ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Mid-Year Biology End-of-Course Examination

January 2012

Test Administration Manual

SECURITY WARNING

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

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

Important Dates

January 24–25, 2012 *Mid-Year Biology End-of-Course Examination* testing dates.
January 31, 2012 Make-up test administrations for Biology must be completed.

The success of the Mid-Year End-of-Course Examinations depends upon your assistance. The Arkansas Department of Education thanks you for your valuable assistance in administering this Mid-Year End-of-Course Examination.
Arkansas Department of Education
January 2012

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General Information

Overview of the *Mid-Year Biology End-of-Course Examination*

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** (ACTAAP) includes a *Mid-Year Biology End-of-Course Examination.* The examination consists of multiple-choice and open-response questions that directly assess student knowledge. The *Arkansas Biology Science Curriculum Framework* is the basis for development of the *Mid-Year Biology End-of-Course Examination*. The Arkansas Department of Education has contracted with Questar Assessment, Inc. (Questar) for the development, production, distribution, and collection of the *Mid-Year Biology End-of-Course Examination* materials.

Results of the *Mid-Year Biology End-of-Course Examination* will be provided for all students, schools, and districts to be used as the basis for instructional change.

This Test Administration Manual

This manual contains instructions for Test Administrators. It includes information about the testing schedule and the students to be tested, and it provides procedures to be followed before, during, and immediately after test administration. A script that Test Administrators must use for the testing sessions is also included.

Read through this entire manual thoroughly. The test administration script provided in this manual must be used for each of the Biology testing sessions. If you have any questions concerning the *Mid-Year Biology End-of-Course Examination*, the testing procedures, or the instructions in this manual, contact your School Test Coordinator.

Important Dates

The Biology test consists of four sessions with testing scheduled for Tuesday, January 24 and Wednesday, January 25. No part of the test may be given early. **Early testing constitutes a breach in test security.** See information regarding make-up testing on page 20.

Test Administrator Responsibilities

It is the Test Administrator's responsibility to

- attend local test administration training (which includes a discussion of the test schedule and procedures, explains how to appropriately provide accommodations, and provides an opportunity to obtain answers to questions);
- review this entire manual prior to administration, with special attention given to the Test Security Guidelines provided on pages 15–16 and to the Test Administration Script for each testing session;
- verify the correctness of information on the Preliminary Demographic Verification Roster, if assigned to do so;
- maintain the security of all test materials and sign the appropriate test security forms—see the description of the security forms on page 16;
- ensure a standardized testing environment in which no coaching, prompting, or pronunciation of words occurs (except for allowable accommodations);
- follow the instructions given in this manual when testing the group of students assigned to you;
- conduct make-up testing for students absent from original testing sessions, if assigned to do so; and
- code information as appropriate in the "Teacher Use Only" box on the first two pages of each answer document once testing is completed, if assigned to do so—make sure you obtain all of the information that will be required.

To ensure that you have completed all of the steps in preparing for a successful test administration, a "Checklist for Test Administrators" is provided on pages 21–22. The checklist covers only the major steps in the testing process and should **not** be used as a substitute for reading all of the instructions in this manual.

New For 2012

New—Student Label Use

Student labels cannot be used and student information must be bubbled on the student answer document if the student's school, grade, State ID number, and/or last name have changed or are incorrect on the Preliminary Demographic Verification Roster.

New—Student Not Tested Forms

Student Not Tested Forms should **not** be copied. If additional Student Not Tested Forms are needed, please contact your School Test Coordinator.

Guidelines for Students to be Tested

Students to be Tested

The *Mid-Year Biology End-of-Course Examination* should be administered to **all** students completing Biology by the end of the first semester for high school graduation credit, who are eligible for testing under standardized conditions, with or without accommodations. Any student who falls into this category and who is enrolled in an Arkansas school **on or before** the day of testing should be administered the *Mid-Year Biology End-of-Course Examination*.

All students, including the following, should be tested:

- Title I students—all students identified as eligible for Free and/or Reduced Lunch
- Transfer students—any student enrolled on or before the first day of testing must be tested
- LEP students—with or without accommodations
- Disabled students—if their IEP indicates paper and pencil testing is appropriate, with or without accommodations
- Alternative Learning Environment (ALE) students
- Foreign exchange students
- Day Treatment students

Exceptions:

- Home-bound students
- Home-schooled 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)

All students, including students identified as disabled pursuant to P.L. 94-142 and under section 504 of the Rehabilitation Act of 1973, as amended, who are enrolled in Biology for high school graduation credit must take the *Biology End-of-Course Examination*, with or without accommodations. Students enrolled in a grade 10 resource science class must participate in the Alternate Portfolio Assessment for Grade 10 Science. Students in the School Age Programs (DDS) are to be tested. This requirement began with the 2002–2003 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 must be coded by the School Test Coordinator (or designated person) in the "Teacher Use Only" box on the student answer document, as appropriate, regardless of whether or not a student label is used. This information is not included in the student label barcode or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 35–40 of this manual. Students identified as disabled will receive an Individual Student Report and will be included in the IEP Summary Report, as well as in the Combined Population Report. Do not code the Special Education Accommodations section for students with a 504 Plan. However, students may still receive accommodations that are in their 504 Plans and used regularly in the classroom.

Limited English Proficient (LEP) Students

Limited English Proficient students taking the *Mid-Year Biology End-of-Course Examination* should be tested, with or without accommodations.

Identification of a student as LEP is included in the student label barcode and on the Preliminary Demographic Verification Roster. A student's LEP status does not need to be coded on the answer document if a student label is used. If a student label is not used for an LEP student, a School Test Coordinator (or designated person) must code the student's answer document by filling in the circle for Limited English Proficient in the "Teacher Use Only" box. Specific directions for coding student answer documents are provided on pages 35–40 of this manual. Students identified as LEP will receive an Individual Student Report and will be included in the LEP Summary Report, as well as in the Combined Population Report.

First-Year Limited English Proficient Students

LEP students in their first year in the U.S. are **not** exempt from the *Mid-Year Biology End-of-Course Examination*.

First-year LEP students must be identified as such on their answer documents regardless of whether or not a student label is used. To identify first-year LEP students, a School Test Coordinator (or designated person) must code each student's answer document by filling in the circle for LEP student less than one year in the U.S. in the "Teacher Use Only" box. This information is **not** included in the student label barcode or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 35–40 of this manual. First-year LEP students whose answer documents have been properly coded will not be included in the Adequate Yearly Progress (AYP) calculations for 2012. Once the answer documents are returned for scoring, students cannot be reassigned. If the circle for LEP student less than one year in the U.S. is **not** coded, that student will be included in the AYP calculations.

Transfer Students

Any student meeting the criteria for taking the *Mid-Year Biology End-of-Course Examination,* who is enrolled in school **on or before** the first day of testing, should be tested.

Foreign Exchange Students

Foreign exchange students meeting the criteria for taking the *Mid-Year Biology End-of-Course Examination* must be tested. The School Test Coordinator (or designated person) may identify a foreign exchange student as LEP student less than one year in the U.S. by filling in the appropriate circle in the "Teacher Use Only" box. In this case, the student will receive an Individual Student Report and will count toward the 95% tested for AYP purposes, but the student's scores will not be included in school, district, or state summary reports. If the circle labeled LEP student less than one year in the U.S. is **not** coded, the student's scores will be included in all reports. Specific directions for coding student answer documents are provided on pages 35–40 of this manual.

Migrant Students

To identify migrant students, the School Test Coordinator (or designated person) must code each student's answer document by filling in the circle for Migrant Student in the "Teacher Use Only" box. This information is **not** included in the student label barcode or on the Preliminary Demographic Verification Roster. Specific directions for coding student answer documents are provided on pages 35–40 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 at 501-324-9660.

Highly Mobile Students

Any student enrolled in the school or moving between schools in the district **after** October 1, 2011, should be identified as highly mobile.

A student's highly mobile status is **not** included in the student label barcode or on the Preliminary Demographic Verification Roster. It must be coded on each student's answer document by filling in the circle for Highly Mobile in the "Teacher Use Only" box on the answer document. Specific directions for coding student answer documents are provided on pages 35–40 of this manual.

Alternative Learning Environment (ALE)

Alternative Learning Environment students enrolled in Biology shall participate in the *Mid-Year Biology End-of-Course Examination.* The testing location may be decided by the district. Testing materials must be kept secure at all times. All persons who transport, handle, or administer the test at an ALE must be **currently** licensed by the Arkansas Department of Education as a teacher or administrator and must be properly trained in test administration procedures.

Students NOT Tested

Every student who meets the requirement to test at mid-year and/or receives a student label must be accounted for. If a student does not submit an answer document for scoring, a Student Not Tested Form **or** answer document must be returned with a "Student NOT Tested" reason coded. If a student was scheduled to test and did not receive a student label, an answer document must be returned with student demographic information completed **and** a not tested reason coded on page 2 of the answer document. Do not fill in a "Student NOT Tested" reason code on the answer document if any questions have been answered by the student—this code is used only when there are no student answers on the answer document. Do not submit more than one document type for one student.

A Student Not Tested Form should be used, prior to testing, when a student who received a student label will not be taking the examination. The student labels for students not testing should be placed on the Student Not Tested Form with the appropriate reason code entered above each student label. Up to four (4) student labels may be placed on a single form. Student Not Tested Forms are returned with the used answer documents.

For a student who refused to take **all** portions of the test, the School Test Coordinator (or designated person) should fill in the circle next to SRT (Student Refused to Test) on page 2 of the answer document. "Student Refused to Test" is not a reason provided on the Student Not Tested Form. The Test Administrator must notify the School Test Coordinator of any student refusing to take **all** portions of the test.

All other information requested on the front of the answer document must be completed as appropriate for the student according to the instructions provided in this Test Administration Manual (student labels must be used if provided). No special handling of the answer documents is required. They are to be considered **used** answer documents and submitted along with the scoreable materials for students taking the test.

Erasures

If a "Student NOT Tested" reason code has been filled in on an answer document, the student answer portion of the answer document must be completely blank and contain no eraser marks. Eraser marks may be picked up by the scanners resulting in the student receiving a score. Answer documents that are returned with a filled in "Student NOT Tested" reason code and one or more student answers and/or any eraser marks on the student answer portion of the answer document will be scored and included in all reports.

Student Identification Numbers

A 10-digit State Reporting Identification Number is required for the ACTAAP and is included on the student label. If a student label is not used, both a 10-digit State Reporting Identification Number* and a Social Security Number (SS ID) need to be completed on the student answer document. The ADE will provide districts with a range of federally-assigned identification numbers to use if parents object to providing their child's Social Security Number or if none is available. (See Director's Memo ACC-01-028, created September 25, 2000.) Social Security Numbers or federally-assigned identification numbers will be suppressed on reports. As part of the advance announcement of testing, students should be advised to have their 10-digit State Reporting Identification Numbers and Social Security Numbers or federally-assigned identification numbers available on the day of testing. Please contact Susan Gray at the ADE at 501-682-4559 for additional information.

Ethnicity Codes

If a student label is not used, the student should fill in the circle(s) on the answer document in box 6 (Ethnic Background) beside the best description(s) of his/her ethnic background. Students may fill in more than one circle when it is appropriate to do so. The Preliminary Demographic Verification Roster will show only one ethnicity code. If a student's record in APSCN/Triand shows Hispanic and any additional ethnicity code, the ethnicity code on the roster will show "Hispanic." If a student's record in APSCN/Triand shows two or more ethnicity codes not including Hispanic, the ethnicity code on the roster will show "Two or More." The ethnicity codes are as follows:

1. Hispanic
2. Asian
3. Native Hawaiian/Pacific Islander
4. American Indian/Alaska Native
5. Black
6. White
7. Two or More (included only on the roster)

Students will be reported with only one ethnicity code. If a student has filled in the circle next to Hispanic and any additional ethnicity code, the student will be reported as "Hispanic." If a student has filled in the circles next to two or more ethnicity codes not including Hispanic, the student will be reported as "Two or More." The ethnicity filled in on the answer document should match the student's ethnicity in APSCN/Triand.

*If a student is new to the state of Arkansas and does not have a 10-digit State Reporting Identification Number, this section may be left blank.

Student Information from APSCN/Triand

Student information used for reporting purposes will be pulled from APSCN/Triand and provided to Questar. Student information in APSCN/Triand is pulled twice. Data from the first pull are used to produce the Preliminary Demographic Verification Rosters and student labels. Data for reporting purposes are pulled shortly after the deadline for correcting student information. See date below.

The updated/corrected information in APSCN/Triand will **override** information in the student label barcode and filled in on student answer documents (with the exception of the sections of the "Teacher Use Only" box denoted with an asterisk that need to be completed by the School Test Coordinator, or designated person). Therefore, it is critical that student information be verified and corrected as needed within the allotted time frame.

IMPORTANT: Student information for reporting purposes will be pulled from APSCN/Triand at the end of the day on Friday, January 20, 2012, for Biology. Students will be reported according to the information in the system when the data are pulled and any incorrect information CANNOT be changed after this point.

Preliminary Demographic Verification Roster

A Preliminary Demographic Verification Roster will be provided by subject to each school; districts will be provided with copies for each school within the district where students are being tested. The roster contains the following information for each student as it appears in APSCN/Triand: student name, grade, birth date, State Reporting Identification Number, SS ID, gender, ethnicity, Monitored Former LEP status, LEP status, Free and/or Reduced Lunch status, and Gifted and Talented status. The rosters should be used to verify the the accuracy of student information. Do **not** use the student labels for verification purposes (the rosters contain additional information not visible on the student labels).

If the student's school, grade, State ID number, and/or last name have changed or are incorrect on the Preliminary Demographic Verification Roster, the student's label cannot be used and all demographic information must be bubbled. If any other information is incorrect, the student label **must** be used. Information in the student label barcodes will be used to match students to the appropriate, corrected record in APSCN/Triand. If a student label is not provided or a label is damaged, boxes 1–8 on the answer document must be completed.

All information on the Preliminary Demographic Verification Roster must be checked carefully. If any of the information on the roster is not correct, it **must** be updated in APSCN/Triand by the end of the day on **Friday, January 20, 2012, for Biology.**

Student Labels

Student labels are provided for use on answer documents so that student information will not need to be entered and coded for students for whom labels have been provided. The labels will contain district and school information, the student's name, State Reporting Identification Number, birth date, gender, ethnicity, grade, and subject. The label also includes additional student information in the barcode (SS ID, Monitored Former LEP status, Free and/or Reduced Lunch status, LEP status, and Gifted and Talented status) therefore, the Preliminary Demographic Verification Roster must be used to check the student information prior to testing.

The student labels will be provided to each school in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. Labels are provided on perforated strips to facilitate the separation of individual labels. If a label is torn or damaged during the separation process, do **not** use it. Instead, enter and code boxes 1–8 on the answer document for that student.

It is extremely important that labels be affixed correctly so that the scanning equipment can properly read the barcode. Labels must be carefully and precisely affixed within the dotted lines in the **middle** of the answer document (or within the dotted lines on the Student Not Tested Form). The bottom of the label should be aligned with the triangular marks (the label will partially cover the student name grid on the answer document). Do **not** apply the student label to box 1. Student information cannot be captured if the label is not applied in the correct space.

Information requested in box 1 (District/School/Class 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). If a label is used, only the Classroom/Group Name field in box 1 and sections of the "Teacher Use Only" box with an asterisk must be completed.

Students NOT Listed on the Preliminary Demographic Verification Roster/No Student Label

Complete boxes 1–8 on the front of the answer document when there is no student label provided. If a student is not listed on the roster, check to see if the student's information is in APSCN/Triand, verify, and make corrections as necessary. If a student is not listed on the roster or there is no information in APSCN/Triand, verify that the student information on the answer document is complete and add or correct the student's information in APSCN/Triand.

Note: Both the Preliminary Demographic Verification Rosters and student labels contain confidential student information and must be handled accordingly. When not in use, they must be kept in a secure location. Rosters and damaged student labels must either be shredded or otherwise disposed of in a secure manner.

Instructions for completing the "Teacher Use Only" box are on pages 35–40 of this manual. An asterisk indicates that a section needs to be completed regardless of whether or not a student label is used.

Incorrect Labels

If the student's school, grade, State ID number, and/or last name are incorrect on the Preliminary Demographic Verification Roster, the student's label cannot be used and all demographic information must be bubbled. If any other information is incorrect, the student label **must** be used. Information in the student label barcodes will be used to match students to the appropriate, corrected record in APSCN/Triand. If a student label is not provided or a label is damaged, boxes 1–8 on the answer document must be completed.

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. **ONLY No. 2 pencils may be used on answer documents.** It is recommended that Parent Notification Pamphlets (A Note to Parents) be distributed to parents two weeks prior to testing.

There should also be an advance announcement made to students that they should have their Social Security Numbers or federally-assigned identification numbers and State Reporting Identification Numbers available on the first day of testing. The use of a Social Security Number (SS ID) or a federally-assigned identification number and a State Reporting Identification Number is required for student demographic information if a student label is not used. See page 8 of this manual for information about the use of Social Security Numbers and State Reporting Identification Numbers for student identification purposes.

Note: If a student label is used, a Social Security Number is not required.

Materials Needed for Test Administration

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

- **Test Administration Manual (this manual)**: You should have a copy for yourself, as well as a copy for each additional proctor or assistant.

- **Sharpened No. 2 Pencils**: If it is not your normal procedure to furnish pencils, students should be told to bring two sharpened No. 2 pencils each day of the test. You should have extra No. 2 pencils on hand. **ONLY No. 2 pencils may be used on answer documents.**

- **Timer**: Be sure to have a reliable watch or clock with a back-up available in case the primary clock malfunctions.

- **Door Sign**: Make a sign that states, "TESTING: PLEASE DO NOT DISTURB" to hang on the door.

- **Test Booklets**: The secure test booklets that have been assigned to you.

- **Answer Documents**: Follow your School Test Coordinator's instructions for completing the demographic information in boxes 1–8 on the answer document. The information requested in the "Teacher Use Only" box must be coded after all testing is completed by the School Test Coordinator or person designated to do so. Instructions are provided on pages 35–40 of this manual.

- **Student Labels**: Student labels are to be placed on the answer documents or the Student Not Tested Form in the space provided. Labels may be placed on answer documents prior to testing. Student labels **must** be used if provided. If information for a student is incorrect, it must be updated in APSCN/Triand prior to the first day of testing (by the end of the day on Friday, January 20, 2012).

OVERVIEW OF TESTING SESSIONS AND LAYOUT OF MATERIALS

The following table provides an overview of the *Mid-Year Biology End-of-Course Examination* testing sessions and page numbers for each session in the test booklet and answer document.

DAY	SESSION	TEST BOOKLETS	ANSWER DOCUMENTS
1	Student Demographic Information	None	Page 1 (Cover) and 2
	B1–Multiple-choice Items	Begins on Page 1	Page 3
	B2–Open-response Items	Begins on Page 8	Pages 4–6
2	**B3**–Multiple-choice Items	Begins on Page 12	Page 8
	B4–Open-response Items	Begins on Page 22	Pages 10–11

ANSWER DOCUMENT LAYOUT

The answer documents are designed to be machine-scannable and, as such, must be handled carefully. To ensure they can be properly scored, answer documents must not be folded, paper-clipped, stapled, rubber-banded, taped, or torn. Students are provided boxed areas in which to respond to open-response items. Open-responses will be scored using image scoring (online scoring). Any response that falls outside the box will **not** be scored. Students must confine their responses to the space provided. Extraneous materials (extra sheets of paper,* etc.) inside of answer documents cannot be processed and will cause the scanner to stop. Marking directions for the multiple-choice answers are given on the front cover.

DAY 1

- **Page 1** is the front cover and contains demographic information to be filled out if no student label is provided. The "Teacher Use Only" box must be completed after testing is finished.
- **Page 2** contains the Student NOT Tested portion of the "Teacher Use Only" box.
- **Page 3** contains space for students to mark their answers to multiple-choice questions 1–30 for Session B1.
- **Pages 4–6** contain spaces for the answers to open-response questions A, B, and C for Session B2.

DAY 2

- **Page 8** contains space for students to mark their answers to multiple-choice questions 31–60 for Session B3.
- **Pages 10 and 11** contain space for the answers to open-response questions D and E for Session B4.

Pages 7, 9, and 12 are blank pages—DO NOT USE.

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

Test Booklet Layout

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

The test booklets are secure documents. Test security guidelines dictate that test booklets are **not** to be examined at any time except when a **currently** licensed Test Administrator is providing an approved accommodation. Each test booklet contains a sequential, unique security ID number. This ID number is for document security only and does not correspond with numbers printed on the answer documents. Numbers printed on the answer documents are used to identify the documents during scoring. Each student must receive one test booklet and one answer document to be used for all testing sessions. Calculators may not be used on the test.

The following overview provides information on how the test booklet is organized:

DAY 1

- **Session B1** begins on page 1. This session includes 30 multiple-choice questions.
- **Session B2** begins on page 8 and includes 3 open-response questions.

DAY 2

- **Session B3** begins on page 12 and includes 30 multiple-choice questions.
- **Session B4** begins on page 22 and includes 2 open-response questions.

Test Security Guidelines

Maintaining test security is a very serious responsibility for all currently licensed Arkansas personnel. Breach of test security is one of the actions for which teaching/administrative licenses can be revoked.

Districts must have a system in place to ensure that all materials are accounted for and kept secure during testing. Any action that leads to the invalidation of student test scores or compromises the security of the tests or test results will be viewed by the Arkansas Department of Education as an inappropriate use or handling of tests and will be treated as such. The following guidelines are to assist in determining which activities constitute inappropriate testing activities and breaches of test security:

1. 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 teachers or administrators.
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 the Arkansas Department of Education.
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 or course 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, the associated test items, the writing prompts, or other secure materials. Removing or copying the Mathematics Reference Sheet provided in or with the test booklets is a breach of security.
12. All District Superintendents, District Test Coordinators, Building Principals, School Test Coordinators, and Test Administrators must sign the appropriate Test Security Affidavit. All Test Security Affidavits must be returned to Questar with the scoreable materials.
13. Students must not be exposed to answers of items at any time before, during, or after testing. Upon reporting, customized CRT items that contribute to at least 50% of the total number of items on the student score report will be released and may be used by public schools for instructional purposes.
14. 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. Cueing or assisting a student during testing will be considered a breach of security.
15. Students are not allowed to use scratch paper **except for grades 1–2**. The use of scratch paper is considered a breach of security.

continued on next page

16. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions.
17. 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).
18. If students are permitted 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.
19. 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.
20. 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.
21. **All** test booklets, used and unused, and all used answer documents shall be inventoried subsequent to testing and returned to the testing company in the prescribed manner on the prescribed dates. Failure to return all required testing materials by the required dates is a breach of security. Any test booklets or used answer documents not returned by the district on the dates required shall be reported to the Office of Student Assessment at the Arkansas Department of Education.
22. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to the Office of Student Assessment at the Arkansas Department of Education. All security violations shall be investigated by the state.

Test Security Procedures

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

The *Mid-Year Biology End-of-Course Examination* may **not** be downloaded into any assistive device.

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

Affidavit 3—Test Administrator Security Form

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

Test Booklet Security Form

The Test Administrator must initial in the "Out" column under "Test Booklet Receipt and Return" when the booklets are distributed. The School Test Coordinator must initial in the "In" column when they are returned and counted **each day** after testing. Careful attention to completing the Test Booklet Security Form will minimize lost test booklets. Separate security forms will be provided for Large Print and Braille test booklets.

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

Materials Prohibited during Test Administration

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—Students may write in their test booklets. **No scratch paper may be provided** (the use of scratch paper is a breach of security). However, students may use blank spaces in the test booklets to do scratch work. For open-response items, students must show all of their work in the spaces provided in the answer documents. **Any work recorded in the test booklets will NOT be scored.** Only work recorded with a No. 2 pencil in the answer documents will be scored.

Electronic Devices—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).

Food and Drink—During testing sessions, no food or drink is allowed in the testing area.

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

Ink Pens/Felt-Tip Markers—Ink pens and felt-tip markers must **not** be used on any answer document. **Use a No. 2 pencil only.**

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) except testing materials during testing sessions.

Assigning Test Materials to Students

During each testing session, students must use the same test booklet and answer document given to them at the beginning of testing for each of the subsequent testing sessions. The test booklet and answer document for each student must be kept together throughout **all** sessions. Therefore, it is strongly advised that students be tested in the same group each day.

Students should write their names on the front covers of their test booklets on the first day of testing. See page 14, "Test Booklet Layout," for additional information.

Monitoring Students during Testing Sessions

You may not cue or aid any student in answering or understanding any test questions. Students with an approved RMT/RWT/RST accommodation may have test items read verbatim. (You may, however, clarify the demographic information.) Therefore, be sure that students clearly understand all of the directions before testing begins. Also, test security guidelines and student confidentiality dictate that student responses to test questions may not be read or reviewed at any time.

During each session, circulate around the room to see that students are using the correct session of the test booklet and answer document. This process will be referred to in the procedures as ***Circulate and Check***. **The session identifier, which is the first letter of the subject followed by the number of the session (e.g., B1), is printed in large type on the answer document to make it easier to see if a student is answering on the correct page.**

Alerts

Student responses are confidential with scorers seeing only an answer document identification number for any response to an open-response item or essay topic. However, there is an approved alert process in place for any response that is disturbing or indicates some administrative irregularity (e.g., any potential danger to the student or other, illegal activity, cheating, breach of test security). In the case of an alert situation, Questar will notify the Office of Student Assessment at the Arkansas Department of Education who will notify the Superintendent. In these cases, the Arkansas Department of Education and the Superintendent constantly maintain student confidentiality.

Overview of the Test Administration Script

To ensure a consistent and accurate test administration, a script (material that should be read **verbatim** to the students) for each testing session is printed in boxes to set the oral directions apart from the other text. Directions to the Test Administrator are printed in contrasting bold and italic type. Directions to the Test Administrator that are interspersed within the oral directions to the students are in bold and italic type and bracketed **[*like this*]**. The remaining numbered directions may be repeated in similar sessions and serve as reminders of the order in which to proceed with the test administration.

For the Student Demographic Information session only, the script may be modified as needed depending upon how the verification of information and application of students' labels is being handled in your school. Please read through this script carefully to determine what, if anything, needs to be modified for your situation.

Testing Session Guidelines and Schedule

This section details the procedures to be followed for each testing session. Tests are to be administered in the order listed on page 13, which is also the order in which the Test Administration Script is presented in this manual.

It is recommended that the test be administered in the morning. The test administration should not be scheduled after an athletic event, assembly, or class outing. All test schedules should be checked with the appropriate school officials to be sure that the administration of the test is not interrupted.

Session Time Limits

The *Mid-Year Biology End-of-Course Examination* is a timed test. Each session must be administered in the times specified. Allow time at the beginning of each session to present directions and other information to the students. For each session, refer to the amount of time shown in the table below. **Early testing constitutes a breach in test security.** Test Administrators should have received a specific testing schedule from the School Test Coordinator including session times and break times.

If students finish the testing session early, they may review their work only for that same session; they cannot work on a previous session or on a session not yet administered. Extended testing time is an allowable accommodation for Special Education, 504, and LEP students, if stated in their IEP, 504 Plan, or LPAC Plan, respectively, and used on a regular basis in the classroom.

DAY	SESSION	NUMBER OF ITEMS	TESTING MINUTES
Tuesday January 24, 2012	–	Student Demographic Information	15
	B1	30 multiple-choice items	45 + directions
	B2	3 open-response items	45 + directions
Wednesday January 25, 2012	**B3**	30 multiple-choice items	45 + directions
	B4	2 open-response items	30 + directions

The tests must be administered on the scheduled dates shown above. ***No*** *portion of the test may be given early.*

Breaks between Sessions

It is recommended that students be allowed at least a 15-minute break after Sessions B1 and B3. It is also recommended that students be given short breaks of 5 minutes after each session. Lunch and other breaks can be added to the schedule between sessions. Each testing session must be completed in the order prescribed above before moving onto the next session, and all sessions must be completed at the conclusion of the school day. See your School Test Coordinator if you have questions about the break schedule.

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Interruption of Testing Sessions

Circumstances over which you have no control (e.g., power failures, fire drills, severe weather conditions) may disturb the students during testing. If an interruption occurs during a testing session, ask students to close their test booklets and answer documents. Collect the student test materials and place them in the secure location designated by your School Test Coordinator. If an interruption occurs, notify the School Test Coordinator who will notify the District Test Coordinator. The District Test Coordinator will contact the ADE 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, Test Administrators should note the time remaining in the testing session.

Make-up Testing Sessions

Make-up testing sessions may be scheduled for any day after the initial administration. However, all make-up testing for Biology **must be completed no later than Tuesday, January 31, 2012**. Every attempt should be made to administer make-up tests to students who were absent during original testing sessions. Consult your School Test Coordinator about make-up procedures.

Checklist for Test Administrators

Before Testing

____ Attend local test administration training including discussion of the test schedule and procedures, how to appropriately provide accommodations, and to obtain answers to questions.

____ Read all directions in this manual.

____ Inform students if they need to bring sharpened No. 2 pencils. Obtain extra, sharpened No. 2 pencils for students who do not supply their own. **ONLY No. 2 pencils may be used on answer documents.**

____ Inform students to be prepared to report their Social Security Numbers or federally-assigned identification numbers, and their State Reporting Identification Numbers if student labels are not provided.

____ Obtain information needed to complete the "Teacher Use Only" box, if assigned to do so.

____ Verify information on the Preliminary Demographic Verification Roster, if assigned to do so.

Final Preparations for Testing

____ Receive testing materials, including student labels, from the School Test Coordinator no earlier than the first day of testing. Count materials and sign the Test Booklet Security Form.

____ Arrange testing materials for each session so that you will be able to distribute them to students efficiently.

____ Review the appropriate Test Administration Script before beginning each testing session.

____ Remove or cover all visual aids in the room that might provide clues or answers.

____ Post a "TESTING: PLEASE DO NOT DISTURB" sign on the classroom door.

____ Write the name of the district, school, and classroom/group on the board.

____ Be sure that students have comfortable and adequate workspace.

During Testing

____ Notify the School Test Coordinator **immediately** if any test booklets are missing.

____ Notify the School Test Coordinator **immediately** of any unusual testing incident (e.g., student writes in the wrong place).

____ Follow directions for administering the Student Demographic Information session.

____ Read directions verbatim from the Test Administration Script when administering the testing sessions.

____ Monitor students' handling of answer documents and test booklets to keep them in good condition.

____ Tell students the time allowed and remaining in each session.

____ Administer make-up session(s) for students who may require accommodations, if assigned to do so.

continued on next page

Following Testing

____ Verify that each student has filled in the district, school, and classroom/group name spaces on page 1 (front cover) of the answer document, and that all information in boxes 1–8 (for students without labels) is correct and properly coded.

____ Verify that each student has completed the name space on the front cover of the test booklet.

____ Notify the School Test Coordinator of any student who took **no** portion of the test.

____ Verify that there are no answer documents in the test booklets.

____ Prepare test materials according to the instructions on page 40 and return them to the School Test Coordinator.

____ Complete Affidavit 3—Test Administrator Security Form as required.

DAY 1: Tuesday, January 24

STUDENT DEMOGRAPHIC INFORMATION

Estimated time: 15 minutes

Materials needed—each student must have

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

Read the directions numbered 1–4 to ALL students. Read the directions numbered 5–7 ONLY if students are entering and coding student demographic information on the front cover of their answer document.

1. Say to the students:

Today is Tuesday, January 24th. You will be taking the *Mid-Year Biology End-of-Course Examination*. Some of the questions are easier and some are harder, but you are expected to answer every question and to do your best. There is no penalty for guessing so you should answer every question. If you do not have a sharpened No. 2 pencil, please raise your hand. **[*Supply sharpened No. 2 pencils to students who need them*.]**

2. Say to the students:

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

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

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

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

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

4. Say to the students:

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

MARKING DIRECTIONS

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

SAMPLE MARKS

RIGHT

WRONG

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

The following instructions (#5–#7) must be read to students ONLY if they are entering and coding the student demographic information on the front of the answer document. Students using labels should not enter and code student demographic information.

continued on next page

5. Say to the students:

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

Now find **box 3, "State ID Number."** **[*Pause*.]** In the boxes, write the ten digits of your State Reporting Identification Number. Print one digit in each box. **[*Pause*.]** Now darken the circle for each digit. **[*If a student does not have a 10-digit State Reporting Identification Number, this section may be left blank.*]**

Now find **box 4, "SS ID."** **[*Pause*.]** In the boxes, write the nine digits of your Social Security Number (federally-assigned ID number for those who previously arranged for numbers other than Social Security Numbers). Print one digit in each box. **[*Pause*.]** Now darken the circle for each digit. **[*Pause. Check to make sure students are entering and coding either their Social Security Number or their federally-assigned identification number*.]**

Now go to **box 5, "Gender."** Fill in the circle next to your gender, either female or male. **[*Pause*.]**

6. Say to the students:

Now go to **box 6, "Ethnic Background."** Fill in the circle beside the best description of your ethnic background (fill in all that apply). Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Black, or White. **[*Pause. If students have questions concerning the appropriate response for box 6, refer to the guidelines below*.]**

- **1–Hispanic**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin'' can be used in addition to "Hispanic/Latino or Latino.''
- **2–Asian**—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **3–Native Hawaiian/Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **4–American Indian/Alaska Native**—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **5–Black**—A person having origins in any of the Black racial groups of Africa.
- **6–White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

continued on next page

7. Say to the students:

Find **box 7, "Birth Date."** In the column that says **"Month,"** fill in the circle beside the month in which you were born. **[*Pause*.]** Now find the column that says **"Day."** In the boxes, write the day of the month you were born. For birth dates one through nine, print a zero in the first column. Print one digit in each box. **[*Pause*.]** Now find the columns that say **"Year."** In the last two columns, print the last two digits of the year you were born. **[*Pause*.]** Now fill in the circle for either 19 or 20 and the circles that match the numbers you have printed. **[*Pause*.]**

Now go to **box 8, "Grade."** Fill in the circle next to your grade. **[*Pause*.]**

DAY 1: Tuesday, January 24

SESSION B1

Permitted time: 45 minutes + directions

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

NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is NOT permitted during any session of the *Mid-Year Biology End-of-Course Examination.*

1. When you are ready to begin the test, say to the students:

Today is Tuesday, January 24th. You will have 45 minutes to complete Session B1. You should do the best work you can, and your answers should reflect that effort.

Turn to page 3 of your answer document. **[*Pause*.]**

This testing session contains 30 multiple-choice questions. Mark your answer choices for questions 1 through 30 for the session labeled "B1" on page 3 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" on the front cover of the answer document. **[*Pause*.]**

Do not make any stray marks or notes in your answer document. You may use space in your test booklet as scratch paper.

Now open your test booklet to page 1 for "Session B1—Biology." **[*Pause*.]**

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

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2. Say to the students:

> When you have finished answering the questions in this session, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won't disturb those who are still working.
>
> You will have exactly 45 minutes. You may begin.

3. Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.

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

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

6. When the 45 minutes have ended, say to the students:

> This is the end of Session B1. Close your test booklet and answer document. **[*It is recommended that the students be given a break of at least 15 minutes.*]**

DAY 1: Tuesday, January 24

SESSION B2

Permitted time: 45 minutes + directions

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

NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is NOT permitted during any session of the *Mid-Year Biology End-of-Course Examination.*

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

Today is Tuesday, January 24th. You will have 45 minutes to complete Session B2. You should do the best work you can, and your answers should reflect that effort.

This testing session consists of three open-response questions. Read each question carefully, and think about the answer. A good answer is one that is scientifically correct and complete. Your answers should be explained clearly and thoroughly. Your answers will be scored for correct information, not for writing skills, but you should write neatly and clearly.

If the question has more than one part, answer each part and be sure to label your answers the way you are told to do so. If you don't know all of the answers, write what you do know. You can receive partial credit for what you do answer.

In this session, boxes for answering open-response questions A, B, and C are on pages 4–6 of your answer document. Turn to page 4 of your answer document. **[*Pause*.]** You **must** keep your response to each open-response question inside the box provided for that question.

Open your test booklet to page 8 for "Session B2—Biology." **[*Pause*.]**

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

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

You will have exactly 45 minutes. You may begin.

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2. ***Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.***

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

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

5. ***When the 45 minutes have ended, say to the students:***

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

6. ***Check each set of materials to see that the answer document has been inserted into the test booklet. After accounting for all materials, return them to the secure location designated by your School Test Coordinator.***

DAY 2: Wednesday, January 25

SESSION B3

Permitted time: 45 minutes + directions

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

NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is NOT permitted during any session of the *Mid-Year Biology End-of-Course Examination.*

1. When you are ready to begin the test, say to the students:

Today is Wednesday, January 25th. You will have 45 minutes to complete Session B3. You should do the best work you can, and your answers should reflect that effort.

Turn to page 8 of your answer document. **[*Pause*.]**

This testing session contains 30 multiple-choice questions. Mark your answer choices for questions 31 through 60 for the session labeled "B3" on page 8 of your answer document. Mark only one answer for each question. Each mark should completely fill the circle. If you wish, you may review the "Marking Directions" on the front cover of the answer document. **[*Pause*.]**

Do not make any stray marks or notes in your answer document. You may use space in your test booklet as scratch paper.

Now open your test booklet to page 12 for "Session B3—Biology." **[*Pause*.]**

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

continued on next page

2. Say to the students:

> When you have finished answering the questions in this session, review your work or close your test booklet and answer document. There is a stop sign at the end of this session. Do not turn to any other page or session in your test booklet. If you finish the session early, please sit quietly so you won't disturb those who are still working.
>
> You will have exactly 45 minutes. You may begin.

3. Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.

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

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

6. When the 45 minutes have ended, say to the students:

> This is the end of Session B3. Close your test booklet and answer document. **[*It is recommended that students be given a break of at least 15 minutes.*]**

DAY 2: Wednesday, January 25

SESSION B4

Permitted time: 30 minutes + directions

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

NOTE: Students may NOT be provided with scratch paper. All scratch work should be done in the test booklet. Calculator use is NOT permitted during any session of the *Mid-Year Biology End-of-Course Examination.*

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

Today is Wednesday, January 25th. You will have 30 minutes to complete Session B4. You should do the best work you can, and your answers should reflect that effort.

This testing session consists of two open-response questions. Read each question carefully, and think about the answer. A good answer is one that is scientifically correct and complete. Your answers should be explained clearly and thoroughly. Your answers will be scored for correct information, not for writing skills, but you should write neatly and clearly.

If the question has more than one part, answer each part and be sure to label your answers the way you are told to do so. If you don't know all of the answers, write what you do know. You can receive partial credit for what you do answer.

In this session, boxes for answering open-response questions D and E are on pages 10 and 11 of your answer document. Turn to page 10 of your answer document. **[*Pause*.]** You **must** keep your response to each open-response question inside the box provided for that question.

Open your test booklet to page 22 for "Session B4—Biology." **[*Pause*.]**

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

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

You will have exactly 30 minutes. You may begin.

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2. ***Make a note of the time when students begin the test. Circulate and Check. Check that students are answering in the correct session on their student answer documents. The session letter and number are located in the upper left corner of the student answer document on even pages and in the upper right corner on odd pages.***

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

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

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

> This is the end of the test. Close your test booklet. Make sure your name is printed at the top of your test booklet.
>
> Look through your answer document to make sure there is nothing inside of it. When you have finished checking your answer document, insert it into your test booklet, and I will collect them.

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

7. ***Say to the students:***

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

8. ***After the students have cleared the room, check that each student's name is printed at the top of the test booklet.***

9. ***Separate the answer documents from the test booklets; then organize all materials according to the "Procedures Following Test Administration" on page 41.***

continued on next page

Checking and Preparing Materials for Return to the School Test Coordinator

Answer Documents

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

- there are no stray marks in the multiple-choice areas on pages 3 and 8 of the student answer documents or in the "Teacher Use Only" box on the cover and page 2 (erase any stray marks that you find), if assigned to do so;
- **there are no extraneous materials inside the answer documents**;
- there are no answer documents inside of test booklets; and
- that all materials assigned to you have been accounted for.

Return all test materials to the designated secure location. Verify that the booklets are counted and that the Test Booklet Security Form has been initialed at check-in.

Completing the "Teacher Use Only" Box

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

The School Test Coordinator or the person authorized to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. See page 38 for information about persons authorized to mark the Free and/or Reduced Lunch section.

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

The sections in the "Teacher Use Only" box include the following: Monitored Former LEP, 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., LEP Accommodations, and Student NOT Tested (on page 2 of the answer document).

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

continued on next page

Important: A student label must be used on a student answer document or the Student Not Tested Form, if one is provided for a student and the student's school, grade, State ID number, and last name are correct. If the student's school, grade, State ID number, and/or last name are incorrect, a student label cannot be used and all demographic information on the answer document must be bubbled. Information provided by the ADE from APSCN/Triand will override anything coded for the sections of the "Teacher Use Only" box without an asterisk. If information for a student is incorrect, it must be updated in APSCN/Triand prior to testing. See page 9 for more information about updating student demographic information.

TEACHER USE ONLY

Monitored Former LEP
- ◯ Year 1
- ◯ Year 2

Student NOT Tested
Mark the reason in Box 9 on page 2.

SPECIAL EDUCATION ONLY

*ESI Codes

1 AU	5 MD	9 SLD
2 DB	6 OI	10 SI
3 HI	7 OHI	11 TBI
4 MR	8 ED	12 VI

*Special Education Accommodations

1 TRAN	8 MD
2 REC	9 NB
3 SIGN	10 IS
4 PREF	11 ET
5 SMGT	12 LPT
6 INT	13 BT
7 RMT/RWT/RST	14 AB

- ◯ Free and/ or Reduced Lunch
- ◯ *Migrant Student
- ◯ Gifted and Talented

*Highly Mobile
- ◯ Student enrolled in school/ district after October 1, 2011

LEP ONLY
- ◯ Limited English Proficient (LEP)
- ◯ *LEP student less than one year in the U.S.

*LEP Accommodations
1. LEP - ET
2. LEP - WTWD
3. LEP - IS
4. LEP - PREF
5. LEP - SMGT
6. LEP - INT
7. LEP - RMT/RWT/RST
8. LEP - NB

Monitored Former LEP

A student's Monitored Former LEP status does not need to be coded on the answer document if a student label is used. If a student label is not used, complete the Monitored Former LEP section of the "Teacher Use Only" box, as appropriate. Fill in the circle for Year 1 if the student is in the first year of monitoring, and fill in the circle for Year 2 if the student is in the second year of monitoring.

Monitored Former LEP (MFLEP) students include

- students who have exited out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
- students who were exited from ESL services and whose academic progress is being monitored for two years in the regular education classroom as required by federal law; and
- 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.

continued on next page

***ESI Codes**

Complete the student's ESI code in the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used.

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**

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

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

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

continued on next page

Do not code the Special Education Accommodations section for students with a 504 Plan. However, students may still receive accommodations that are in their 504 Plans and used regularly in the classroom.

Important: Accommodations 1, 2, 7, 12, and 13 require the Test Administrator to complete the Affidavit Waiver Form.

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 must complete each session in the order scheduled before moving on to the next session. 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. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

Free and/or Reduced Lunch Students

A student's eligibility for Free and/or Reduced Lunch does not need to be coded on the answer document if a student label is used. For students without labels, only the School Test Coordinator or 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 Commissioner's Memo #FIN-09-041; the contact person is Suzanne Davidson at 501-324-9502.)

***Migrant Students**

Complete the Migrant Student section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. In the section labeled "Migrant Student," fill in the circle for any student meeting the following guidelines: 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 at 501-324-9660.

Gifted and Talented Students

A student's status as Gifted and Talented does not need to be coded on the answer document if a student label is used. If a student label is not used, complete the Gifted and Talented section of the "Teacher Use Only" box, as appropriate.

***Highly Mobile Students**

Complete the Highly Mobile section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. In the section labeled "Highly Mobile," fill in the circle for any student enrolled in the school or moving between schools after October 1, 2011.

Limited English Proficient (LEP) Students

A student's status as Limited English Proficient does not need to be coded on the answer document if a student label is used. If a student label is not used and the student is designated as Limited English Proficient, complete the Limited English Proficient (LEP) section of the "Teacher Use Only" box, as appropriate. 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.

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

continued on next page

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

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

***LEP Accommodations**

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

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

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

Important: Accommodation 7 requires that the Test Administrator complete the Affidavit Waiver Form.

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 must complete each session in the order scheduled before moving on to the next session. 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. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

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

***Student NOT Tested**

An answer document or Student Not Tested Form **must** be submitted for any student who was scheduled to take the *Mid-Year Biology End-of-Course Examination* and/or received a label but **took NO portion of the test**. All student labels sent to schools must be used on answer documents or Student Not Tested Forms. If it is known in advance of testing that a student who received a label will not be testing, please use the Student Not Tested Form to record the reason not tested. If a student does not test and his or her label has been placed on an answer document or the student did not receive a student label, follow the instructions below.

Fill in the circle for the appropriate reason code (mark **only** one) on page 2 of the student answer document. All student labels sent to schools must be used on answer documents or Student Not Tested Forms. If the reason the student did not test is not listed on page 2 of the answer document, or if the student refuses to take all portions of the test, the Test Administrator must notify the School Test Coordinator.

All of the information (as appropriate for the student) requested on the front of the student answer document must be completed.

TEACHER USE ONLY

9 *Student NOT Tested

Complete **ALL** of the information (as appropriate for the student) requested on page 1 of this answer document for any student who was scheduled to take the *Mid-Year Biology End-of-Course Examination* **but took NO portion of the test.** Instructions for completing page 1 are provided in the Test Administration Manual. Fill in the circle for the reason (mark ONLY one) the student took NO portion of the test.

1. Absent on ALL days of the test administration, including the make-up test administration
2. Expelled/suspended
3. Extended hospitalization
4. Residential treatment
5. Homebound
6. Incarcerated
7. Juvenile detention
8. Transferred to a different school/district in Arkansas
9. Moved to a different state/out of country
10. Enrolled in a home school/private school
11. Completed an alternate portfolio assessment
12. Special Education services for home school/private school
13. Student was incorrectly identified as taking Biology
14. Withdrew from school or course
15. Student has already taken the *Biology End-of-Course Examination*
16. SRT
17. Deceased

Important: Fill in circle 16, SRT (Student REFUSED to Test) in the Student NOT Tested box for any student who refused to take **all** portions of the test. The Test Administrator must notify the School Test Coordinator of any student refusing to take **all** portions of the test. (The School Test Coordinator will then contact the District Test Coordinator who will then notify the ADE.)

See page 7 for information regarding erasures on the answer document.

*An asterisk indicates that the section **must** be coded whether or not 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
1. Separate **used** answer documents from **unused** answer documents. If provided, you may use paper bands to group and label the answer documents. Secure paper bands with tape; do not tape the paper band to the answer documents.
2. Label the stack of **used** answer documents with the word "USED," the number of **used** answer documents, and your school name.
3. Label the stack of **unused** answer documents with the word "UNUSED," the number of **unused** answer documents, and your school name.

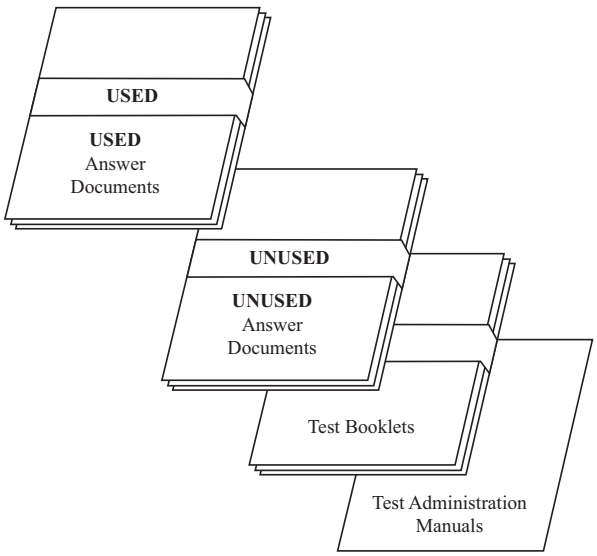
B. Test Booklets
1. Organize all test booklets (used and unused together) in security ID number order with the lowest number on top and the highest number on the bottom.
2. Verify that there are no answer documents inside of test booklets.
3. Label the stack of test booklets with the school name, the number of test booklets, and the range of security ID numbers of the booklets in the stack. If provided, you may use paper bands to group and label the test booklets. Secure paper bands with tape; do not tape the paper band to the test booklets.

C. Test Administration Manual(s)

D. If you were assigned by the School Test Coordinator to complete the Student Not Tested Forms, place all Student Not Tested Forms on top of the stack of **used** answer documents.

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.

APPENDICES

Appendix A

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 Program (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 Language Assessment 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:

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

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

continued on next page

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

In special circumstances, additional requests for assistive devices will be considered for special education students or students with a 504 Plan. The "Special Accommodations Request Form for Special Education Students or Students with a 504 Plan" must be obtained from the ADE. A copy of the approved form must be kept in the School Test Coordinator's office. Contact the Office of Student Assessment at the ADE at 501-682-4558.

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

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

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

continued on next page

Accommodations that currently are not available are as follows:

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

STUDENTS NOT TESTED

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

Appendix B

Reading and Transcription of Student Responses

Special Education students, Limited English Proficient students, and students with a 504 Plan may receive the accommodation of having portions of the mathematics and/or science portions of the End-of-Course Examinations read to them if the accommodation is listed in their IEPs, LPAC Plans, or 504 Plans and is used on a regular basis in the classroom. **Do not** code the Special Education Accommodations section for 504 students. However, they may still receive accommodations that are in the students' 504 Plans and used regularly in the classroom.

In certain cases, a student's response to test questions will require transcription (i.e., the responses must be coded or written in the student's answer document by someone other than the student). In those cases where a student's responses to test questions require transcription (e.g., Large Print version, Braille version, other approved accommodations), this transcription needs to be done by a teacher or administrator who is **currently licensed** by the Arkansas Department of Education and **must** occur within the district, prior to the shipment of materials to Questar. If this transcription does not occur within the district, the student's responses will be treated as nonscoreable 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.

Only teachers or administrators who are **currently** licensed by the Arkansas Department of Education are allowed to read or transcribe a test for students who have this accommodation. The Affidavit Waiver Form provided on page 49 must be copied and signed by the currently licensed Arkansas teachers or administrators providing the accommodation and stapled to Affidavit 3—Test Administrator Security Form. Keep one copy on file at the district.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Mid-Year End-of-Course Examinations for Algebra I, Geometry, and Biology
Affidavit Waiver Form
for
Providing an Approved Accommodation
January 2012

I provided an approved testing accommodation for:

_____ _____

Student's Name Answer Document Number

by _____ Session(s) _____

reading/transcribing

of the 2012 *Mid-Year*_____ *End-of-Course Examination*. I agree not to

Algebra I/Geometry/Biology

copy, use in my classroom, or discuss any of the test questions I have read.

_____ _____

Date Signature of Currently Licensed Arkansas Teacher Providing Accommodation

_____

District Name and School Name

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

Appendix C

Sample Preliminary Demographic Verification Roster

The following provides a key to the information that is printed on the Preliminary Demographic Verification Roster. Using the Preliminary Demographic Verification Roster, verify that the information for each student is correct. If the student's school, grade, State ID number, and/or last name are incorrect, the student's label cannot be used. If any other information is incorrect, the student label **must** still be used, but you will need to correct the information in APSCN/Triand by the date listed on page 9 of this manual. The updated information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

Arkansas Mid-Year End-of-Course Examinations
for Algebra I, Geometry, and Biology
January 2012

Preliminary Demographic Verification Roster

1 **District LEA: 99-99 Arkansas School District** **School LEA: 99-99-999 Arkansas High School** 2

Please use this form to verify the demographic information for your students. If the student's school, grade, State ID number, and/or last name are incorrect, the student's label cannot be used. If any other information is incorrect, the student label **must** still be used, but you will need to correct the information in APSCN/Triand by the end of the day on Friday, January 20, 2012. The updated info information will then be provided to Questar on the first day of testing. Student records will be updated prior to reporting.

3 **Subject: Biology**

Name (Last, First MI)	Grade	Birth Date	State ID Number	SS ID	Gender	Ethnicity*	MFLEP+	LEP	Free/ Reduced Lunch	Gifted/ Talented
Day, Robert P	11	03-19-92	1234567890	987654321	M	3	1	Y	Y	N
Fitzpatrick, James	11	04-09-92	2345678901	876543210	M	2		N	N	N
Hershey, Pamela	11	05-31-92	3456789012	765432109	F	5	1	N	N	N
Lee, Kim	11	09-01-91	5678901234	543210987	M	1	2	N	N	N
Livingstone, Anna	11	07-15-92	4567891098	654321098	F	2		Y	Y	Y
Young, Daniel	10	07-21-94	9998883344	789093524	M	5			N	N

*Ethnicity Codes: 1 = Hispanic, 2 = Asian, 3 = Native Hawaiian/Pacific Islander, 4 = American Indian/Alaska Native, 5 = Black, 6 = White, 7 = Two or More
+MFLEP (Monitored Former LEP): 1 = Year 1 Monitored Former LEP, 2 = Year 2 Monitored Former LEP

4 5 6 7 8 9 10 11 12 13 14

1. District LEA and District Name
2. School LEA and School Name
3. Subject
4. Student Name: Last Name, First Name, Middle Initial
5. Grade
6. Birth Date
7. State ID Number—10-digit State Reporting Identification Number
8. SS ID—Social Security Number or Federally-Assigned Identification Number
9. Gender: F = Female; M = Male
10. Ethnicity:
    1 – Hispanic 2 – Asian 3 – Native Hawaiian/Pacific Islander
    4 – American Indian/Alaska Native 5 – Black 6 – White 7 – Two or More
11. MFLEP (Monitored Former LEP): 1 = (Year 1) the student is in the first year of monitoring; 2 = (Year 2) the student is in the second year of monitoring; blank field = the student is not identified as a Monitored Former LEP student
12. LEP: Y = Yes, the student is a Limited English Proficient student; N = No, the student is not a Limited English Proficient student
13. Free/Reduced Lunch: Y = Yes, the student receives Free and/or Reduced Lunch; N = No, the student does not receive Free and/or Reduced Lunch
14. Gifted and Talented: Y = Yes, the student is identified as Gifted and Talented; N = No, the student is not identified as Gifted and Talented

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Mid-Year End-of-Course Examinations for Algebra I, Geometry, and Biology

COURSE

Return labels for **only one** course on each form. Fill in the circle to indicate which course is returned on this form.

- ◯ Algebra I
- ◯ Geometry
- ◯ Biology

SCHOOL INFORMATION

School Name:

District Name:

INSTRUCTIONS

- Write in your School and District name above.
- Place student labels for students not testing in a dotted label box.
- Fill in the appropriate bubble **above** the label to indicate why the student did not test, using the codes below.
- Return this form to Questar along with other testing materials according to the instructions provided in the manuals.

Student NOT Tested Codes

1. Absent on ALL days of the test administration, including the make-up test administration
2. Expelled/suspended
3. Extended hospitalization
4. Residential treatment
5. Homebound
6. Incarcerated
7. Juvenile detention
8. Transferred to a different school/district in Arkansas
9. Moved to a different state/out of country
10. Enrolled in a home school/private school
11. Completed an alternate portfolio assessment
12. Special Education services for home school/ private school
13. Student was incorrectly identified as taking this course
14. Withdrew from school or course
15. Student has already taken this End-of-Course Examination
16. Reason 16 not applicable on this form. Must be coded on an answer document.
17. Deceased
18. Student is eligible for an Algebra I retest opportunity but is not ready to test. (18 should not be bubbled if using a Geometry or Biology student label.)

33587468

Student Not Tested Form 2012

A Student Not Tested Form should be used when it is known in advance of testing that a student who received a student label will not be taking the examination. Please read the instructions below.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

SNT Code: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X 17 18

ALIGN TOP OF LABEL HERE

Position label WITHIN the dotted lines.

DO NOT WRITE BEYOND THIS AREA

QAI08701

Appendix E

Space for Test Administrator Notes

Name_____

District_____ School_____

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI 10418-TAM-Bio AR1206

QAI10418