculator during this test session. You should do the best work you can, and your answers should reflect that effort.

Turn to page 13 of your answer document. It should say “Mathematics (Calculators may be used)—M7” at the top. **[Pause.]** This session has multiple-choice mathematics questions 29 through 48. You will record your answers to this session in that box. Mark only one answer for each of the questions. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the front cover of your answer document.

Remember, on the inside front cover of the test booklet is a “Mathematics Reference Sheet” that you can use for help with your calculations.

[GRADES 3, 4, and 6] You may also use the ruler or the green multi-shape pattern blocks during this mathematics session if you need them to answer a question.

[GRADE 8] You may also use the ruler or protractor during this mathematics session if you need them to answer a question.

2. Say to all students:

Now turn to page 18 in your test booklet to “Session M7—Mathematics (Calculator).” **[Pause.]**

The directions telling where to put your answers in your answer document are located at the start of the session in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can help you. Do you have any questions about where you are to do your work or mark your answers? **[Pause. Answer any questions students have about test and response locations.]**

TEST ADMINISTRATION SCRIPT

3. Say to all students:

When you are done, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

You will have exactly 30 minutes. You may begin.

4. Make a note of the time when students begin the test. Circulate and check.

5. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.

6. Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes left in the test session.

7. When the 30 minutes have ended, say to the students:

[GRADES 3, 4, and 6] This is the end of this testing session. Close your test booklet and answer document. Put the ruler and the green multi-shape pattern blocks back in the envelope if you used them.

[GRADE 8] This is the end of this testing session. Close your test booklet and answer document. Put your ruler and protractor inside the front cover of your test booklet.

[Test Administrators must clear the memory of any calculator equipped with such a feature.]

8. Give the students a break of 15 minutes before Session W8.

TEST ADMINISTRATION SCRIPT

DAY 2: Wednesday, April 18

SESSION W8—WRITING PROMPT #2

Permitted time: 45 minutes + directions

Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.

1. When the students are seated after their break, begin this session. Say to the students:

Now you will take a test of your writing skills. You will have 45 minutes to complete Session W8. You should do the best work you can, and your writing sample should reflect that effort.

Turn to page 26 of your test booklet. **[Pause.]** The writing prompt is on the top half of the page. On the bottom half, you will find a Writer’s Checklist that may help you to organize your thoughts and ideas. If you choose to, you may use this checklist at any time in this session; however, you may not use dictionaries, thesauruses, or electronic spellers. **[Pause.]**

Read the checklist silently as I read it aloud. **[Read the checklist aloud.]**

2. Say to the students:

WRITER’S CHECKLIST

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough detail to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper’s subject.)
3. Look at the words you have used.
 - Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)
 - Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
 - Have you described things, places, and people the way they are? (Hint: Use enough detail.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?
4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

TEST ADMINISTRATION SCRIPT

3. *Say to the students:*

Turn to page 15 of your answer document. **[Pause.]** This prewriting space is available for planning and organizing your ideas. You must write the final draft of your writing sample on pages 16 and 17. That is the only material that will be scored. Be sure not to write outside of the boxed area provided for your response.

Remember, the writing sample that is to be scored must be written in your answer document on pages 16 and 17. The directions telling where to write in your answer document are located after the writing prompt in your test booklet. If you are not sure you are responding on the correct page, please raise your hand so that I can assist you. Are there any questions about the writing session? **[Pause. Answer any questions students have about test and response locations.]**

There is a stop sign at the end of this session. After you are finished, do not turn to any other page or session in your test booklet. If you finish the test early, please sit quietly so that you won't disturb those who are still working.

You will have exactly 45 minutes. You may begin writing.

NOTE: All writing samples must be planned and written entirely by the students. Test Administrators are not permitted to discuss the writing prompt or student responses in order to help students plan or develop content. The purpose of the writing prompt is to generate a sufficient amount of text to evaluate each student's writing abilities. Responses to student questions regarding the length of the essay should encourage a sufficient amount of text without coaching on the actual prompt. Also, while the preparation on the prewriting page is encouraged, it is not required. Be careful when answering students' questions so that you do not influence their decisions.

4. *Make a note of the time when students begin the test. Circulate and check.*
5. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
6. *Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes left in the test session.*
7. *When the 45 minutes have ended, say to the students:*

This is the end of testing for today. Close your test booklet and answer document. Insert your answer document into your test booklet, and I will collect them.

8. *Check each set of materials to see that the answer document has been inserted into the test booklet. After accounting for all materials, store them in a secure place. Students will not need rulers, protractors, or manipulatives for the reading or writing sessions of the Benchmark Examinations.*
9. *Students may be dismissed at this time, if appropriate. After the students have cleared the room, organize all materials and return them to the secure location designated by your School Test Coordinator.*

NOTE: During scoring, if a writing sample is deemed to contain sensitive information indicating that the student's physical health or personal safety may be in jeopardy, it will be referred to appropriate district personnel. All referrals are confidential, and any decisions connected with these referrals are under the jurisdiction of the local district.

TEST ADMINISTRATION SCRIPT

DAY 3: Thursday, April 19

SESSION R9—READING

Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.

1. Say to the students:

You are now going to take the first part of the reading test. You will have 30 minutes to complete Session R9.

Turn to page 18 of your answer document. **[Pause.]** Now turn to page 28 in your test booklet to “Session R9—Reading.” **[Pause.]**

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 1 through 8 on page 18 of your answer document which is labeled “R9—Reading.” In your test booklet, open-response question A follows multiple-choice questions 1 through 8. Write your answer to the open-response question in the workspace marked A on page 18 of your answer document. Be sure to read the passage before answering the questions. **[Pause.]**

For the multiple-choice questions, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the front cover of the answer document. For the open-response question, be sure to stay within the boxed area provided.

The directions telling where to put your answers in your answer document are located just before the questions in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can assist you. Do you have any questions about where you are to do your work or write your answers? **[Pause. Answer any questions students have about test and response locations.]**

There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have 30 minutes. You may begin.

- 2. Make a note of the time when students begin the test. Circulate and check.**
- 3. If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.**
- 4. Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.**
- 5. When the 30 minutes have ended, say to the students:**

This is the end of this testing session. Close your test booklet and answer document.

- 6. Give the students a short break of at least 5 minutes before Session R10.**

TEST ADMINISTRATION SCRIPT

DAY 3: Thursday, April 19

SESSION R10—READING

Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.

1. *When you are ready to begin this session, say to the students:*

You will have 30 minutes to complete Session R10, the next part of the reading test.

Turn to page 19 of your answer document. [*Pause.*] Now turn to page 32 in your test booklet to “Session R10—Reading.” [*Pause.*]

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 9 through 16 on page 19 of your answer document which is labeled “Reading—R10.” In your test booklet, open-response question B follows multiple-choice questions 9 through 16. Write your answer to the open-response question in the workspace marked B on page 19 of your answer document. Be sure to read the passage before answering the question. [*Pause.*]

Mark your answers the same way you did for Session R9. Remember to mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? [*Pause. Answer any questions students have about test and response locations.*]

There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have 30 minutes. You may begin.

2. *Make a note of the time when students begin the test. Circulate and check.*
3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.*
5. *When the 30 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document.

6. *Give the students a break of 15 minutes before Session R11.*

TEST ADMINISTRATION SCRIPT

DAY 3: Thursday, April 19

SESSION R11—READING

Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.

1. *When students are seated after the break, begin this session. Say to the students:*

You will have 30 minutes to complete Session R11, the next part of the reading test.

Turn to page 20 of your answer document. [*Pause.*] Now turn to page 36 in your test booklet to “Session R11—Reading.” [*Pause.*]

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 17 through 24 on page 20 of your answer document which is labeled “R11—Reading.” In your test booklet, open-response question C follows multiple-choice questions 17 through 24. Write your answer to the open-response question in the workspace marked C on page 20 of your answer document. Be sure to read the passage before answering the questions. [*Pause.*]

For the multiple-choice questions, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. If you wish, you may review the “Marking Directions” on the front cover of the answer document. For the open-response question, be sure to stay within the boxed area provided.

The directions telling where to put your answers in your answer document are located just before the questions in your test booklet. If you are not sure you are answering on the correct page, please raise your hand so that I can assist you. Do you have any questions about where you are to do your work or write your answers? [*Pause. Answer any questions students have about test and response locations.*]

There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have 30 minutes. You may begin.

2. *Make a note of the time when students begin the test. Circulate and check.*
3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.*
5. *When the 30 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document.

6. *Give the students a short break of at least 5 minutes before Session R12.*

TEST ADMINISTRATION SCRIPT

DAY 3: Thursday, April 19

SESSION R12—READING

Permitted time: 30 minutes + directions

Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.

1. *When you are ready to begin this session, say to the students:*

You will have 30 minutes to complete Session R12, the last part of the reading test.

Turn to page 21 of your answer document. [*Pause.*] Now turn to page 40 in your test booklet to “Session R12—Reading.” [*Pause.*]

This session contains one reading passage. Following the passage are 8 multiple-choice questions and 1 open-response question. You must record the answers to questions 25 through 32 on page 21 of your answer document which is labeled “Reading—R12.” In your test booklet, open-response question D follows multiple-choice questions 25 through 32. Write your answer to the open-response question in the workspace marked D on page 21 of your answer document. Be sure to read the passage before answering the questions. [*Pause.*]

Mark your answers the same way you did for Session R11. Remember, mark only one answer for each multiple-choice question and stay within the boxed area when answering the open-response question. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? [*Pause. Answer any questions students have about test and response locations.*]

There is a stop sign at the end of this session. After you are done, do not go on to the next session or turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have 30 minutes. You may begin.

2. *Make a note of the time when students begin the test. Circulate and check.*
3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on a board or making a brief announcement) when they have 15, 10, and 5 minutes remaining.*
5. *When the 30 minutes have ended, say to the students:*

This is the end of this testing session. Close your test booklet and answer document.

6. *Give the students a break of 15 minutes before Session W13.*

TEST ADMINISTRATION SCRIPT

DAY 3: Thursday, April 19

SESSION W13—WRITING

Permitted time: 20 minutes + directions

Materials needed—each student must have his or her own testing materials and sharpened No. 2 pencils.

1. *When you are ready to begin this session, say to the students:*

You will have 20 minutes to complete Session W13, the next part of the writing test.

Turn to page 22 of your answer document. **[Pause.]** Now turn to page 44 in your test booklet to “Session W13—Writing.” **[Pause.]**

You must record your answers to multiple-choice questions 1 through 12 on page 22 of your answer document for the session labeled, “W13—Writing.” Remember, mark only one answer for each question. Each mark should completely fill the circle. Do not make any stray marks or notes in your answer document. The directions for where to put your answers in your answer document are in the test booklet. If you are not sure you are on the correct page, raise your hand so I can help you. Do you have any questions about where to do your work or write your answers? **[Pause. Answer any questions students have about test and response locations.]**

There is a stop sign at the end of this session. After you are done, do not turn to any other page in your test booklet. If you finish the test early, please sit quietly so that you won’t disturb those who are still working.

You will have 20 minutes. You may begin.

2. *Make a note of the time when students begin the test. Circulate and check.*
3. *If necessary, students may take breaks on an individual basis but not as a group. No talking is allowed.*
4. *Notify students (by posting on a board or making a brief announcement) when they have 10 and 5 minutes remaining.*
5. *When the 20 minutes have ended, say to the students:*

This is the end of the test. Close your test booklet and your answer document.

Please check to see that you have correctly marked the test booklet form letter on the cover of your answer document. Look through your answer document to make sure there is nothing inside of it.

When you have finished checking your answer document, insert it into your test booklet, and I will collect them. Make sure your name is printed at the top of the test booklet.

TEST ADMINISTRATION SCRIPT

6. *Check each set of materials to see if the answer document has been inserted into the test booklet. Account for all test materials.*

7. *Say to the students:*

Thank you for your cooperation in making this a successful test administration. [*Students may be dismissed at this time, if appropriate.*]

8. *After the students have cleared the room, check answer documents to ensure that the test booklet form is correctly coded on the front cover. Also, check that the student's name is printed at the top of the test booklet.*

9. *Separate the answer documents from the test booklets; then organize all materials according to the "Procedures Following Test Administration" on pages 40–44.*

PROCEDURES FOLLOWING TEST ADMINISTRATION

CHECKING AND PREPARING MATERIALS FOR RETURN TO THE SCHOOL TEST COORDINATOR

Answer Documents

Upon completion of testing, after you have collected the test materials from your students, verify that

- there are no stray marks in the multiple-choice areas on pages 2, 10, 13, and 18–22 of the student answer documents or in the “Teacher Use Only” box on the cover (erase any stray marks that you find);
- **there are no extraneous materials inside the answer documents;** and
- there are no answer documents inside of test booklets.

If students coded their information on the front of the answer documents, verify that all of the information is correct.

COMPLETING THE “TEACHER USE ONLY” BOX

Information coded in the “Teacher Use Only” box is used to place students in the appropriate reporting categories, to determine the school and district Annual Yearly Progress (AYP) for No Child Left Behind, and to provide information for the state accountability system. Therefore, it is critical that the information requested be completed correctly as applicable to each student. Students will not be reported correctly if the appropriate information is not coded on their answer documents. **Coding for students cannot be changed after answer documents are sent to the testing company.**

Fill in the “Teacher Use Only” box on the front cover of the answer document **after** all testing is completed. The Test Administrator and the person **authorized** to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. See page 42 for information about persons authorized to mark the Free and/or Reduced Lunch section.

Verify that students did not mark any circle(s) in the “Teacher Use Only” box.

There are nine sections within the “Teacher Use Only” box: ESI Codes, Special Education Accommodations, Free and/or Reduced Lunch, Migrant Student, Gifted and Talented, Highly Mobile, Limited English Proficient (LEP), LEP student less than one year in the U.S., and LEP Accommodations.

After all testing is finished, the “Teacher Use Only” box must be completed. If a student label has been used, it is not necessary to code the circles for ESI Codes, Free and/or Reduced Lunch, Highly Mobile, and Limited English Proficient (LEP) in the “Teacher Use Only” box. This information is already contained in the label and will override information coded in the “Teacher Use Only” box. Only those sections of the “Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Gifted and Talented, LEP student less than one year in the U.S., and LEP Accommodations) need to be completed, as appropriate, if a student label is used.

The following pages provide instructions for completing all of the sections in the “Teacher Use Only” box, as appropriate for each student.

PROCEDURES FOLLOWING TEST ADMINISTRATION

COMPLETING THE “TEACHER USE ONLY” BOX (CONTINUED)

TEACHER USE ONLY	SPECIAL EDUCATION ONLY	<input type="radio"/> Free and/or Reduced Lunch	LEP ONLY																					
	ESI Codes	<input type="radio"/> *Migrant Student	<input type="radio"/> Limited English Proficient (LEP)																					
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">① AU</td> <td style="width: 33%;">⑤ MD</td> <td style="width: 33%;">⑨ SLD</td> </tr> <tr> <td>② DB</td> <td>⑥ OI</td> <td>⑩ SLI</td> </tr> <tr> <td>③ HI</td> <td>⑦ OHI</td> <td>⑪ TBI</td> </tr> <tr> <td>④ MR</td> <td>⑧ SED</td> <td>⑫ VI</td> </tr> </table>	① AU	⑤ MD	⑨ SLD	② DB	⑥ OI	⑩ SLI	③ HI	⑦ OHI	⑪ TBI	④ MR	⑧ SED	⑫ VI	<input type="radio"/> *Gifted and Talented	<input type="radio"/> *LEP student less than one year in the U.S.									
	① AU	⑤ MD	⑨ SLD																					
② DB	⑥ OI	⑩ SLI																						
③ HI	⑦ OHI	⑪ TBI																						
④ MR	⑧ SED	⑫ VI																						
*Special Education Accommodations	Highly Mobile <input type="radio"/> Student enrolled in school after October 1, 2006	*LEP Accommodations																						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">① TRAN</td> <td style="width: 50%;">⑧ MD</td> </tr> <tr> <td>② REC</td> <td>⑨ NB</td> </tr> <tr> <td>③ SIGN</td> <td>⑩ IS</td> </tr> <tr> <td>④ PREF</td> <td>⑪ ET</td> </tr> <tr> <td>⑤ SMGT</td> <td>⑫ LPT</td> </tr> <tr> <td>⑥ INT</td> <td>⑬ BT</td> </tr> <tr> <td>⑦ RMT/RWT/RST</td> <td>⑭ AB</td> </tr> </table>	① TRAN	⑧ MD	② REC	⑨ NB	③ SIGN	⑩ IS	④ PREF	⑪ ET	⑤ SMGT	⑫ LPT	⑥ INT	⑬ BT	⑦ RMT/RWT/RST	⑭ AB	<input type="radio"/> FOR ADE USE ONLY	<table style="width: 100%; border: none;"> <tr> <td>① LEP - ET</td> </tr> <tr> <td>② LEP - WTWD</td> </tr> <tr> <td>③ LEP - IS</td> </tr> <tr> <td>④ LEP - PREF</td> </tr> <tr> <td>⑤ LEP - SMGT</td> </tr> <tr> <td>⑥ LEP - INT</td> </tr> <tr> <td>⑦ LEP - RMT/RWT/RST</td> </tr> <tr> <td>⑧ LEP - NB</td> </tr> </table>	① LEP - ET	② LEP - WTWD	③ LEP - IS	④ LEP - PREF	⑤ LEP - SMGT	⑥ LEP - INT	⑦ LEP - RMT/RWT/RST	⑧ LEP - NB
① TRAN	⑧ MD																							
② REC	⑨ NB																							
③ SIGN	⑩ IS																							
④ PREF	⑪ ET																							
⑤ SMGT	⑫ LPT																							
⑥ INT	⑬ BT																							
⑦ RMT/RWT/RST	⑭ AB																							
① LEP - ET																								
② LEP - WTWD																								
③ LEP - IS																								
④ LEP - PREF																								
⑤ LEP - SMGT																								
⑥ LEP - INT																								
⑦ LEP - RMT/RWT/RST																								
⑧ LEP - NB																								

ESI Codes

A student’s ESI code does not need to be coded if a student label is used and the information is correct. If a student label is not used or if the information is incorrect, complete the ESI Codes section of the “Teacher Use Only” box, as appropriate.

If a student participated in the testing and is part of a specific educational program, fill in the appropriate circle in the section labeled “ESI Codes” (Exceptional Student Identification). Choose the correct category for each exceptional student according to the list below. Fill in **only one** circle for numbers 1–12. If more than one condition exists, fill in the circle for the **primary** condition. Note that number 5 is MD for students with multiple disabilities.

- | | | |
|----|-----|---------------------------------------|
| 1 | AU | autism |
| 2 | DB | deaf-blindness |
| 3 | HI | hearing impairment |
| 4 | MR | mental retardation (both TMR and EMR) |
| 5 | MD | multiple disabilities |
| 6 | OI | orthopedic impairment |
| 7 | OHI | other health impairment |
| 8 | SED | serious emotional disturbance |
| 9 | SLD | specific learning disability |
| 10 | SLI | speech or language impairment |
| 11 | TBI | traumatic brain injury |
| 12 | VI | visual impairment |

PROCEDURES FOLLOWING TEST ADMINISTRATION

COMPLETING THE “TEACHER USE ONLY” BOX (CONTINUED)

*Special Education Accommodations

Complete the Special Education Accommodations section of the “Teacher Use Only” box, as appropriate, regardless of whether or not a student label is used. Fill in **only one** circle. If more than one accommodation was allowed, fill in the circle for the **primary** accommodation. **REFER TO APPENDIX B** for additional information on accommodations that are permitted.

1	TRAN	a teacher transfers answers from the student’s test booklet to an answer document
2	REC	a teacher records the student’s verbal responses
3	SIGN	directions signed for a student with a hearing impairment
4	PREF	preferential seating (study carrel)
5	SMGT	small group testing
6	INT	individual testing
7	RMT/RWT/RST	reading of the math/writing/science test
8	MD	magnifying devices
9	NB	noise buffer
10	IS	individualized scheduling
11	ET	extended time
12	LPT	Large Print test booklet
13	BT	Braille test booklet
14	AB	Abacus

Do not code the Special Education Accommodations section for 504 students. However, they may still receive accommodations that are in the student’s 504 Plan and used regularly in the classroom.

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch.

Free and/or Reduced Lunch Students

A student’s eligibility for free and/or reduced lunch does not need to be coded on the answer document if a student label is used and the information is correct.

For students without labels, only the person authorized in the agreement signed by the school with Child Nutrition can code the section for students eligible for free and/or reduced lunch. This information must be filled out after testing is completed. This section cannot be marked by the Test Administrator. (Refer to Director’s Memo #IA-99-011; contact person is Barbara Smith at 501-324-9502.)

*Migrant Students

Complete the Migrant Student section of the “Teacher Use Only” box, as appropriate, regardless of whether or not a student label is used.

In the section labeled “Migrant Student,” fill in the circle for any student meeting the following guidelines:

Child of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, please have the District Test Coordinator contact William Cosme or Stan Young at 501-324-9660.

* An asterisk indicates that the section **must** be coded whether or not a student label is used.

PROCEDURES FOLLOWING TEST ADMINISTRATION

COMPLETING THE “TEACHER USE ONLY” BOX (CONTINUED)

***Gifted and Talented Students**

Complete the Gifted and Talented section of the “Teacher Use Only” box, as appropriate, regardless of whether or not a student label is used.

Highly Mobile Students

A student’s status as highly mobile does not need to be coded on the answer document if a student label is used and the information is correct. If a student label is not used or if the information is incorrect, complete the Highly Mobile section of the “Teacher Use Only” box, as appropriate.

Fill in the circle labeled “Highly Mobile” for any student enrolled in the school after October 1, 2006, or moving between schools in the district.

Limited English Proficient (LEP) Students

A student’s status as limited English proficient does not need to be coded on the answer document if a student label is used and the information is correct. If a student label is not being used and the student is designated as limited English proficient, fill in the circle labeled “Limited English Proficient (LEP).” If an LEP student is also participating in a special education program, fill in the appropriate circle (1–12) in the ESI Codes section and the LEP circle.

***LEP student less than one year in the U.S.**

If a student is limited English proficient and has been in a school in the U.S. less than one year, fill in the circle regardless of whether or not a student label is used.

***LEP Accommodations**

Complete the LEP Accommodations section of the “Teacher Use Only” box, as appropriate, regardless of whether or not a student label is used. Fill in only one circle. If more than one accommodation is allowed, fill in the circle for the primary accommodation.

Important: Special education accommodations take precedence over LEP accommodations for students who are both limited English proficient and participate in special education programs. If a student with disabilities is also limited English proficient, mark **only** the Special Education Accommodations section. The only circumstance in which both the Special Education Accommodations section and LEP Accommodations section may be marked is if the student received the LEP accommodation of using a Word-to-Word Dictionary.

1	LEP - ET	extended time
2	LEP - WTWD	word-to-word dictionary
3	LEP - IS	individualized schedule
4	LEP - PREF	preferential seating (study carrel)
5	LEP - SMGT	small group testing
6	LEP - INT	individual testing
7	LEP - RMT/RWT/RST	reading of the math/writing/science test in English
8	LEP - NB	noise buffer

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch.

PROCEDURES FOLLOWING TEST ADMINISTRATION

RETURNING TEST MATERIALS TO THE SCHOOL TEST COORDINATOR

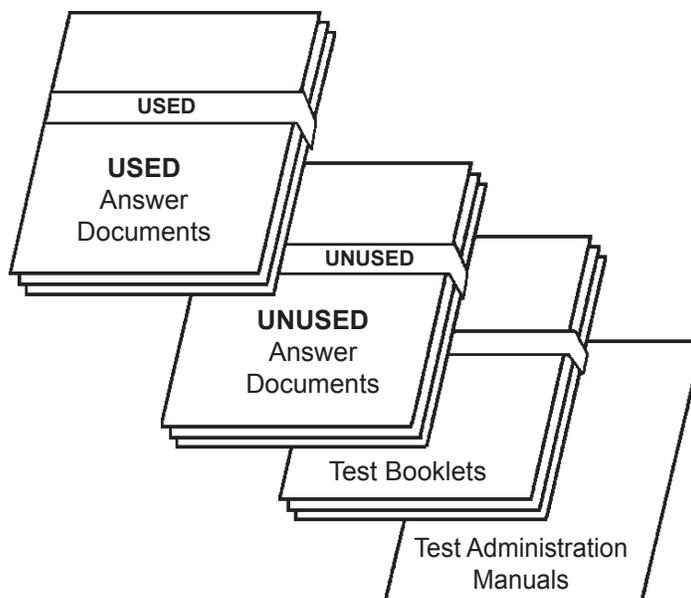
Separate and Label Materials

All test materials, both used and unused, must be returned promptly to your School Test Coordinator after testing is completed. Prepare the materials as follows:

- A. Answer Documents (**Used**)
 1. Use the paper bands provided. Place a paper band around all **used** answer documents and secure the ends with tape. Do not tape the paper band to the documents.
 2. On the paper band, write your school name, the number of **used** answer documents being returned for scoring, and the word “USED.”
- B. Answer Documents (**Unused**)
 1. Use the paper bands provided. Place a paper band around all **unused** answer documents being returned.
 2. On the paper band, write your school name, the number of **unused** answer documents being returned, and the word “UNUSED.”
- C. Test Booklets (**Used and Unused**)
 1. Organize all test booklets (used and unused together) in security ID number order with the lowest number on top and the highest number on the bottom.
 2. Use the paper bands provided. Place a paper band around all used and unused test booklets.
 3. Write on the paper band the school name, the number of the test booklets enclosed, and the range of the security ID numbers of the booklets that are within the paper band.
- D. Test Administration Manuals

Organize Test Materials

Stack your materials in the order shown:



Please return these materials promptly to your School Test Coordinator.

THANK YOU FOR YOUR TIME AND COOPERATION.

APPENDIX A

TEST SECURITY GUIDELINES

Maintaining test security is a very serious responsibility for all currently licensed Arkansas personnel. Breach of test security is one of the actions for which teaching/administrative licenses can be revoked. Districts must have a system in place to ensure that all materials are accounted for and kept secure during testing.

Any action that leads to the invalidation of student test scores or compromises the security of the tests or test results will be viewed by the Arkansas Department of Education as an inappropriate use or handling of tests and will be treated as such. The following guidelines are to assist in determining which activities constitute inappropriate testing activities and breaches of test security:

1. All District Test Coordinators, School Test Coordinators, and Test Administrators must be **currently** licensed by the Arkansas Department of Education as a teacher or administrator.
2. The tests must be administered on the scheduled dates as specified in the Test Administration Manuals and the *District and School Test Coordinators' Manual*. No portion of the test may be given early.
3. All test materials shall be inventoried upon receipt at the district and school. Test booklets must be kept in a secure area at all times except during the formal testing sessions.
4. The tests must be administered in strict accordance with the instructions outlined in the Test Administration Manuals. These instructions include reading directions verbatim to students during testing.
5. District staff may **not** read, review, or in any way duplicate or reproduce the test booklets and/or associated test items or the writing prompts. Removing or copying the Mathematics Reference Sheet provided in the test booklets is a breach of security.
6. Students must not be exposed to answers of items at any time before, during, or after testing. Those items that contribute to the student performance results will be released to the public upon reporting and can then be used for whatever instructional purposes necessary.
7. Student responses to test items must represent the student's own independent and unaided thinking and must not be read, reviewed, or changed during or after testing.
8. Students are not allowed to use scratch paper. The use of scratch paper is considered a breach of security.
9. Students cannot have any materials (e.g., books, magazines, newspapers, homework, etc.) except testing materials during the testing sessions.
10. No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)].
11. If students are permitted to bring calculators from home or to use their own calculators, it is the responsibility of the Test Administrator to certify that these calculators meet the requirements specified in the *District and School Test Coordinators' Manual* and in the Test Administration Manuals. Failure on the part of the Test Administrator to verify that each calculator meets the requirements will constitute a breach of security.

Continued on next page...

APPENDIX A

TEST SECURITY GUIDELINES (CONTINUED)

12. It is the responsibility of the Test Administrator to clear the memory of each calculator both at the beginning and end of each testing day. Failure to do so constitutes a breach of security.
13. During the test administration, Test Administrators should continually monitor the testing process by moving unobtrusively about the room. The Test Administrator is to devote total attention to the students being tested and not work on other things.
14. **All** test booklets, used and unused, shall be inventoried subsequent to testing and returned to Questar in the prescribed manner on the prescribed dates. Any test booklets not returned by the district on the dates required shall be reported to Dr. Gayle Potter at the Arkansas Department of Education.
15. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to Dr. Gayle Potter at the Arkansas Department of Education. All security violations shall be investigated by the state.

APPENDIX B

ACCOMMODATIONS FOR TESTING

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Students may access any state-approved accommodations listed in their Individualized Education Plan (IEP) and used on a regular basis in the classroom. However, IEPs may contain accommodations that are **NOT** allowed on the test, and these accommodations may **NOT** be used on the state-mandated testing. Testing accommodations may be made for students identified as disabled pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as LEP as indicated in their LPAC Plan.

All accommodations must be administered by an Arkansas teacher or administrator who is currently licensed by the ADE and has been trained in proper test administration procedures.

Allowable Special Education Accommodations include, but are not limited to, the following:

- 1 TRAN** **a teacher transfers answers from the student's test booklet to an answer document***
This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may **not** have extra paper. The teacher is to copy the student's answers into the answer document exactly as the student wrote them. (Note: This accommodation is used with Large Print and Braille test booklets.)
- 2 REC** **a teacher records the student's verbal responses***
This means that the teacher writes the student's verbal responses into his/her answer document. This must be done in an individual setting. This accommodation is difficult on the Benchmark and Grade 11 Literacy Examinations. Because the writing is scored for mechanics and usage, the student must spell each word and must provide each mark of capitalization and punctuation as he/she dictates his/her response. (NOTE: The teacher may not write it out first and then go back to ask the student to insert punctuation or adjust spelling.)
- 3 SIGN** **directions signed for a student with a hearing impairment**
- 4 PREF** **preferential seating (study carrel)**
- 5 SMGT** **small group testing**
- 6 INT** **individual testing**
- 7 RMT/RWT/RST** **reading of the math/writing/science test***
Important: *No portion of the reading test may be read to any student!*
- 8 MD** **magnifying devices**
- 9 NB** **noise buffer**
- 10 IS** **individualized scheduling**
- 11 ET** **extended time**
Important: *All testing scheduled for a given day must be completed by the conclusion of that school day.*

Continued on next page...

*** The Test Administrator will complete the Affidavit Waiver Form.**

APPENDIX B

ACCOMMODATIONS FOR TESTING (CONTINUED)

- 12 LPT Large Print test booklet**
There are no Large Print answer documents. The student shall write all answers in the test booklet. No scratch paper is permitted. The teacher will transcribe the student's answers into a standard answer document.
- 13 BT Braille test booklet**
There are no Braille answer documents. The teacher will transcribe the student's answers into a standard answer document.
- 14 AB Abacus**

In special circumstances, additional requests for assistive devices will be considered for special education students or students with a 504 Plan. The "Special Accommodations Request Form for Special Education Students or Students with a 504 Plan" must be obtained from the ADE. Contact the office of Dr. Gayle Potter at 501-682-4558.

Allowable Limited English Proficient (LEP) Accommodations include the following:

- 1 LEP - ET extended time**
Important: *All testing scheduled for a given day must be completed by the conclusion of that school day.*
- 2 LEP - WTWD word-to-word dictionary**
Limited English proficient students may use an English/Native Language Word-to-Word dictionary that contains no definitions or pictures, if it is part of a student's LPAC Plan.
- 3 LEP - IS individualized scheduling**
- 4 LEP - PREF preferential seating (study carrel)**
- 5 LEP - SMGT small group testing**
- 6 LEP - INT individual testing**
- 7 LEP - RMT/RWT/RST* reading of the math/writing/science test in English**
Important: *No portion of the reading test may be read to any student!*
- 8 LEP - NB noise buffer**

*** The Test Administrator will complete the Affidavit Waiver Form.**

Accommodations that currently are NOT available are

- audiocassettes
- languages other than English
- limiting multiple-choice answers
- reading any portion of the reading test

STUDENTS NOT TESTED

- Home-bound students
- Home-schooled students
- Incarcerated students
- Students in Residential Treatment Centers
- Students in Juvenile Detention Centers

APPENDIX C

READING AND/OR TRANSCRIPTION OF THE BENCHMARK EXAMINATIONS

Students may receive the accommodation of having the Benchmark Examination mathematics, writing, and/or science portions read to them if the accommodation is listed in their Individual Education Plan (IEP), LPAC Plan, or 504 Plan and used on a regular basis in the classroom. **Reading the test questions or reading passages for the reading test is not allowed under any circumstances.**

Only teachers or administrators **currently** licensed by the Arkansas Department of Education are allowed to read or transcribe a test for students who have this accommodation. The Affidavit Waiver Form provided in Appendix E must be copied and signed by the currently licensed Arkansas staff providing the accommodation and stapled to *Affidavit 3—Test Administrator Security Form*. Keep one copy on file at the district.

NOTE: In certain cases a student’s response to test questions will require transcription (i.e., the responses must be gridded or written in the student’s answer document by someone other than the student). In those cases where a student’s responses to test questions require transcription (e.g., Large Print, Braille, other approved accommodations, etc.), this transcription needs to be done by a teacher or administrator **currently** licensed by the Arkansas Department of Education and **must** occur within the district prior to the shipment of materials to Questar. If this transcription does not occur within the district, the student’s responses will be treated as unscorable or “not taken” by the contractor. Ideally, the transcription should be performed by the District Test Coordinator or someone working directly under his or her supervision.

APPENDIX D

SAMPLE STUDENT LABEL

The following provides a key to the information that is printed on the student label. Verify that the information for each student is correct. If any of the information for a student is incorrect, do NOT use the label. Instead enter and grid all of the information requested on the front of the answer document.

7 8 9 10 11

1. Student Name: Last Name, First Name, Middle Initial
2. Social Security Number or Federally-Assigned State Identification Number
3. District Name
4. School Name
5. District/School LEA Number
6. ESI Code, LEP, Free and/or Reduced Lunch, and Highly Mobile

ESI Codes:	LEP:	Free and/or Reduced Lunch:	Highly Mobile:
01 – AU 07 – OHI	1 – Yes, the student is	1 – Yes, the student receives	1 – Yes, the student is
02 – DB 08 – SED	an LEP student	free and/or reduced	Highly Mobile (enrolled in
03 – HI 09 – SLD		lunch	school after October 1,
04 – MR 10 – SLI			2006)
05 – MD 11 – TBI	0 – No, the student is	0 – No, the student does not	0 – No, the student is not
06 – OI 12 – VI	not an LEP student	receive free and/or	Highly Mobile (did not
		reduced lunch	enroll in school after
			October 1, 2006)

7. Date of Birth
8. Gender: F = Female; M = Male
9. Ethnic Background

1 – Asian/Pacific Islander	4 – Native American
2 – African American	5 – Caucasian
3 – Hispanic	
10. Grade and Course
11. Test Administration Date

After all testing is done, the “Teacher Use Only” box must be completed. If a student label has been used, it is not necessary to code the circles for ESI Code, Limited English Proficient (LEP), Free and/or Reduced Lunch, and Highly Mobile in the “Teacher Use Only” box. This information is already contained in the label and will override information coded in the “Teacher Use Only” box. Only those sections of the “Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Gifted and Talented, LEP student less than one year in the U.S., and LEP Accommodations) need to be completed as appropriate if a student label is used.

APPENDIX E

- Affidavit Waiver Form for Providing an Approved Accommodation for the Benchmark Examinations
- Space for Test Administrator Notes

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Benchmark Examinations Affidavit Waiver Form for Providing an Approved Accommodation April 2007

I provided an approved testing accommodation for

_____ Student's Name _____ Answer Document Number _____

by _____ Session(s) _____
reading/transcribing

of the April 2007 Benchmark Examination for Grade _____, test booklet form _____ (enter the letter from the upper right corner of the test booklet). I agree not to copy, use in my classroom, or discuss any of the test questions I have read.

_____ Date

_____ Signature of Currently Licensed Arkansas Teacher Providing Accommodation

_____ District Name and School Name

Keep one (1) copy for file and staple one (1) copy to *Affidavit 3—Test Administrator Security Form*

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

QES02767 TAM3 AR0702