

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Test Administration Manual

Stanford Achievement Test Series,
Tenth Edition

APRIL 2010

GRADE

9

Important Dates

April 5–16, 2010 Stanford Achievement Test Series, Tenth Edition
administration dates and make-up administration dates

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.

Arkansas Department of Education



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Dear Teacher:

It is with great pride that we present the Tenth Edition of the *Stanford Achievement Test Series* (Stanford 10). The Stanford Series has long been considered the nation's premier achievement battery.

Before we began the development of Stanford 10, we traveled around the country and listened to many groups of teachers, curriculum directors, and school administrators talk about what is good and what is bad in achievement testing. We asked about test content, testing time, item types, page layout and format, information systems, and ancillary materials. Then, in our planning, we made every effort to incorporate more of what teachers like and eliminate things that have been problematic. Therefore, we believe that this new edition is more responsive to teachers' and students' assessment needs. The new Stanford offers something for everybody, whether your needs are for a full-length test with individual student objectives information or an abbreviated test that can be administered quickly to get a snapshot of group trends. Stanford can offer it to you with maximum reliability and validity.

We are eager to know what you think of the Stanford 10 series. Please take the time to write to us and let us know your opinions. Your input will help us to continue to improve our materials and make them more valuable for you.

Sincerely,

Pearson

Introduction

The *Stanford Achievement Test Series*, with a rich history dating from the early twentieth century, measures students' school achievement. This Tenth Edition of the Stanford battery (Stanford 10) provides updated content that reflects the national and state standards, curriculum, and educational trends of the beginning of the twenty-first century.

The *Stanford Achievement Test* first appeared in 1923. Revisions were published in 1929, 1940, 1953, 1964, 1973, 1982, 1989, and 1996. Each revision was provided in order to (1) update content in order to better align the test with the current curriculum trends; (2) update the normative information in order to make comparisons more valid; (3) increase and improve the kinds of information available from testing; and (4) revise the look of the test to make it more engaging and relevant to students.

The Stanford series comprises thirteen battery levels that assess students from kindergarten through grade 12. The *Stanford Early School Achievement Test* (SESAT) consists of two levels that measure achievement of children in kindergarten and the first half of first grade. The eight levels of the *Stanford Achievement Test* measure the important learning outcomes of the curriculum from the second half of grade 1 through the end of junior high school. The three levels of the *Stanford Test of Academic Skills* (TASK) are intended for use as measures of those skills in grades 9 through 12 that are requisite to continued academic training. At all levels of *Stanford Achievement Test* and *Stanford Test of Academic Skills*, there are two parallel forms that are equivalent in both content and difficulty.

Stanford 10

In order to provide maximum assessment opportunities of all kinds for all schools, Stanford 10 has moved beyond the ordinary boundaries of norm-referenced achievement batteries.

Special Features

Stanford 10 has many other special features that make it stand out from other achievement batteries:

- **Full-color, student-friendly layout**
- **Innovative new types of multiple-choice questions**
Items that call for actual performance on the part of the students encourage divergent thinking and problem solving.
- **Emphasis on Thinking Skills**
All of the items in Stanford 10 assess either Basic Understanding or Thinking Skills, with more items than ever before assessing the higher-order skills.
- **Alignment with the National Assessment of Educational Progress (NAEP)**
The Stanford 10 Reading Comprehension subtest provides similar information about students' reading ability to that from the NAEP. Scores include type of reading selection — literary, informational, and functional — as well as the important reading processes — Initial Understanding, Interpretation, and Critical Analysis and Strategies.
- **Reading selections commissioned from published authors**
Many of the selections in the Reading Comprehension subtest of Stanford 10 are written by well-known authors of children's and young people's books and magazines.
- **Mathematics subtest**
Stanford 10 has a Mathematics Problem Solving subtest that reflects the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics*.
- **Emphasis on the NCTM *Principles and Standards***
As specified by the NCTM *Principles and Standards*, most mathematics items in Stanford 10 are presented in context and emphasize the problem solving and reasoning skills promoted by the NCTM *Principles and Standards* and all state content standards.
- **Content and Process Cluster Scores**
In addition to Thinking Skills scores, Stanford 10 includes embedded process scores. These scores require no additional testing time.

What Stanford 10 Assesses

Stanford 10 assesses the basic curricular objectives. At the elementary, middle, and junior high school levels, the concepts and skills assessed are those ordinarily taught during the second half of any given year and the first half of the following year. This midyear-to-midyear configuration provides for a more focused assessment of students tested in the spring of one grade and the fall of the next than could a single test level intended for use in both the fall and spring of the same school year. At the high school levels, where the TASK levels assess basic skills, a given level is appropriate for use in both the fall and spring of the same school year.

Mathematics

The Stanford 10 mathematics subtest assesses the entire breadth of mathematical content recommended by the National Council of Teachers of Mathematics (NCTM), including number and operations, algebra, geometry, measurement, data analysis, and probability. At the SESAT 1 and SESAT 2 levels and the TASK levels, mathematics is assessed in a single subtest. In its *Principles and Standards for School Mathematics*, NCTM recognizes the necessity for developing computational fluency in students through mathematics education. “Developing fluency requires a balance and connection between conceptual understanding and computational fluency.”

Several features characteristic of the Stanford 10 support vital goals for school mathematics. Standard and metric rulers are included for use with measurement items. Calculator use is an option in the Problem Solving subtest beginning at the Intermediate 1 level. Calculator use on the appropriate subtest is a local decision and should reflect student access to calculators in the everyday instructional environment. At the TASK levels, where calculators are also an option, the Mathematics subtest assesses essential elements of a true high school curriculum. Although every item can be solved by reasoning and an understanding of general mathematics, topics from algebra, geometry, trigonometry, statistics, and discrete mathematics are included. As at all levels of Stanford 10, the emphasis at the TASK levels is on assessing skills and concepts within the contexts that require those skills and concepts outside of the classroom.

The mathematics portion of the Stanford 10 is an assessment of student proficiency in a modern mathematics curriculum that encourages students to value mathematics and supports sound instructional practice in the mathematics classroom.

Writing

The Stanford 10 Writing test measures students’ achievement in applying the principles that form effective writing. From word- and sentence-level skills to whole-paper features, the test engages students in real-life activities that demand more than the mere recall of information.

To make the assessment manageable for students, the Writing test is divided into three sections. The first section contains items measuring proficiency in language mechanics: capitalization, punctuation, and usage. Writing expression is tested in the second and third parts of the Writing test. Students are first assessed on their writing strategies and understanding of sentence structure. At the lower grade levels, items measuring such objectives as run-ons, fragments, and awkward construction are included. As test levels progress, items measuring these objectives become more difficult, and items assessing achievement in the subtleties of sentence formation begin to appear. The third section of the Writing test contains language expression items that go beyond sentence-level skills and include objectives typically assessed only in the direct assessment of writing. These items, testing such crucial aspects of understanding as the ability to recognize extraneous information, combine simplistic sentences, or use descriptive language, are linked to short, grade-appropriate paragraphs written especially for this assessment.

Reading

The Stanford 10 reading subtests are structured to reflect current thinking about the ways in which good readers construct meaning with text and the ways in which students are taught to read. Starting from the Primary 2 test level, Reading Comprehension is assessed through reading selections accompanied by questions about the selection. Research shows that good readers select and adjust strategies according to the purpose for reading and the type of text being read. The Reading Comprehension subtest assesses students within the framework of three types of material:

1. **Literary:** Material read for enjoyment or literary merit, including folk tales, historical fiction, contemporary fiction, humor, and poetry.
2. **Informational:** Level-appropriate expository material with content from natural, physical, and social science, as well as other nonfiction general information materials.
3. **Functional:** Material encountered in everyday life, both inside and outside of school, including directions, forms, labels, personal notes, and advertisements.

All passages on Stanford 10 are written expressly for the Reading Comprehension subtest. Reflecting literature-based curricula in most classrooms today, the literary and informational passages include original short stories and articles written by published children's authors. These passages reflect a variety of topics and diverse cultural themes that will appeal to students of varying backgrounds, experiential levels, and interests. Some narrative and informational passages were written by award-winning authors of young people's literature. Other pieces were written by seasoned writers who regularly contribute to young people's popular magazines and newspapers. Authors' names are included to enhance the students' awareness of the author of the material they have just read. The fact that the test closely resembles the kinds of materials that students read in school and in everyday life adds to the authenticity of the test and heightens student motivation and format familiarity.

General Directions for Administering

The person responsible for administering the Stanford 10 must be an Arkansas teacher or administrator who is currently licensed by the ADE and has been trained in proper test administration procedures. All ADE Test Security Guidelines must be followed when administering the Stanford 10.

Preliminary Planning

1. Prepare your students for taking the test. The important thing is to be sure that students are comfortable with the testing procedures when actual test administration begins.
2. Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting for all students, and students should be seated so that there is enough space between them. If necessary, post a “TESTING—DO NOT DISTURB” sign on the door. If the group is larger than a normal-sized class, there should be one assistant for every twenty-five students.
3. If a pre-identification (Pre-ID) label is not used, fill in the information required on the back cover of each student’s answer document. Verify students’ birth dates by checking their permanent records. Be sure to use a soft-lead (No. 2) pencil to code the information.

Test Administration Scheduling

1. The Stanford 10 test for grade 9 will be administered during the window of April 5–16, 2010.
2. Make-up testing will be completed within this time frame.
3. Districts must complete the correction of any incorrect student information included on the student Pre-ID roster in APSCN/TRIAND by April 9, 2010.

Materials Required by the Examiner

1. A Stanford 10 test booklet for each student
2. A Stanford 10 answer document for each student
3. This *Test Administration Manual*
4. A supply of rulers with inch and centimeter markings for the Mathematics subtest (provided in non-secure shipment)
5. A supply of calculators for the Mathematics subtest (if calculators are being used)
6. No. 2 pencil with an eraser for each student, plus extras in case of breakage
7. A stopwatch, or watch or clock with a second hand, for timing tests
8. A “TESTING—DO NOT DISTURB” sign for the door

Materials Required by Each Student

1. A Stanford 10 test booklet
2. A Stanford 10 answer document
3. A calculator for the Mathematics subtest, if calculators are being used
4. A ruler with inch and centimeter markings for the Mathematics subtest (provided in non-secure shipment)
5. Two soft-lead (No. 2) pencils, each with an eraser

Proposed Schedule for Administering

Assessment Schedule for Grade 9—Stanford 10			
Test	Estimated Preparation Time	Testing Time	Estimated Total Time
Mathematics (calculator)	10 minutes	50 minutes	60 minutes
Writing	10 minutes	30 minutes	40 minutes
Reading Comprehension	10 minutes	40 minutes	50 minutes

Test Security Procedures

All test booklets and answer documents are secure and contain sequential, unique document security ID numbers. All test booklets, used and unused, must be accounted for and returned to Pearson after testing. In addition, these secure test materials may not be reviewed or duplicated by any means. Due to security reasons, the ADE recommends that shrink-wrapped packages of test booklets be opened on the first day of testing only. In unusual circumstances, shrink-wrapped test booklets may be opened no more than 24 hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets should be distributed to Test Administrators until the first day of testing. Violation of security procedures could result in the revocation of your teaching/administrative license (see Appendix A, Test Security Guidelines). Unused answer documents (no Pre-ID label affixed or demographic information gridded) can be retained or destroyed unless otherwise directed by your District Test Coordinator.

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.

School Security Checklist

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 Stanford 10 Examination 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. A brochure explaining the Stanford 10 is included with the Non-Secure Material Shipment. It is recommended that the brochure be distributed to parents two weeks prior to testing.

School districts should have students' ten-digit state reporting ID numbers available on the first day of testing. The use of a ten-digit state reporting ID number or Social Security number is required for the student demographic information. See page 20 of this manual for information about the use of ten-digit state reporting ID numbers for student identification purposes.

Calculator Use and Restrictions

During the Mathematics subtest, calculator use is permitted. **Students may NOT share calculators during testing sessions and may have only ONE calculator during testing.**

Students may use any four-function, scientific, or graphing calculator, as long as it does not have any of the features on the list below.

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
- CAS (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, Algebra FX 2.0, and ClassPad300
- Hewlett-Packard HP-40G, HP-48gII, HP-49G, and HP-50G
- Texas Instruments TI-89 or TI-92
- Voyage 200

TI-Nspire calculators without CAS are allowed only in the following two cases:

- 1. with the TI-84 Plus keypad**
- 2. with the Nspire keypad using operating system 1.7 or higher with both “Limit geometry functions” and “Disable function grab and move” invoked in Press-to-Test mode. You must invoke Press-to-Test mode at the beginning of each session and exit Press-to-Test mode at the end of each session.**

If students are permitted 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.**

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.

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)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod®, MP3 player).

Mathematics Reference Sheets

A Stanford 10 Mathematics Reference Sheet is provided for grade 9 and can be found on page 3 of the test booklet. Students may refer to this sheet as needed for the Mathematics subtest. Photocopying the Mathematics Reference Sheet compromises the integrity of the test and is a breach of security.

Students to be Tested

Students to be Tested

All students who are able to test under standardized conditions, with or without allowable accommodations, are required to take the Stanford 10 for grades 1, 2, and 9.

All students, including the following, should be tested:

- Title I students—all students identified as Free and/or Reduced Lunch
- Transfer students—any student enrolled on or before the first day of testing must be tested
- LEP students—should be tested, with or without accommodations
- Disabled students—should be tested if their IEPs indicate testing is appropriate, with or without allowable accommodations
- ALE students
- Foreign exchange students

Exceptions:

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

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 Stanford 10 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 in the student Pre-ID roster and does not need to be coded in the “For Teacher Use Only” box on the answer document if a label is used. If a student’s ESI code is incorrect on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010. If a student label is not used for a disabled student, the Test Administrator must code the “For Teacher Use Only” box. Specific directions for coding the “For Teacher Use Only” box are provided on pages 27–32 of this manual. Do not code the accommodations section for 504 students. However, these students may still receive accommodations specified 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 Stanford 10, that student will not test.

Limited English Proficient (LEP) Students

Limited English proficient students taking the Stanford 10 should be tested with or without accommodations.

Identification of a student as LEP is included in the student Pre-ID roster and does not need to be coded in the “For Teacher Use Only” box if a label is used. If a student’s LEP status is listed incorrectly on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010. If a student label is not used for an LEP student, the Test Administrator must fill in the circle labeled “Limited English Proficient” in the “For Teacher Use Only” box. Specific directions for coding the “For Teacher Use Only” box are provided on pages 27–32 of this manual.

First-Year Limited English Proficient (LEP) Students

To identify first-year LEP students, the Test Administrator must code each student’s answer document by filling in the circle labeled “LEP Student less than one year in the U.S.” in the “For Teacher Use Only” box. This information is not included in the student Pre-ID roster. Specific directions for coding the “For Teacher Use Only” box are provided on pages 27–32 of this manual.

Monitored Former Limited English Proficient (LEP) Students

Any student who is year one or two as a Monitored Former LEP (MFLEP) student should be tested. A student’s status as Monitored Former LEP (MFLEP) does not need to be coded on the demographic page if a student label is used. If a student’s MFLEP code is incorrect on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010. If a student label is not being used and the student is designated as MFLEP, fill in the appropriate circle.

Monitored Former LEP (MFLEP) students include:

1. Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
2. Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition; and
3. Students who were identified as LEP at some time in the prior two years but who no longer meet the State’s definition of LEP.

(For more information, see 2008 CSPR Section 1.6.3.6, Title III Served Monitored Former LEP Students; Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, Non-Regulatory Guidance, MAY 2007, Office of the Elementary and Secondary Education, U.S. Department of Education: <http://www.ed.gov/policy/elsec/guid/lepguidance.doc>)

Transfer Students

Any student who is enrolled in school on or before the first day of testing should be tested. Students transferring from another Arkansas school district should complete all testing as scheduled. The District Test Coordinator is responsible for ensuring that the transfer student continues and completes testing, for arranging for the secure transfer of the original answer document, for ensuring that only one complete answer document is sent in for scoring, and for ensuring that the demographic page is properly coded. All procedures for the transfer of secure materials and, if required, the transcription of student responses should be followed. Call the ADE with any questions about testing transfer students.

Migrant Students

To identify migrant students, the Test Administrator must code each student's answer document by filling in the circle labeled "Migrant Student" in the "For Teacher Use Only" box. This information is not included in the student Pre-ID roster. Specific directions for coding the "For Teacher Use Only" box are provided on pages 27–32 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 Stan Young or Penny Farrar at 501-324-9660.

Highly Mobile Students

Any student enrolled in the school or moving between schools in the district after October 1, 2009, should be identified as highly mobile.

To identify highly mobile students, the Test Administrator must code each student's answer document by filling in the circle labeled "Highly Mobile" in the "For Teacher Use Only" box. This information is not included in the student Pre-ID roster. Specific directions for coding the "For Teacher Use Only" box are provided on pages 27–32 of this manual.

For ALE, see the Accountability Workbook, 10.01, located on the ADE website.

Alternative Learning Environment Students

Alternative Learning Environment (ALE) students shall participate in the Stanford 10. 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. Testing materials must be kept secure at all times.

Student Test Materials

Requirements for Student Test Materials

During each test session, students must use the same test booklet and answer document given to them at the beginning of testing. There should be at least one Test Administrator appointed for each group of approximately twenty-five students. Students will mark their responses in their answer documents. The same test booklet and answer document for each student must be used 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) 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—**Scratch paper may not be used.** Students may write in their test booklets (the use of scratch paper is a breach of security), so students may use blank spaces in the test booklets to do scratch work. **Any work recorded in the test booklet will NOT be scored.**

Note: Only No. 2 pencils may be used on the grade 9 answer documents. No other writing tools or devices, including crayons, colored pencils, highlighters, and/or mechanical pencils are permitted. Adhesive notes or other markers are also prohibited. This limitation on writing tools is based on both scoring and testing protocols. The scanning of answer documents can be compromised by the use of certain writing instruments. Students may use a No. 2 pencil to underline or check/circle items or key words in the test booklet for future reference. **Care should be taken not to penetrate the surface of the paper.**

Highlighters—Highlighters may be used on the test booklets but **not 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)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod, MP3 player).

Student Pre-Identification (Pre-ID) Labels

Pre-ID labels are included in the first shipment, due in districts on March 15, 2010. Student Pre-ID labels will contain district and school information, the student's name, state reporting ID, birth date, and gender (see sample on page 52). Labels are provided for 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. If a student does not have a label, the demographic information must be entered and gridded. 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. 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.

Upon receipt of the student Pre-ID labels and student Pre-ID roster, school districts are required to check the student Pre-ID roster for accuracy. **All student Pre-ID labels must be used.** Any inaccurate information included on the student Pre-ID roster MUST be corrected in APSCN/TRIAND by the end of the day Friday, April 9, 2010. This corrected student information will determine the reporting categories for state accountability purposes. No changes in student data can be made after Friday, April 9, 2010.

It is extremely important that labels be affixed correctly so that the scanning equipment can properly read the barcode. There is only one location for the label to be affixed properly. Placement of the label anywhere else on the back cover of the answer document will prevent the scanner from reading the label. In this event, the answer document must be handled manually. Information requested in Box 1 (Student/School/Teacher Information) 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).

After all testing is done, the “For Teacher Use Only” box (Box 7) 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, Gifted and Talented, Monitored Former LEP (MFLEP), Limited English Proficient (LEP), and Monitored Former LEP in the “For Teacher Use Only” box. This information is already contained in the student Pre-ID roster and will override information coded in the “For Teacher Use Only” box. Only those sections of the “For Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Highly Mobile, 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.

Large-Print Test Booklets

These forms are enlarged versions of the regular state tests. Students may mark their answers on the large-print form itself or respond orally to a test administrator. Their answers must be transcribed onto a regular answer document after testing is completed; otherwise, students will not receive test results.

Students may be given up to twice the normal testing time when using a large-print form. This means that students could be given 80 minutes instead of 40 minutes for Reading Comprehension, etc. Please refer to page 11 of this manual for original testing time limits and multiply by 2 for modified large-print testing times. Testing sessions must be completed at the conclusion of the school day.

Additional allowable accommodations from the state approved list, enumerated in the student’s IEP or 504 Plan and used regularly in the classroom, are acceptable.

Braille Test Booklets

The Braille versions are as faithful to the printed test booklets as possible. Test instructions, primarily the time limits, will need to be adjusted appropriately.

Students may mark their answers on the Braille form itself, respond orally to a test administrator, or use other response formats appropriate to their needs. Their answers must be transcribed onto a regular answer document after testing is completed; otherwise, students will not receive test results.

Students may be given up to 2 1/2 times the normal testing time when using a Braille form. This means that students could be given 100 minutes instead of 40 minutes for Reading Comprehension, etc. Please refer to page 11 of this manual for original time limits and multiply by 2 1/2 for the new modified Braille testing times. Testing sessions must be completed at the conclusion of the school day.

Additional allowable accommodations from the state approved list, enumerated in the student's IEP or 504 Plan and used regularly in the classroom, are acceptable.

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. No food or beverage is permitted around testing materials at any time.

Ten-Digit State Reporting ID/Social Security Number

A ten-digit state reporting ID or Social Security number is required for the ACTAAP. Student identification numbers are included on student Pre-ID labels but must be verified for accuracy. If a student does not currently have a state reporting ID, the student is to use his or her Social Security number with a zero in front of the Social Security number. State reporting ID numbers/Social Security numbers will be suppressed on the home copy of the student report. Districts should be advised to have student state reporting ID/Social Security numbers available on the first day of testing. The Arkansas Department of Education will provide districts with a range of federally assigned identification numbers to use if parents object to providing their student's Social Security numbers or none is available (see Director's Memo ACC-01-028, created September 25, 2000). Please contact **Susan Gray** at the ADE at **501-682-4559** 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):** Each Test Administrator should have one copy.
- **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 the Mathematics subtest, calculators may be used. Ask students to bring calculators on April 5–16, if needed. See pages 12–13 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—DO NOT DISTURB” to hang on the door.
- **Test Booklets:** The test booklets are delivered in shrink-wrapped packages because they are secure materials.

- **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 back cover of the answer documents may be filled out prior to testing. The information requested in the “For Teacher Use Only” box must be completed after all testing is completed. Instructions are provided on pages 27–32 of this manual.
- **Student Pre-ID 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.
- **Stanford 10 Mathematics Reference Sheets:** The Reference Sheet can be found on page 3 of the test booklet.
- **Rulers:** Specific mathematics questions will require the use of a metric/standard ruler. Rulers are labeled to indicate the grades for which they are intended. Rulers are provided in the non-secure shipment.

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.
- Remove or cover all visual aids in the room that might provide clues or answers.
- Post a “TESTING—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

Tests are to be administered in the order listed on page 11, which is also the order in which the Test Administration Script is presented in this manual.

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.

Interruption of Testing Sessions

Circumstances over which you have no control (e.g., power failures, fire drills, severe weather conditions, etc.) may disturb the students. If an interruption occurs during a testing session, ask students to close their test materials. 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.

Damaged or Soiled Documents

If a test booklet or answer document is soiled or damaged during testing, call the Arkansas Department of Education at 501-682-4558.

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 17, “Requirements for Student Test Materials,” for additional information.

Gridding the Demographic Page

If a student does not have a Pre-ID label, the student information must be gridded in Boxes 1–6 on the demographic page. If necessary this can be done prior to the beginning of testing, following the testing session, or when all testing is complete.

Checklist for Test Administrators

Before Testing

- _____ Attend local test administration training, including discussion of test schedule and procedures, how to appropriately provide accommodations, and to obtain answers to any questions you may have.
- _____ Read all directions in this manual.
- _____ Inform students if they need to bring sharpened No. 2 pencils and a calculator. Obtain extra sharpened No. 2 pencils and calculators for students who do not supply their own but wish to use them during testing.
- _____ Districts should be advised to have student state reporting ID numbers/Social Security numbers available on the first day of testing.
- _____ Receive testing materials, including student labels, from the School Test Coordinator and sign the School Security Checklist.
- _____ Obtain information needed to complete the “For 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—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 or answer documents are missing.
- _____ Follow directions for administering the Student Demographic Information session.
- _____ Monitor students’ handling of test booklets and answer documents 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.
- _____ Contact ADE IMMEDIATELY if a test booklet or answer document is soiled or damaged.

Following Testing

- _____ Verify that each student has filled in the district, school, and teacher name spaces on back cover of the answer document, and that all information that was entered and gridded (for students without labels) is correct.
- _____ Verify that each student has completed the name space on the front cover of the test booklet.
- _____ Complete the “For Teacher Use Only” box as applicable (see pages 27–32 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.
- _____ Following completion of all testing, check student test booklets for any answer documents to ensure all scorable materials are properly accounted for and returned.
- _____ Prepare test materials according to the instructions on pages 42–44 and return them to the School Test Coordinator.
- _____ Complete *Affidavit 3—Test Administrator Security Form* as required.

Specific Directions for Administering

All directions and test questions that you are to read to students are printed in boldface text so they stand out from the non-dictated text. Read them exactly as they are written, using a natural tone and manner. Proceed from question to question deliberately and steadily. Pause about 10 seconds between questions (or whatever seems most comfortable to students).

If you make a mistake in reading a direction or question, stop and say, “No, that is wrong. Listen again.” Then read the direction or question through again.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best. Check periodically to make sure that students are recording their answers properly and are following instructions.

SPECIAL NOTE

To help students differentiate the subtests, subtest-specific icons are used at the top of the test booklet pages.

As you are helping your students find each subtest, you will explain to them what icon to look for: for example, a picture of mathematics shapes for the Mathematics subtest, a picture of a pencil and an eraser for the Writing subtest, and a picture of an open book for the Reading subtest. The icons will also be readily apparent to you as you move about the room checking that students have turned to the correct subtest.

Machine-scorable answer documents may be processed with almost 100 percent accuracy if they are marked properly and kept in good physical condition. Remind your students to handle their answer documents with care; to record their answers with heavy, dark marks; and to avoid making any marks in their answer documents.

STUDENT DEMOGRAPHIC INFORMATION

Directions for Coding Answer Documents

Below is a sample of the student pre-identification (Pre-ID) label.

LASTNAME, FIRSTNAME M	
SR ID:1234567890 Grade:9	DOB:9/9/1993
SAMPLE HIGH SCHOOL	Gender:M
SAMPLE SCHOOL DIST	LEA NUMBER:1234567
	
123456789-0	

Coding for students with Pre-ID labels

All student Pre-ID labels must be used. School districts are required to verify the accuracy of the student data printed on the student Pre-ID roster. If there are errors on the roster, updates to student information will need to be made in APSCN/TRIAND by April 9, 2010.

If you have received a student Pre-ID label for a student who is no longer enrolled in your school or district, please refer to the instructions pertaining to Box 8 (step 2 under “Coding for ALL students once testing is complete”).

1. Box 1—Student/School/Teacher Information: Box 1 must be filled out entirely. Do not leave any areas blank.

Coding for students for whom you did not receive Pre-ID labels, or for students who arrived at your school just prior to testing

1. Box 1—Student/School/Teacher Information: Box 1 must be filled out entirely. Do not leave any areas blank.
2. Box 2—Last Name, First Name, MI: Print the student’s last name, first name, and middle initial. Print one letter in each of the small white boxes. Then fill in the circle that corresponds to the letter that you have printed at the top of each column.
3. Box 3—Student ID Number: A ten-digit state reporting ID number or Social Security number is required for the ACTAAP. Student identification numbers are included on student labels but must be verified for accuracy. In the event that a student registers immediately before testing and there is no time to receive a ten-digit ID from the state, the student’s Social Security number may be used. When entering/gridding the student’s Social Security number, place a “0” (zero) as the first number before the nine-digit Social Security number, which will make this a ten-digit ID number. The Arkansas Department of Education will provide districts with a range of federally-assigned identification numbers to use if parents object to providing their student’s Social Security number or none is available. (See Director’s Memo ACC-01-028, created September 25, 2000.)
4. Box 4—Date of Birth: Fill in the appropriate circle for the month. Write in the day as a two-digit number (e.g., 05) and then fill in the corresponding circles. Write in the last two digits of the year and then fill in the corresponding circles.

5. Box 5—Ethnicity/Race: Fill in the circles for all that apply.
6. Box 6—Gender: Fill in the appropriate circle for Male or Female.

Coding for ALL students once testing is complete

1. Box 7—For Teacher Use Only: Areas with asterisks must be filled out even when a Pre-ID label is used. Information coded in the “For Teacher Use Only” box is used to place students in the appropriate reporting categories 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 Friday, April 9, 2010.** See “Completing the ‘For Teacher Use Only’ Box” for instructions for completing all of the sections in the “For Teacher Use Only” box, as appropriate for each student.
2. Box 8—Reason Not Tested: The “Reason Not Tested” box is used to code information for students who were absent from all testing sessions, including make-up administrations. This box is located on the back of the demographic page, which is on the back cover of the answer document. If a label was provided for a student, it must be checked, applied to the appropriate answer document, and returned to Pearson. If a student was scheduled to take the test, or if you received a label for a student but he/she did not take ANY portion of the test, you must complete the REASON NOT TESTED box on the back of the demographic page. Fill in the circle for the reason the student did not take any portion of the test (mark ONLY one). If the reason the student did not test is not listed, contact Dr. Gayle Potter’s office at the ADE at 501-682-4558 for further instructions.

If any student refused to take ALL portions of the test, fill in the SRT (Student Refused to Test) circle in the REASON NOT TESTED box on the back of the student demographic page. The District Test Coordinator must notify Dr. Potter’s office of all students refusing to take all portions of the test.

Completing the “For Teacher Use Only” Box

Verify that students did not mark any circle(s) in the “For Teacher Use Only” box. There are ten sections within the “For 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., Monitored Former LEP (MFLEP), and LEP Accommodations.

After all testing is finished, the “For Teacher Use Only” box must be completed. If a student Pre-ID label has been used, it is not necessary to code the circles for ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, Monitored Former LEP (MFLEP), and Limited English Proficient (LEP) in the “For Teacher Use Only” box. This information must be updated in APSCN/TRIAND by April 9, 2010. Only those sections of the “For Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Highly Mobile, 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.

7 FOR TEACHER USE ONLY		LEP ONLY
SPECIAL EDUCATION <small>ESI CODES</small> <input type="radio"/> AU <input type="radio"/> MD <input type="radio"/> SLD <input type="radio"/> DB <input type="radio"/> OI <input type="radio"/> SI <input type="radio"/> HI <input type="radio"/> OHI <input type="radio"/> TBI <input type="radio"/> MR <input type="radio"/> ED <input type="radio"/> VI		<input type="radio"/> Free and/or Reduced Lunch <input type="radio"/> Limited English Proficient (LEP)
		<input type="radio"/> * Migrant Student <input type="radio"/> *LEP Student less than one year in the U.S.
		<input type="radio"/> Gifted and Talented <input type="radio"/> Monitored Former LEP <input type="radio"/> YEAR 1 <input type="radio"/> YEAR 2
<small>* SPECIAL EDUCATION ACCOMMODATIONS</small> <input type="radio"/> TRAN <input type="radio"/> MD <input type="radio"/> REC <input type="radio"/> NB <input type="radio"/> SIGN <input type="radio"/> IS <input type="radio"/> PREF <input type="radio"/> ET <input type="radio"/> SMGT <input type="radio"/> LPT <input type="radio"/> INT <input type="radio"/> BT <input type="radio"/> RMT/RWT/RST <input type="radio"/> AB		<input type="radio"/> *Highly Mobile <input type="radio"/> Student enrolled in school after October 1, 2009 <input type="radio"/> *LEP ACCOMMODATIONS <input type="radio"/> LEP - ET <input type="radio"/> LEP - WTWD <input type="radio"/> LEP - IS <input type="radio"/> LEP - PREF <input type="radio"/> LEP - SMGT <input type="radio"/> LEP - INT <input type="radio"/> LEP - RMT/RWT/RST <input type="radio"/> LEP - NB
		<input type="radio"/> FOR ADE USE ONLY

ESI Codes

A student's ESI code does not need to be coded if a student Pre-ID label is used. If a student's ESI code is incorrect on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010. If a student label is not used, complete the ESI Codes section of the "For 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 | 7 | OHI | other health impairment |
| 2 | DB | deaf-blindness | 8 | ED | emotional disturbance |
| 3 | HI | hearing impairment | 9 | SLD | specific learning disability |
| 4 | MR | mental retardation
(both TMR and EMR) | 10 | SI | speech/language
impairment |
| 5 | MD | multiple disabilities | 11 | TBI | traumatic brain injury |
| 6 | OI | orthopedic impairment | 12 | VI | visual impairment |

*Special Education Accommodations

An asterisk (*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the Special Education Accommodations section of the “For Teacher Use Only” box, as appropriate, regardless of whether 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.

- | | | |
|-----------|--------------------|--|
| 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 an answer document. |
| 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. |
| 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
Important: <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i> |
| 12 | LPT | Large Print test booklet |
| 13 | BT | Braille test booklet |
| 14 | AB | Abacus |

** The Test Administrator will complete the Affidavit Waiver Form. Test Administrators are not permitted to read the reading sections, including passages, regardless of accommodations.

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 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 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 demographic page if a student label is used. If a student's Free and/or Reduced Lunch status is incorrect on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010.

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 Suzanne Davidson at 501-324-9502.)

*Migrant Students

An asterisk (*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the Migrant Student section of the "For Teacher Use Only" box, as appropriate, regardless of whether a student label is used.

In the section labeled "Migrant Student," fill in the circle for any student meeting 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, please have the District Test Coordinator contact Stan Young or Penny Farrar at 501-324-9660.

Gifted and Talented Students

A student's status as gifted and talented does not need to be coded on the demographic page if a student label is used. If a student's gifted and talented status is listed incorrectly on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010. If a student label is not being used and the student is designated as gifted and talented, fill in the circle labeled "Gifted and Talented."

*Highly Mobile Students

An asterisk (*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the Highly Mobile section of the "For Teacher Use Only" box, as appropriate, regardless of whether a student label is used.

Fill in the circle labeled "Highly Mobile" for any student enrolled in the school after October 1, 2009, or moving between schools in the district.

For ALE, see the Accountability Workbook, 10.01, located on the ADE website.

For ADE Use Only

Fill in this circle **ONLY** if instructed to do so by ADE.

Limited English Proficient (LEP) Students

A student's status as limited English proficient does not need to be coded on the demographic page if a student label is used. If a student's LEP code is incorrect on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010. 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.**

An asterisk (*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. 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 a student label is used.

Monitored Former Limited English Proficient (LEP) Students

A student's status as Monitored Former Limited English Proficient (MFLEP) does not need to be coded on the demographic page if a student label is used. If a student's MFLEP code is incorrect on the student Pre-ID roster, please make corrections in APSCN/TRIAND by April 9, 2010. If a student label is not being used and the student is designated as MFLEP, fill in the appropriate circle.

Monitored Former LEP (MFLEP) students include:

1. Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
2. Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition; and
3. Students who were identified as LEP at some time in the prior two years but who no longer meet the State's definition of LEP.

MFLEP1 = Student is in his/her first year of being monitored as a Monitored Former LEP (MFLEP)

MFLEP2 = Student is in his/her second year of being monitored as a Monitored Former LEP (MFLEP) student

(For more information, see 2008 CSPR Section 1.6.3.6, Title III Served Monitored Former LEP Students; Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP), Non-Regulatory Guidance, MAY 2007, Office of Elementary and Secondary Education, U.S. Department of Education: <http://www.ed.gov/policy/elsec/guid/lepguidance.doc>)

*LEP Accommodations

An asterisk (*) by this section on the demographic page indicates that the section **must** be coded whether or not a student label is used. Complete the LEP Accommodations section of the “For Teacher Use Only” box, as appropriate, regardless of whether 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
Important: <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i> |
| 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** |
| 8 | LEP-NB | noise buffer |

** The Test Administrator will complete the Affidavit Waiver Form. Test Administrators are not permitted to read the reading sections, including passages, regardless of accommodations.

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.

Reason Not Tested

If a label was provided for a student, it must be checked, applied to the appropriate answer document, and returned to Pearson. If a student was scheduled to take the test or if you received a label for a student but he/she did not test (including during make-up testing), you must complete the REASON NOT TESTED box on the back of the demographic page. Fill in the circle for the reason the student did not take any portion of the test (mark ONLY one). If the reason the student did not test is not listed, contact Dr. Gayle Potter's office at the ADE at 501-682-4558 for further instructions.

If any student refused to take ALL portions of the test, fill in the SRT (Student Refused to Test) circle in the REASON NOT TESTED box on the back of the student demographic page. The District Test Coordinator must notify Dr. Potter's office of all students refusing to take all portions of the test.

8	REASON NOT TESTED
<input type="radio"/>	Absent during entire test administration, including make-up days
<input type="radio"/>	Expelled/suspended
<input type="radio"/>	Incarcerated
<input type="radio"/>	Residential treatment
<input type="radio"/>	Juvenile detention
<input type="radio"/>	Homebound
<input type="radio"/>	Extended hospitalization
<input type="radio"/>	Transferred to another district in Arkansas
<input type="radio"/>	Moved to a different state/out of the country
<input type="radio"/>	Withdrew from school
<input type="radio"/>	Special Education services from home school/private school
<input type="radio"/>	Transferred to home school or private school
<input type="radio"/>	Not enrolled in 9th grade
<input type="radio"/>	IEP decision
<input type="radio"/>	LPAC decision
<input type="radio"/>	SRT
<input type="radio"/>	Deceased

STUDENT DEMOGRAPHIC INFORMATION TEST ADMINISTRATION SCRIPT

SAY You will be taking a test in mathematics, reading, and writing. All ninth-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 do your best. If you do not have a sharpened No. 2 pencil, please raise your hand.

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

SAY 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 (with demographic information facing up) to each student, making sure each student gets his/her answer document.

SAY Look at the front cover of your test booklet. (Pause.) Print your name on the space provided at the top.

Pause while students print their names.

SAY Now set your test booklet aside. On the back cover of your answer document, check your student pre-identification label. Make sure your name is correct. Find Box 1, the Student/School/Teacher Information, and print your name, first and last; teacher name; school; and school district. If you need the proper spelling, you can refer to the board where I have written this information. There are also spaces for your gender, race or ethnicity, date of birth, and grade. Please print this information in the proper spaces. (Pause.)

(If a student does not have a pre-identification label affixed to his or her answer document or the name, student ID number, or date of birth is incorrect on the label, the student information must be gridded in Boxes 1–6 on the demographic page.)

Answer questions as needed. While students are filling in the information, walk around the room to see that they are following directions. When all students have finished,

SAY Now find the box labeled “Marking Directions” on the top right side of your answer document. (Pause.) Read the directions to yourself while I read them out loud. “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 document.”

Now look at the two rows of sample marks below the directions that show the right way and wrong way 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 sample in the row labeled “RIGHT.”

Proceed with the directions for administering the first session.

NOTE: Students will need rulers with inch and centimeter markings on them. The rulers are labeled to indicate the grades for which they are intended; please be sure to distribute the correct rulers. Students will also need the Stanford 10 Reference Sheet for this subtest. The Reference Sheet is included in each student's test booklet.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

SAY You are going to take some tests that will show how much you have learned. I will give each of you a test booklet and answer document. Do not open them until I tell you what to do.

Distribute the rulers, test booklets, and answer documents at this time. Check to see that each student has the right test booklet and answer document.

SAY You may use your ruler and the Stanford 10 Reference Sheet, which is found on page 3 of your test booklet. You will need both the ruler and Reference Sheet to answer some of the questions.

If students will be using calculators, distribute the calculators.

SAY Open your test booklet to the Mathematics subtest on page 4. You will see a picture of mathematics shapes at the top of the page. Fold your test booklet back so that only that page is showing.

Make sure everyone has found the first page of the Mathematics subtest, with the icon of the mathematics shapes at the top of the page, and have folded their booklets properly.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each question or problem carefully. Then answer the question or work the problem. Mark the space for your answer." Now look at Sample A in the box.

A Read the sample to yourself as I read it aloud. *Each of the small squares in the large square below has the same area. What percent of the large square is shaded?*

Pause.

SAY What answer did you choose?

Pause for replies.

Mathematics (continued)

SAY Yes. The correct answer is D, 20 percent.

Now find the section for Mathematics on your answer document. Look at Sample A in the box marked "Samples." In Sample A, the space for "D" has been marked because "D" is the correct answer, 20 percent.

B Now look at Sample B. *Doris sold candy bars to earn money for a band trip. The table shows how much she earned each day of the sale.* (Pause.) *Which list shows the days in order from greatest to least amount sold?* Mark your answer.

Pause while students mark their answers.

SAY Which answer did you choose?

Pause for replies.

SAY Yes. The correct answer is "C," *Tuesday, Monday, Thursday, Wednesday.* That is the correct list for the days in order from the greatest to least amount sold. You should have marked the space on your answer document for the letter "C." Are there any questions?

Answer any questions students may have.

SAY You are to do all the questions in the Mathematics section on your own. Keep working until you come to the bottom of the page where you see the word "STOP." Be sure to mark the space on the answer document for your answer. If you finish early, you may check your work on this section only, but do not go on to any other pages. Does everyone understand what to do?

After any questions have been answered,

SAY You will have 50 minutes to work on this test. If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question.

You may start working now.

While students are working, walk around the room to see that they are following directions and that they are not looking at any other subtests. Do not give any help answering any of the questions.

Allow 50 minutes for students to finish.

Mathematics *(continued)*

After 50 minutes or when all students have finished,

SAY Stop. Put your pencil down now and close your booklet so that the front cover is on top. Put your answer document inside the front cover of your booklet so that the outer edge of the answer document goes along the fold of the booklet.

Collect the calculators, if calculators were used.
--

Collect the rulers. Give students a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

Have all desks cleared and see that each student has two soft-lead (No. 2) pencils and an eraser.

SAY We will complete some more work in your test booklet and answer document. Do not open your test booklet or take out your answer document until I tell you what to do.

Check to see that each student has the right test booklet and answer document.

SAY Open your test booklet to the Writing subtest on page 21.

You should see a picture of a pencil and an eraser at the top of the page. Fold your booklet back so that only that page is showing.

Make sure all students have the first page of the Writing subtest showing, with the icon of a pencil and an eraser at the top of the page, and have folded their booklets properly.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each sentence. Look at the underlined words in each one. There may be a mistake in punctuation, capitalization, or word usage. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is.*"

A Look at Sample A in the box below the directions. Read the sentence to yourself as I read it aloud. "No I can't go with you today." Now read the answer choices. Should the underlined part of the sentence be written like answer "A," answer "B," answer "C," or is it "D," *Correct as is*?

Pause for replies.

SAY Yes. Answer "B" is the correct way to write the underlined words. Now find the Writing section on your answer document. The space for the letter "B" has been filled in on your answer document to show that it is the correct answer. Are there any questions?

Answer any questions.

SAY

B Now go to Sample B. Read the sample and mark the space on your answer document for your answer.

Pause while students mark their answers.

Writing (continued)

SAY You should have marked the space for “D,” *Correct as is*, since there is no mistake in the underlined part of the sentence. Are there any questions?

Answer any questions. Explain further, if necessary.

SAY You are to do Questions 1 through 24 the same way we did the samples. Remember, read each question and choose the best answer. Then mark the space for your answer on your answer document.

When you have finished Question 24, you will see directions on the next page, followed by Sample C and Sample D. Then there will be more questions, followed by more directions, and Samples E and F. Then after Question 39, you will see more directions, followed by Samples G and H. Then there will be some more questions.

Read what to do for each part as you come to it. Study the samples. Note that the correct answer for the first sample in each section has been filled in on your answer document. Then answer each question. Mark the space for your answer on your answer document.

When you finish the questions on this page, go on to the rest of the questions in the Writing section. If you’re not sure about the answer, do the best you can, but don’t spend too much time on any one question. Keep working until you see the word “STOP” at the bottom of the page after Question 48. If you finish before I say “Stop,” you may check your work on the Writing section only. Do not go back to any other pages in the Mathematics section or on to any other section of this test. Does everyone understand what to do?

Answer any questions. Make sure students understand how far they are to work.

SAY You will have 30 minutes to work on this test. Start working now.

While the students are working, walk around the room to make sure that they are following directions, but do not give help on specific questions.

Allow 30 minutes for students to finish.

After 30 minutes or when all students have finished,

SAY Stop. Put your pencil down now and close your booklet so that the front cover is on top. Put your answer document inside the front cover of your booklet so that the outer edge of the answer document goes along the fold of the booklet.

Give students a rest period of about 10 minutes; then continue with the directions for administering the next subtest.

Make sure that all desks are cleared and that each student has two soft-lead (No. 2) pencils and an eraser.

SAY We will complete some more work in your test booklet and answer document. Do not open your test booklet or take out your answer document until I tell you what to do.

Check to see that each student has the right test booklet and answer document.

SAY Open your test booklet to the Reading Comprehension section on page 37, where you see the picture of the open book at the top of the page. Do not fold your booklet back for this subtest.

Make sure all students have found page 37, the first page of the Reading Comprehension subtest, with the icon of the open book at the top of the page, and have their booklets open flat, not folded back.

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. "Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen."

Now find the sample poem, right below the directions.

Make sure everyone has found the sample poem.

SAY Now read the poem to yourself.

Pause about two minutes while students read the sample poem.

SAY

A Now look at the first sample, Sample A.

Read Sample A to yourself as I read it aloud. *You can tell that the speaker does not like – A hearing the alarm clock ... B eating breakfast ... C mowing the grass ... D riding in a car. Which is the correct answer?*

Pause for replies.

SAY Yes. That's right. The poem says that the speaker does not like *hearing the alarm clock*.

Now find the section for Reading Comprehension on your answer document.

The space for "A," *hearing the alarm clock*, has been filled in to show that it is the correct answer. Are there any questions?

Reading Comprehension *(continued)*

Answer any questions students may have.

SAY

B Now look at Sample B. Read the question to yourself. Mark the space for your answer.

Pause while students mark their answers.

SAY Which space did you mark?

Pause for replies.

SAY That's right. You should have marked the answer space for "D," *Thinking about when you first wake up*. Does anyone have a question?

Answer any questions students may have.

SAY Turn to page 38. After you finish this page, keep working until you come to the bottom of the page where you see the word "STOP." If you finish early, you may check your work on this section only. Do not go back to any other pages in the Mathematics or Writing sections of this test.

Remember, read each passage; then answer the questions about the passage. Choose the best answer for each question. Mark the space for your answer on your answer document. Does everyone understand what to do?

Answer any questions.

SAY You will have 40 minutes to read the passages and answer the questions for this test. If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question.

You may start working now.

While students are working, walk around the room to make sure that they are following directions and that they are not looking at any other subtests. Do not give help on specific test questions.

Allow 40 minutes for students to finish.

After 40 minutes or when all students have finished,

SAY Stop. Put your pencil down now and close your booklets so that the front cover is on top. I will collect your answer document first, then I will collect your test booklet.

Collect the answer documents first, and then collect the test booklets. This is the end of the administration of the *Stanford Achievement Test*.

Remember to complete the after-testing procedures. Refer to the Table of Contents for "Procedures Following Test Administration."

Procedures Following Test Administration

General Procedures for Returning Test Materials

Test Administrators must return all test materials to the School Test Coordinator. School Test Coordinators will return materials to the District Test Coordinator, who will return the materials to Pearson.

NOTE: Only used answer documents should be bundled with the scorable materials for return to Pearson. Answer documents where a student label was affixed or the demographic information was filled out, but the student was absent from all testing sessions, including make-up administrations, should be returned with the scorable material with the “Reason Not Tested” indicated on the back of the demographic page and should be included with the class District/School/Classroom Identification Sheet (Header Sheet). Any blank or unused test booklets MUST be shipped with the non-scorable material.

All test booklets, whether used or unused, must be returned to Pearson.

Requirements for Coding the “For Teacher Use Only” Box

Information coded in the “For Teacher Use Only” box is used to place students in the appropriate reporting categories, 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 correctly on their answer documents. **Coding for students cannot be changed after April 9, 2010.**

Fill in the “For Teacher Use Only” box on the back of the answer document **after** all testing is completed. 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 section cannot be marked by the Test Administrator.

Verify that students did not mark any circle(s) in the “For Teacher Use Only” box. There are ten sections within the “For 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., Monitored Former LEP (MFLEP), and LEP Accommodations.

After all testing is finished, the “For Teacher Use Only” box must be completed. If a student Pre-ID label has been used, it is not necessary to code the circles for ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, Monitored Former LEP (MFLEP), and Limited English Proficient (LEP) in the “For Teacher Use Only” box. This information is already contained in the student Pre-ID roster and will override information coded in the “For Teacher Use Only” box. Only those sections of the “For Teacher Use Only” box that have an asterisk (Special Education Accommodations, Migrant Student, Highly Mobile, 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.

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/Pre-ID label affixed**)

1. Collect all **used/scorable** answer documents for return to the School Test Coordinator.
2. Answer Documents that have the “Reason Not Tested” information gridded must
3. be returned for inclusion with the Header Sheet with each class.

B. Answer Documents (**Unused/no Pre-ID label affixed or demographic information gridded**)

1. Collect the unused answer documents (no Pre-ID label affixed or demographic information gridded). These answer documents can be retained or destroyed unless otherwise directed by your District Test Coordinator.

C. Test Booklets (**Used and Unused**)

1. Collect all test booklets for return to the School Test Coordinator.

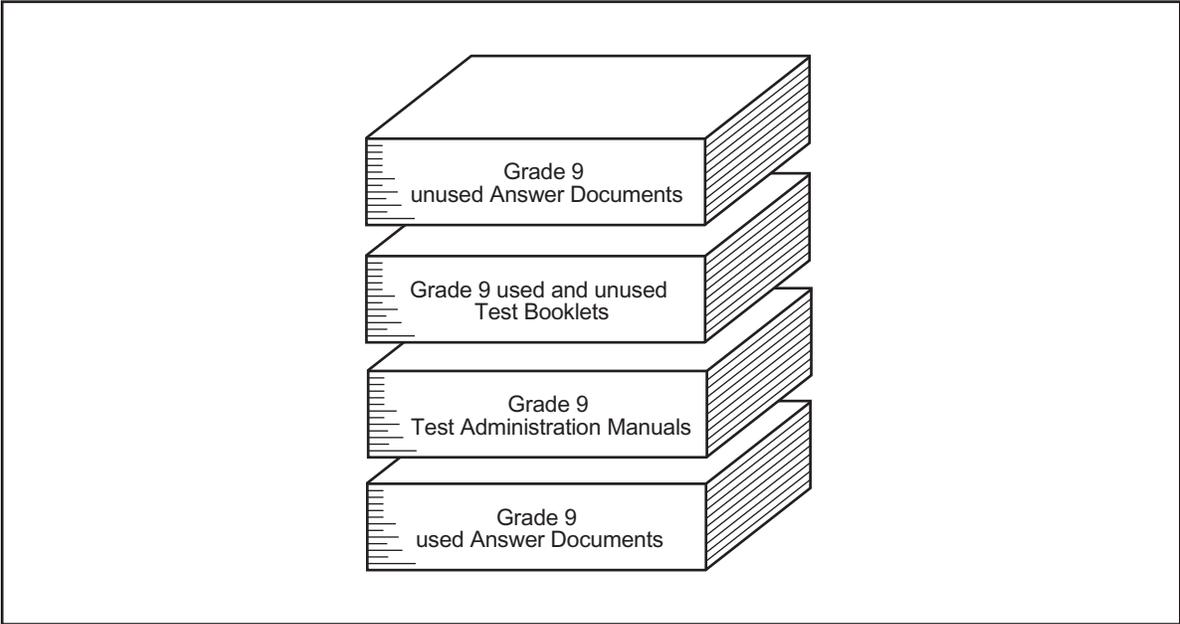
D. *Test Administration Manuals*

1. Collect all *Test Administration Manuals* for return to the School Test Coordinator.

Note: Please ensure that all student answer documents from your testing group are accounted for. Check each student’s test booklet in case an answer document remains inside the booklet.

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

Arkansas Department of Education Test Security Guidelines

Maintaining test security is a very serious responsibility for all Arkansas currently licensed 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. The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities.
2. All District Test Coordinators, School Test Coordinators, and Test Administrators shall be **currently** licensed by the Arkansas Department of Education as a teacher or administrator.
3. The tests must be administered on the scheduled dates as specified in the *District and School Test Coordinators' Manual* and the *Test Administration Manuals*. No portion of the test may be given early.
4. 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.
5. The tests must be administered in strict accordance with the instructions outlined in the *District and School Test Coordinators' Manual* and the *Test Administration Manuals*. These instructions include reading directions verbatim to students during testing.
6. Test booklets must be distributed to ALL students in spiral order, including special education and LEP students. Distributing forms incorrectly is considered a testing irregularity.
7. The superintendent or his/her designee in each school district shall be responsible for ensuring that all district personnel involved in the testing have been properly trained as specified by ADE.
8. The superintendent or his/her designee in each school district shall be responsible for ensuring that all assessment documents and student identification information are properly and accurately coded and that ALL students have participated in the appropriate grade-level assessment(s).
9. The superintendent or his/her designee in each school district shall be responsible for ensuring that Individualized Education Programs, Limited English Proficient Assessment Plans, and/or 504 Plans shall specify any state approved accommodation(s) available to students participating in the administration of standard state assessments.

10. The superintendent or his/her designee in each school district shall be responsible for ensuring that all students enrolled in a State-tested grade shall be accounted for in the State Assessment System.
11. 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.
12. Students must not be exposed to answers of items at any time before, during, or after testing. At least 50% of the customized CRT items that contribute to the student performance results will be released to the public schools for instructional purposes.
13. 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.
14. Students are not allowed to use scratch paper. The use of scratch paper is considered a breach of security.
15. Students cannot have any materials (e.g., books, magazines, newspapers, homework, etc.) except testing materials during the testing sessions.
16. No electronic devices with photographic capability shall be accessible at any time during test administration [Arkansas Code 6-18-502(b)]. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod®, MP3 player, etc.)
17. 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.
18. 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.
19. 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. Test Administrators shall not access computers or other electronic equipment during the assessment.
20. **All** test booklets, used and unused, shall be inventoried subsequent to testing and returned to the appropriate testing company 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.
21. 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.

Security Procedures

Secure materials may leave the Superintendent's office no more than five (5) school days before the first testing session. However, it is strongly recommended that secure materials do not leave the Superintendent's office more than three (3) school days before the first testing session unless the size of the district absolutely necessitates more time for distribution. The test booklets for the Stanford 10 are secure materials.

Security ID numbers have been assigned to and printed on all test booklets. Test booklets are shrink-wrapped with security numbers printed on the documents along with the quantity included in the package. **Due to security reasons, the ADE recommends that shrink-wrapped packages of test booklets be opened on the first day of testing only.** In unusual circumstances, shrink-wrapped test booklets may be opened no more than 24 hours in advance of the first day of testing for organizational purposes only. No one may look inside test booklets for any reason. No test booklets shall be distributed to Test Administrators until the first day of testing.

No part of the Stanford 10 may be downloaded into any assistive device.

Maintaining test security is a very serious responsibility and there are security risks involved when appropriate security measures are not followed. A breach of security is one of the reasons for loss of license in the state of Arkansas.

Keep all test materials stored in a securely locked location. School Test Coordinators and Test Administrators should also be instructed to monitor test materials at all times and to store them in a securely locked place when not in use. This includes securing materials at the close of each day of the testing sessions.

School Security Checklists

Any schools with students participating in the Stanford 10 will receive School Security Checklists for grade 9. The School Security Checklist incorporates the security numbers of the test booklets. The forms must be used to distribute test booklets to Test Administrators and to account for all test booklets after testing. Careful attention to completing the School Security Checklist will minimize lost test booklets. The completed School Security Checklists are to be returned to the District Test Coordinator along with all testing materials after testing is complete.

Test Security Affidavits

District Superintendents, District Test Coordinators, Building Principals, School Test Coordinators, and Test Administrators must sign affidavits regarding the security of test materials. In the Non-Secure Test Material Shipment, each district will receive one set of affidavits, which must be copied as needed to provide forms to the schools and for all Test Administrators. The boxes for the test for which the affidavit is being completed and signed must be checked. There are three types of affidavits as follows:

Affidavit 1—District Level Test Security Form. Affidavit 1 is a district-level affidavit, which needs to be completed and signed by the District Superintendent and the District Test Coordinator. Only one (1) copy of Affidavit 1 needs to be signed for the district.

Affidavit 2—School Level Test Security Form. Affidavit 2 is a school-level affidavit, which needs to be completed and signed by the School Test Coordinator and Building Principal. The District Test Coordinator should make copies of the school-level affidavits in order to provide one to every school with students being tested. Only one (1) copy of Affidavit 2 needs to be signed for each school.

Affidavit 3—Test Administrator Security Form. Affidavit 3 is a Test Administrator affidavit, which contains space for the signatures of several Test Administrators. The District Test Coordinator should make copies of the Test Administrator affidavits in order to provide one to every school with students being tested. Each school may make as many copies as will be needed for all Test Administrators to sign. **A separate Affidavit 3 needs to be completed and signed for each grade tested.**

All completed and signed affidavits must be returned with the secure scorable test booklets according to instructions provided in the manuals for District and School Test Coordinators.

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 an answer document. |
| 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. |
| 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
Important: All testing scheduled for a given day must be completed by the conclusion of that school day. |
| 12 | LPT | Large Print test booklet |
| 13 | BT | Braille test booklet |
| 14 | AB | Abacus |

** The Test Administrator will complete the Affidavit Waiver Form. Test Administrators are not permitted to read the reading sections, including passages, regardless of accommodations.

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: <i>All testing scheduled for a given day must be completed by the conclusion of that school day.</i> |
| 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** |
| 8 | LEP-NB | noise buffer |

** The Test Administrator will complete the Affidavit Waiver Form. Test Administrators are not permitted to read the reading sections, including passages, regardless of accommodations.

Accommodations that currently are not available are

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

Appendix C

Reading and/or Transcription of the Examinations

Special Education students, limited English proficient students, and students with a 504 Plan may receive the accommodation of having the mathematics, writing, and/or science portions of the Augmented Benchmark Examinations (grades 3–8), METROPOLITAN8 (grade K), or Stanford 10 (grades 1, 2, and 9) read to them if the accommodation is listed in their IEP, LPAC Plan, or 504 Plan and is used on a regular basis in the classroom. **Do not** code the 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. **Reading of test questions or reading passages for the reading test is not allowed under any circumstances except when all test materials are read to all students.**

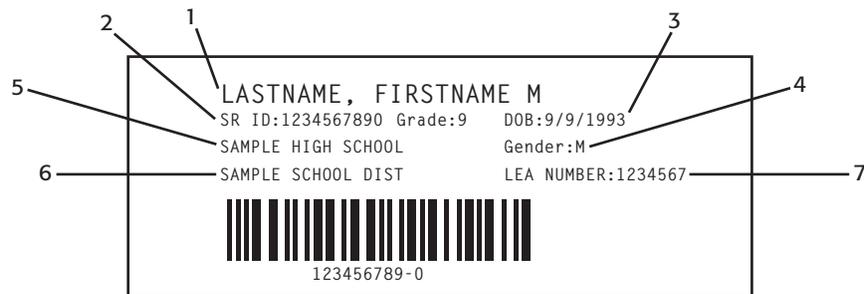
Only teachers or administrators **currently licensed** by the ADE are allowed to read or transcribe a test for students who have this accommodation. The Affidavit Waiver Form must be copied and signed by the currently licensed Arkansas staff providing the accommodation and stapled to *Affidavit 3—Test 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 test booklet or 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), this transcription needs to be done by a teacher or administrator **currently licensed** by the ADE and **must** occur within the district, prior to the shipment of materials to Pearson. 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. If the District Test Coordinator does not perform the transcribing onto the regular test booklet or answer document, it **will not** be performed by Pearson.

Appendix D

Sample Student Pre-Identification Label

The following provides a key to the information that is printed on the student Pre-ID label. **All student Pre-ID labels must be used.** School districts are required to verify the accuracy of the student data printed on the student Pre-ID roster. If there are errors on the roster, updates to student information will need to be made in APSCN/TRIAND by April 9, 2010.



1—Student Name: last name, first name, middle initial

2—State-Required ID: a student's identification number issued by the state or a student's Social Security number

3—Date of Birth

4—Gender: F = Female; M = Male

5—School Name

6—District Name

7—LEA Number: The format of the LEA Number is ordered Region, County, District, School LEA Number. The first number of the LEA Number is your Region.

Appendix E

Sample Affidavit Waiver Form for Providing an Approved Accommodation

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

**Augmented Benchmark Examinations, METROPOLITAN8, and SAT 10
Affidavit Waiver Form
for
Providing an Approved Accommodation
April 2010**

I provided an approved testing accommodation for:

Student's Name

Test Booklet Number*

by _____ sessions _____
reading/transcribing

of the grade (circle one) K 1 2 3 4 5 6 7 8 9

Augmented Benchmark Examinations, test booklet form _____ (enter the letter from the upper left corner of the test booklet)

METROPOLITAN8

SAT 10

(Please check the appropriate box and enter the form number if applicable.)

I agree not to copy, use in my classroom, or discuss any of the test questions I have read.

Date

Signature of Arkansas Certified Personnel Providing Accommodation

District Name and School Name

* The Test Booklet Number is located under the security barcode on the front cover of the test booklet.

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



AR00000528

520103 1 2 3 4 5 A B C D E Printed in the USA ISD9659

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program



AR00000423