ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

The Iowa Tests®
Grade 2

April 2013

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 consumable test booklets must be returned as directed.

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

Important Dates

April 1–12, 2013 Administration window for The Iowa Tests.

The success of The Iowa Tests depends upon your assistance. The Arkansas Department of Education thanks you for your valuable assistance in administering The Iowa Tests.

Arkansas Department of Education
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Test Security

The norm-referenced achievement tests and all of the materials associated with these tests are secure materials. It is important not to provide an opportunity for any student to have access to the tests and thus have an advantage over other students prior to the administration of the tests. Prior exposure to the norm-referenced achievement tests would invalidate scores.

The materials associated with these tests may not be photocopied or reproduced in any other fashion, including paraphrasing. To do so is in violation of copyright law. The materials may not be provided to any persons except those conducting the testing process and those being tested.

Test questions may not be taught in part or in whole to students prior to, during, or after testing. The answers to questions may not be provided to students verbally, in writing, or in any other fashion. Answers may not be erased or altered by anyone except the student during the course of taking the test.

RIVERSIDE

HOUGHTON MIFFLIN HARCOURT

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These tests contain questions that are to be used solely for testing purposes. No test items may be disclosed or used for any other reason. By accepting delivery of or using these tests, the recipient acknowledges responsibility for maintaining test security that is required by professional standards and applicable state and local policies and regulations governing proper use of tests and for complying with federal copyright law which prohibits unauthorized reproduction and use of copyrighted test materials.

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PART 1 Testing with the *ITBS*®, Level 8

Basic Information about the *ITBS,* Level 8

Name of the Test. *Iowa Tests of Basic Skills*® (*ITBS*®) Level 8.

Nature of the Tests. The five achievement tests in the battery are listed below. The directions for administering these tests are included in this *Test Administration Manual*.

- Vocabulary
- Reading
- Language
- Math Concepts
- Math Problems

Test Lengths and Times. The tests in the Level 8 battery vary in length from 30 to 54 questions and in estimated testing time from 15 to 35 minutes. Districts have the option to decide when the tests for grade 2 will be administered within the testing window. However, the tests must be administered in the order shown below.

	Approximate Testing Time ***(minutes)***	**Number of Questions**
• Vocabulary	15	32
• Reading	35	38
• Language	30	54
• Math Concepts	20	31
• Math Problems	25	30
TOTAL	125 (2 h., 5 m.)	185

Nature of the Questions. Except for the Vocabulary and the Reading tests, questions are presented orally. On some tests, the students read silently while the teacher reads each question aloud. All questions are in multiple-choice format and have three or four options each. Response choices are presented in either words or pictures.

Mode of Responding. Students mark their answer choices in machine-scorable booklets by filling in a circle for each question.

Descriptions of Individual Tests

The descriptions below are brief summaries of the content and skills measured by each test.

Vocabulary

The Vocabulary test in Level 8 measures reading vocabulary. A pictorial or written stimulus is followed by a set of words. Approximately equal numbers of nouns, verbs, and modifiers are tested. The content focus is on general vocabulary rather than the specialized vocabulary

used in such areas as science or math. NOTE: The Vocabulary section is a part of the Reading total and cannot be read aloud under any circumstances.

Reading

The Level 8 Reading test presents students with a variety of reading tasks. The first part of the test presents pictures that tell a story. Students must complete sentences about the pictures by choosing a word to fill in a blank. The second part involves reading sentences. Students select a word that best completes each of several sentences. The remainder of the test consists of written stories followed by multiple-choice questions. The questions associated with both the picture stories and written stories often require more than literal comprehension. A number of the questions ask the students to make inferences or to generalize about what they have read.

Language

The Level 8 Language test is intended to assess students' abilities to use some of the conventions of standard written English. The four test parts deal with spelling, capitalization, punctuation, and skill in usage and expression in writing. In all cases, both the question and the set of response choices are read orally by the teacher.

The Level 8 Spelling test provides two functions. It furnishes a separate score for spelling, and it contributes to the score for Language. Errors in tested words are based on common substitutions and omissions.

Math Concepts

All questions on the Level 8 Math Concepts test are orally administered. The response options for each question are either pictures, numbers, or words. Students are required to demonstrate their understanding of, and ability to apply, a variety of concepts in these areas: number properties and operations, geometry, measurement, and number sentences.

Math Problems

The Level 8 Math Problems test is administered orally. For some questions, brief word problems are presented, students solve the problems, and then they record their answers according to the choices provided. One choice in each set is "N," meaning that the problem solution is not given among the choices presented. For some other questions, students select a number sentence that could be used to solve the problem. Finally, some questions involve the interpretation of data presented in graphs or tables: students locate data, compare amounts, or develop generalizations.

PART 2 Preparations for Testing

The administration of tests is an important professional responsibility. It requires the same seriousness of purpose and quality of preparation as any other important instructional activity. The potential usefulness of the tests as aids in individualizing instruction depends on the accuracy of the scores, which in turn depends on the preparation of the test administrator, the rapport between test administrator and students, and the students' motivation and attitude toward the tests.

The Need for Standard Procedures

If uniformity in test administration procedures is not maintained, the meaning of the test results, even for classes within the same school, may differ markedly. If the directions given to students vary from one place to another, some students may receive too little assistance from the test administrator and some may receive too much. The net effect would be to make score comparisons among students inappropriate and misleading.

Using a detailed set of directions not only ensures that the efforts of students and teachers will yield meaningful information, but it also eases the task of administering the tests. The directions specify what to say and when to say it, what to do and when to do it. *Please follow these directions exactly.*

General test directions for the tests may be repeated as often as necessary to ensure that the students understand the nature of the tasks and what is expected of them. However, the specific directions for the individual items may not be repeated.

During testing, you will need to watch to see that students are seriously considering questions before responding, that students are working independently, and that everyone is working on the proper page. If proctors are used, they should be instructed to watch for irregularities and to bring them to your attention. You should make notes about any student's unusual or inappropriate behavior during testing. Written notes about such behavior can be invaluable later in interpreting test scores that appear to be inconsistent with typical classroom performance.

Accommodations for Testing

Special Education (IEP) Accommodations

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 Programs (IEPs) 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 Limited English Proficient (LEP) as indicated in their Language Assessment Plans.

General directions may be repeated as many times as is necessary to inform students as to the proper **procedures** to follow when responding to directions.

On the other hand, specific item directions (i.e., item stems) cannot as a general rule be repeated as an accommodation. During the administration of the test sessions at grades 1 and 2 that are read aloud, Test Administrators may NOT repeat the questions for any reason. Test Administrators, particularly those administering to small groups, should be aware that the script must be followed verbatim and read only once. However, there may be exceptions to this general rule. If a student's IEP specifically calls for such an accommodation—that is, repeated questions—and if, in the opinion of the test administrator, such an accommodation is necessary in order for the student to participate in the testing event, then the accommodation should be made, to the extent that the anticipated effect is to reduce the impact of the student's disability on the assessment process. That is, the student's responses are like those we would expect the student to make if that student had no disability. This is a judgment call that is best made at the local level.

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.

Instructions on how to code the use of accommodations appears in Part 4 of this manual. 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 or a consumable test booklet** 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 or consumable test booklet 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 the student's answer document or consumable test booklet** This means that the teacher writes the student's verbal responses into his/her answer document or consumable test booklet. 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**

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

9	**NB**	**noise buffer**
10	**IS**	**individualized scheduling**
11	**ET**	**extended time** **Important:** *All testing scheduled for a given day must be completed by the conclusion of that school day.*
12	**LPT***	**Large Print test booklet** There are no Large Print answer documents or consumable test booklets. The student shall write all answers in a test booklet. No scratch paper is permitted. The teacher will transcribe the student's answers into a standard answer document (or consumable test booklet for grade 2).
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**

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

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" must be obtained from the ADE. Contact the ADE Office of Student Assessment at 501-682-4558.

LEP Accommodations

Accommodations are available for LEP students with an individual LPAC Plan. The accommodations must be used regularly in the classroom. **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.**

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.

Accommodations that are currently NOT available include the following:

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

Special Coding

It is the School Test Coordinator's responsibility to complete the "Teacher Use Only" box on the back cover of the consumable test booklet **after** all testing is completed, or assign a Test Administrator to do so. Procedures for doing this coding appear in Part 4 of this manual. Coding should be done by school personnel rather than by students. 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. It should be done after all tests have been administered so that incomplete student erasures and stray marks in these areas can be detected and so that the most accurate information can be coded.

Test Administrators

The tests and directions were designed for relatively easy administration by classroom teachers. All personnel who administer the *Iowa Tests of Basic Skills* and/or who act in a supervisory capacity during testing must be **currently** licensed by the Arkansas Department of Education as a teacher or administrator. The district must develop and conduct a training session for Test Administrators prior to the test administration. This training is required by regulation.

Physical Arrangements

If there is a choice of rooms in which to give the tests, choose a room with good lighting, enough space to prevent crowding, and adequate writing surfaces. Students must be able to handle an open $8\frac{1}{2}$-by-11-inch test booklet. Desks or tables should be used in preference to tablet-style armchairs, and work surfaces should be cleared of extraneous materials. During testing, students should be separated from each other by a reasonable distance to encourage independent work and to prevent collaboration. A seating arrangement that discourages copying and talking is more effective than a warning against such behavior.

The environmental conditions in the room can contribute either to successful testing or to scores that underestimate student achievement. Problems associated with heating, ventilation, lighting, and noise can distract students and cause some to have lapses in concentration. Likewise, visual distractions outside the classroom windows may interfere with students' test taking. The goal should be to establish a room environment that permits students to demonstrate their actual achievement levels without creating an atmosphere that is so unusual that *it* becomes a distraction.

Bulletin board displays, charts or diagrams, or other such educational aids that would give undue assistance during testing should be covered or removed temporarily.

Finally, some advance thought to seating patterns (who will sit near whom) may prevent behavioral problems that could be disruptive during testing. In view of the effort put forth by the students and teacher, it would be most unfortunate if the scores of all students in a class had to be discounted because of the persistent disruptions of one or two students.

General Directions

Prohibited Calculators and Electronic Devices. There are two tests, Math Concepts and Math Problems, in which mathematics will be tested. Calculators may **NOT** be used on either test. 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).

Materials. After distributing booklets, always ask students to check their name on the student label on the booklet they receive to be sure they have their own booklet. Students will need one No. 2 pencil with an eraser and soft, black lead for marking in their machine-scorable booklets. Hard-lead pencils (e.g., No. 2.5), colored pencils, crayons, and ink cannot be read by the electronic scoring equipment. Do not use mechanical or golf pencils.

Distributing and Collecting Materials. The tests will be administered in the order listed on page 1: Vocabulary, Reading, Language, Math Concepts, and Math Problems. The following procedures will help ensure that each student will receive the same test booklet each time materials are redistributed.

1. Direct students to keep the same seats throughout all testing periods.
2. Distribute the test booklets in the same prearranged order each time.
3. Collect the booklets in the exact *reverse* of this order each time.

The test questions should be read at a rate at which the students are accustomed to listening. Rapid reading may hamper enunciation and slow reading may unduly lengthen the testing sessions.

Guessing. No satisfactory method has been devised to "correct for guessing." To the extent that students guess blindly or mark responses randomly, their achievement skills are not being measured. Hence it is best to do everything you can to discourage random guessing. Students who work at very slow rates should not be directed to "just mark something." Educated guesses are based on some relevant information, but random guesses are no indication of competence. The former should be permitted, but the latter should not.

Practice. Each test in the battery begins with a sample question to give students some practice with the task at hand. These sample items represent the only kind of "practice" students in the norm group received. Extensive experience with primary-grade testing indicates that no further practice is needed for most students to understand what to do.

Teacher Location. Since most tests in the battery are administered orally by the teacher, it is important for the teacher to find a central place to stand so that students can hear well. A voice that cannot be heard well may cause some students to misunderstand the test tasks. If the teacher moves about the room during testing, voice volume and clarity may vary dramatically for some students. A central location facing all students should optimize listening conditions and allow the teacher to decide when students are ready to begin the next question.

Marking Information on the Test Booklets

Student Labels. Two sets of 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. One set of student labels is provided for use on the Grade 2 consumable test booklets so that student information requested on the student demographic page will not need to be entered and coded for students for whom labels have been provided. The other set of labels is provided to track each student's scratch paper.

The student labels will contain district and school information, the student's name, State Reporting Identification Number, birth date, gender, ethnicity, and grade. The label also includes additional student information in the barcode (SS ID, Monitored Former LEP status, ESI Code, Limited English Proficient, Free and/or Reduced Lunch status, and Gifted and Talented status); therefore, the Preliminary Demographic Verification Roster must be used to check the student information prior to testing.

Student 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 1–7 on the consumable test booklet for that student. (Since there are two labels provided for each student, if one of the student labels is damaged, it is more important to use the undamaged label on the consumable test booklet rather than on the student's scratch paper.)

Schools may provide each student with one (1) piece of scratch paper for use during the Math Problems test session. Place the second student label in the top right-hand corner on the scratch paper prior to testing. If a student does not have a label, the student's State Reporting Identification Number, name, and school must be written on the scratch paper. Even if a student does not use scratch paper, but has access to it, the paper still must be returned to Questar at the conclusion of testing.

It is extremely important that labels be affixed correctly to the test booklets so that the scanning equipment can properly read the barcode. Student labels must be carefully and precisely affixed within the dotted lines in the middle of the back cover of the consumable test booklet (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 consumable test booklet). Do **not** apply the student label to box 1. Student information cannot be captured if the label is not applied in the correct space. For students not tested, the student label should be aligned in the box on the Student Not Tested Form.

Information requested in box 1 (District/School/Class Information) **must** be entered by the Test Administrator prior to distributing consumable test booklets 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.

Incorrect Student 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 completed. If any other information is incorrect, the student label **must** still be used. Student label information 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 for Grade 1, 2, or 9, boxes 1–7 on the back of the consumable test booklet must be completed by the Test Administrator.

Student Not Tested Form. A Student Not Tested Form for Grades 1, 2, and 9 is provided to districts and schools for students who received student labels but will not be testing. If assigned to do so, place the student label on the Student Not Tested Form and fill in the

appropriate bubble above the label to indicate why the student did not test. Student Not Tested Forms should **not** be copied. If additional forms are needed, the District Test Coordinator should order them by contacting Questar.

Completing Student Demographic Information. Complete boxes 1–7 on the back of the consumable test booklet when there is no student label provided. If a student is not listed on the Preliminary Demographic Verification Roster, check to see if the student's information is in APSCN/Triand and 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 that the student information on the back of the consumable test booklet 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 be shredded or otherwise disposed of in a secure manner.

Information entered in the Student Name, State ID Number, SS ID, Gender, Ethnic Background, and Birth Date sections on the grade 2 consumable test booklet will **NOT** be picked up by the scanner if the student label is affixed. All the information must be entered and coded for students for whom labels were not provided.

It is extremely important that the labels be affixed correctly so that the scanning equipment can read the barcode. Labels must be carefully and precisely affixed within the space provided. If students apply the labels to the consumable test booklets, you must ensure that they do so correctly.

Information requested in box 1 on the grade 2 consumable test booklet **MUST** be entered by Test Administrators before distributing consumable test booklets to students, regardless of whether or not a label is used. After all testing is complete, the "Teacher Use Only" box on the grade 2 consumable test booklets must be completed by the School Test Coordinator or the person designated to do so. If a student label is not included, the "Teacher Use Only" box must be coded with the following information as it applies to each student:

- Monitored Former LEP
- ESI Codes
- Free and/or Reduced Lunch
- Gifted and Talented
- Limited English Proficient (LEP)

Please note that Special Education Accommodations, Migrant Student, Highly Mobile, LEP student less than one year in the U.S., LEP Accommodations, and Student NOT Tested (on the inside back cover of the consumable test booklet) will need to be completed as appropriate after testing is complete. This information is not included in the student label barcode.

If no student label barcode is available for the student, please code the student information manually.

Begin by locating **box 1, "District/School/Class Information."** In box 1, there are three spaces for your district, school, and classroom/group names. Print this information in the proper spaces.

Now go down to **box 2, "Student Name."** Print the student's name in the boxes—last name, first name, and middle initial. Print one letter in each box and fill in the corresponding circles in each column. If the student's name is longer than the spaces provided, print as many letters as you can. If the student's name is shorter, leave all unused boxes and circles blank.

Now find **box 3, "State ID Number."** In the boxes, write the ten digits of the student's State Reporting Identification Number. Print one digit in each box, then 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."** In the boxes, write the nine digits of the student's Social Security Number or federally-assigned ID number. Print one digit in each box, then darken the circle for each digit. Please note that a Social Security Number or an assigned identification number is required for each student. The Arkansas Department of Education will provide districts with a range of identification numbers to use if parents object to providing their child's Social Security Number or if none is available (see Director's Regulatory Memo #ACC-01-028). Please contact Susan Gray at the Arkansas Department of Education Office of Student Assessment at 501-682-4559 for additional information.

Now go to **box 5, "Gender"** and fill in the appropriate circle for the student's gender, either female or male.

Now find **box 6, "Ethnic Background"** and fill in the circle beside the best description of the student's ethnic background (fill in all that apply): Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Black, or White. If there are questions concerning the appropriate response for box 6, please 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) 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.

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

Preparing Students for Testing

Making Testing Meaningful. One way to help ensure that students' test scores represent their true achievement levels is to make sure students are well prepared. They should be told, in general terms, why they are taking the tests, what the tests are like, and, if necessary, why there is no need to be anxious about testing. Most young children have had little or no experience with standardized tests, and therefore, do not have any preconceived notions, either positive or negative, about such tests. There is much teachers can do to make certain

that their students' early experiences with standardized achievement tests will result in positive attitudes toward testing and good feelings about themselves as test takers.

Students who have been told why they are being tested are likely to concentrate and try harder than those who have no idea how their scores will be used. Students should be told, for example, that the teacher will use the results to understand each student's progress. Students should be told that the teacher will use the scores to decide where each student might need more help or where he or she has made particularly good progress. Students should be told that the results can help their parents understand how their schoolwork is going. Students also should be told that the results will be helpful to the principal, counselors, and other school workers who need information about how children are doing in school. Of course, how much students should be told and how the ideas should be presented depend to a great extent on their maturity level.

Addressing Test-taking Skills. Some students taking Level 8 may not have taken tests of this type before, and therefore, will no doubt benefit from some discussion about test-taking procedures. For example, students need to know such things as how to mark answers and how to move in the booklet from one question to the next. Students need to know that they will be expected to work independently: not look at the booklets of others, not show their own booklets to others, not give their responses aloud, and not ask the teacher for the answer. All of these ideas should be talked about in a group discussion and then reinforced during the practice session.

Students should be encouraged to persevere and not to give up too quickly, even if they encounter test questions that are too difficult for them. Students should be told in advance that they are not expected to know the answers to all the questions and that it is acceptable to make no mark for a question. Though random marking of answers should not be allowed, students should be encouraged to make "thoughtful guesses" to individual questions. If these ideas about difficulty and guessing are discussed briefly before testing actually begins, few students, if any, will become anxious during testing simply because they don't know which answer to choose.

Informing Parents. Despite the care taken at school to create a positive atmosphere for testing and to ease students' anxieties or concerns, pressure from parents or siblings and friends sometimes may foster feelings of uneasiness or self-doubt in some students. Much of this can be prevented if parents have been informed about the purposes of testing, the nature of the tests, and the type of support they can provide.

Motivating Students. Young children are curious by nature. They want to learn and they are proud to demonstrate what they have learned. Thus, special motivational techniques to encourage students to do their best on the tests generally are not needed. Most students will be self-motivated to do their best on the tests, as they are for most other instructional activities. In fact, placing too much emphasis on the importance of the tests in an attempt to motivate students is likely to yield unintended and unwanted responses—high anxiety, fear of making mistakes, or resistance to test taking.

Informing Parents about Testing

Communication between school and home before testing begins can help make testing run smoothly and can help make it possible for students to do their best on the tests. The primary purposes of informing parents about the testing schedule are to solicit their support in reducing absences and tardiness, to discourage them from scheduling competing activities that may be unusually demanding of students' energy, and to encourage them to maintain a typical or routine lifestyle at home during the testing period.

Parents are usually notified about testing through newspaper articles, newsletters, or special fliers prepared by the principal or teacher. Sometimes students prepare letters for this purpose as an instructional activity. Though announcements need to contain factual information about the testing program, they might also contain advice about how parents can help students prepare.

The advice given to parents should highlight the importance of keeping a routine rather than following a special schedule or introducing a set of extraordinary activities. For example, the advice to "get plenty of sleep" really should emphasize maintaining the normal bedtime hours rather than having children go to bed much earlier than usual. The advice "to have a big breakfast" may be inappropriate for a child who is used to only a glass of juice and piece of toast. In sum, keeping a normal, routine schedule at home is ideal.

Parents also need some basic information about how the test results are used. They need to know that the school will not make important decisions about their child *only* on the basis of a single standardized achievement test score. Some parents may have misconceptions about the role these scores actually have in curricular tracking and in special programming in later years. Common misconceptions or misunderstandings should be addressed openly and thoroughly. Parents also need to know that the test content is sensitive to instruction and that low scores obtained on one occasion, for example, are not necessarily a sign that low achievement and low scores should be expected in the years to come. Some of these ideas can and should be reiterated during conferences when test results are reported to the parents.

Introducing Practice Materials

The Need for Practice. Each test in the Level 8 *ITBS* battery begins with a sample question to give students some practice with the content and format of the test. Additional sample items are provided throughout some tests when the nature of the task changes. Extensive experience with primary-grade testing indicates that no further practice is needed for most students to understand what to do. Furthermore, the sample items represent the only kind of "practice" that students in the norm group received.

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 manuals for the current administration. 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 and Test Administration Manuals for grades 1–2 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 manuals for the current administration. These instructions include reading directions verbatim to students during testing.

6. Test booklets with multiple forms 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, School 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 scorable 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.

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 manuals for the current administration. Failure on the part of the Test Administrator to verify that each calculator meets the requirements will constitute a breach of security. Calculator use is not permitted at grades 1–2.

19. It is the responsibility of the Test Administrator to ensure that the memory of each calculator is cleared both at the beginning and end of testing each 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, Test Administration Manuals for grades 1–2, used and unused, used answer documents, scratch paper, and Mathematics Reference Sheets 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, used answer documents, or used Student Not Tested Forms not returned by the district on the dates required shall be reported to the ADE Office of Student Assessment.

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 ADE Office of Student Assessment. All security violations shall be investigated by the state.

Test Security Procedures

Shrink-wrapped secure materials may leave the district's secure location no more than five (5) school days before the first testing session. However, it is strongly recommended that materials not leave the district's secure location more than three (3) school days before the first testing session, unless the size of the district absolutely necessitates more time for distribution. The Test Administration Manuals for grades 1–2, **all** test booklets, and **all** Mathematics Reference Sheets are secure materials.

Security ID numbers have been assigned to and printed on the Test Administration Manuals for grades 1–2, all test booklets, and all Mathematics Reference Sheets. These materials are shrink-wrapped with a label that indicates the security ID numbers of the documents enclosed and the quantity included in the package. **Due to security reasons, the shrink-wrapped packages of Test Administration Manuals for grades 1–2, all test booklets, and all Mathematics Reference Sheets may be opened no earlier than one (1) school day before the first day of testing for organizational purposes only.** No one may look inside test booklets for any reason. No Test Administration Manuals for grades 1–2, test booklets, or Mathematics Reference Sheets should be distributed to Test Administrators until the first day of testing.

During each testing session, students must use the same test booklet and answer document, or consumable test booklet, given to them at the beginning of testing. During mathematics testing sessions, students in grades 3–8 must use the same Mathematics Reference Sheet given to them on the first day of mathematics testing. In the answer documents, students will mark/write their responses. (Students in grades 1–2 will mark their answers in the consumable test booklets.) The test booklet and answer document for each student must be kept together throughout **all** sessions for all tests. Therefore, it is strongly advised that students be tested in the same group each day.

No part of any examination may be downloaded into any assistive device.

Checklist of Testing Preparations and Procedures

A. Before Testing

_____ 1. Talk with students about the purposes of the tests, the procedures you will be using, and the ways in which the results will be shared with them. See the section "Preparing Students for Testing."

_____ 2. Attend local test administration training, including discussion of the test schedule and procedures, how to appropriately provide accommodations, and how to obtain answers to questions. Review Test Security Guidelines on pages 13–15.

_____ 3. Receive testing materials, including student labels, from the School Test Coordinator and sign the Test Booklet Security Form and the Test Administration Manual Security Form.

_____ 4. Check on the availability of the following materials:

- _____ a. There should be one test booklet per student.
- _____ b. There should be one copy of this *Test Administration Manual* for each Test Administrator or licensed proctor.
- _____ c. Each student will need a No. 2 pencil with an eraser. A supply of extra No. 2 pencils should be on hand.
- _____ d. Ensure that you have enough scratch paper, one (1) piece per student for the Math Problems test, with the second student label affixed in the upper right-hand corner.

_____ 5. Apply student barcode labels or complete the demographic information on the back of students' test booklets as necessary, according to the directions.

_____ 6. Make the necessary physical arrangements in the room. Arrange seating, cover or remove visual aids, and make whatever adjustments are needed for lighting, heating, ventilation, and control of visual or noise distractions.

_____ 7. Post a "TESTING: PLEASE DO NOT DISTURB" sign on the classroom door.

_____ 8. Review the appropriate Test Administration Script (Part 3 of this manual) before beginning each testing session.

B. During Testing

_____ 1. Follow the directions exactly as they appear in this *Test Administration Manual*.

_____ 2. Monitor students during the tests to make sure that they are working on the correct test pages and that they are making responses in the proper place and manner.

_____ 3. Administer make-up session(s) for students who were absent if assigned to do so.

C. After Testing

_____ 1. Verify that the number of test booklets being returned is equal to the enrollment count for each classroom by using the Test Booklet Security Form. Each Test Administrator must initial in the "Out" column under "Test Booklet Receipt and Return" when the booklets are distributed, and the School Test Coordinator must initial in the "In" column when they are returned and counted each day after testing.

_____ 2. Verify that all tests have been taken by each student.

_____ 3. Return all test booklets and other testing materials, such as scratch paper and this *Test Administration Manual*, to your School Test Coordinator. Each Test Administrator must initial in the "Out" column under "Test Administration Manual Receipt and Return" when the manuals are distributed, and the School Test Coordinator must initial in the "In" column when they are returned and counted each day after testing.

_____ 4. Complete Affidavit 3—Test Administrator Security Form, as required.

PART 3

Directions for Administering the Tests

Please refer to the hard copy version of the Test Administration Manual for Grade 2 for Part 3: Directions for Administering the Tests (pages 17–39).

PART 4 Preparing Materials for Scoring

Before the School Test Coordinator returns the test materials to the District Test Coordinator, materials must be prepared as follows. (See page 46 for further details.)

Collect Test Materials from Students after Test Administration

All test booklets and scratch paper (used and unused) must be collected from students immediately after the conclusion of test administration. Test materials must be kept secure at all times except during formal testing sessions as per the Arkansas Department of Education Test Security Guidelines. Any test booklets or *Test Administration Manuals* not accounted for by the district will be reported to the Arkansas Department of Education.

Check Test Booklets after Testing

The best way to ensure accurate and timely reports is for the School Test Coordinator to carefully prepare the test booklets for scoring. Immediately after the testing session, the School Test Coordinator will collect the test materials from the students and check the physical condition of the materials, including dark, clear marking of any hand-filled information. Then the test booklets will be checked for accurate student identification information.

Review Physical Condition of the Test Booklets

Some conditions interfere with the electronic scoring process and/or can cause delays. Please check all the test booklets for the following:

- Erase any stray marks.
- Darken black any light response marks and make sure the circles are filled completely.
- Complete any erasures where the student changed answers.

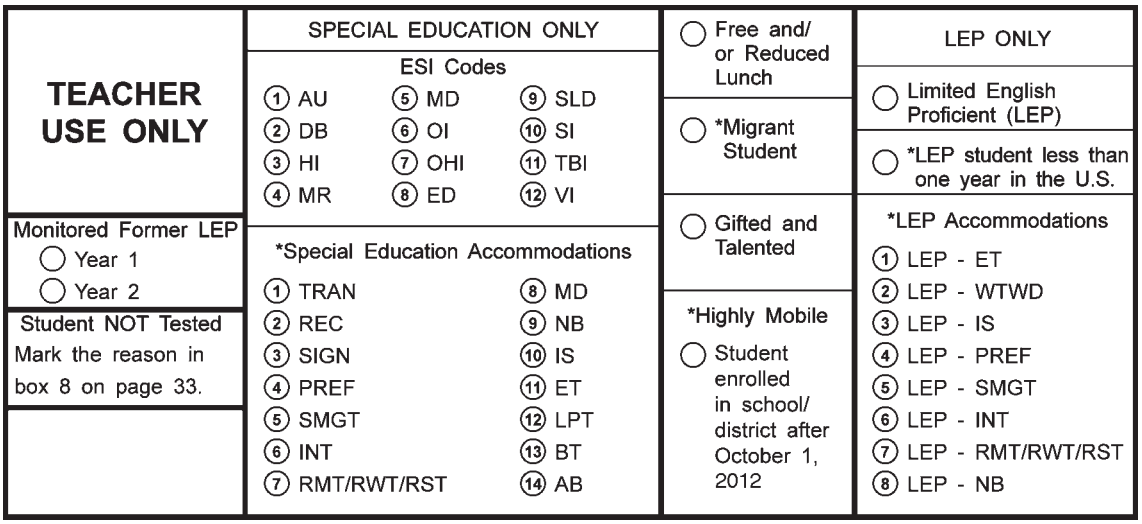
Check the student identification information on all test booklets. Review the data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

Complete the "Teacher Use Only" Box after Test Administration

Fill in the "Teacher Use Only" box on the back cover of the test booklet **after** all testing is completed. 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. Verify that students did not mark any circles in the "Teacher Use Only" box.

In the "Teacher Use Only" box, Special Education Accommodations, Migrant Student, Highly Mobile, LEP student less than one year in the U.S., LEP Accommodations, and Student NOT Tested should be filled in for students after test administration, as needed. The additional sections listed (Monitored Former LEP, ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP)) only need to be filled in if a student label is not available.

Important: A student label **must** be used on a student consumable test booklet 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 consumable test booklet must be bubbled. Information provided by the ADE from APSCN/Triand will override anything coded for the following sections of the "Teacher Use Only" box: Monitored Former LEP, ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP). If information for a student is incorrect, it must be updated in APSCN/Triand prior to testing.



Coding for Monitored Former LEP. A student's Monitored Former LEP status does not need to be coded on the consumable test booklet 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.

Coding for ESI (Exceptional Student Identification). A student's ESI code does not need to be coded on the consumable test booklet if a student label is used. If a student label is not used, and the student participated in the testing and is part of a specific educational program, fill in the appropriate circle in the section labeled "ESI Codes." 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

Coding for 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.

1	TRAN	a teacher transfers answers from the student's test booklet to an answer document or a consumable test booklet
2	REC	a teacher records the student's verbal responses and places them into the student's answer document or consumable test booklet
3	SIGN	directions signed for a student with a hearing impairment
4	PREF	preferential seating (study carrel)
5	SMGT	small group testing
6	INT	individual testing
7	RMT/RWT/RST	reading of the math/writing/science test **Important:** *No portion of the reading test may be read to any student!*
8	MD	magnifying devices
9	NB	noise buffer
10	IS	individualized scheduling
11	ET	extended time
12	LPT	Large Print test booklet
13	BT	Braille test booklet
14	AB	abacus

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.

Coding for Free and/or Reduced Lunch. A student's eligibility for Free and/or Reduced Lunch does not need to be coded on the consumable test booklet 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.)

Coding for Migrant Student. 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.

Coding for Gifted and Talented. A student's status as Gifted and Talented does not need to be coded on the consumable test booklet 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.

Coding for Highly Mobile. 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, 2012.

Coding for Limited English Proficient (LEP). A student's status as Limited English Proficient does not need to be coded on the consumable test booklet if a student label is used. If a student label is not being used and the student is designated as Limited English Proficient, fill in the circle labeled "Limited English Proficient (LEP)." If an LEP student is also participating in a special education program, fill in the appropriate circle (1–12) in the ESI Codes section and the LEP circle.

Coding for 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.

Coding for 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 **Important:** *No portion of the reading test may be read to any student!*
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 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.

Coding for Student NOT Tested. A consumable test booklet or Student Not Tested Form **must** be submitted for any student who was scheduled to take the *Iowa Tests of Basic Skills* and/or received a label but **took NO portion of the test**. All student labels sent to schools must be used on consumable test booklets 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 a consumable test booklet 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 the inside back cover of the student's consumable test booklet. All student labels sent to schools must be used on consumable test booklets or Student Not Tested Forms. If the reason the student did not test is not listed, or if the student refuses to take all portions of the test, the District Test Coordinator must contact the ADE Office of Student Assessment at 501-682-4558 for further instructions.

All of the information (as appropriate for the student) requested on the back cover of the consumable test booklet must be completed.

Important: Fill in circle 15, SRT (Student REFUSED to Test) in the "Student NOT Tested" section 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 Office of Student Assessment.)

Stack and Count All the Scorable Materials for Your Classroom

Stack and count the used test booklets. Alphabetizing is not necessary, but it may facilitate the identification of lost or misplaced test booklets.

Return Test Materials to the School Test Coordinator

Return your stack of test materials, **including this *Test Administration Manual***, to your School Test Coordinator. All test materials, both used and unused, must be returned promptly after testing is completed. Prepare the materials as follows:

A. Test Booklets (**Used**)

1. Separate **used** test booklets from **unused** test booklets.

2. Label the stack of used test booklets with the word "USED," the number of **used** test booklets, the range of security ID numbers in each stack, and your school name.

B. Test Booklets (**Unused/No Student Label Affixed**)

1. Label the stack of **unused** test booklets with the word "UNUSED," the number of **unused** test booklets, the range of security ID numbers in each stack, and your school name.

C. *Test Administration Manuals*

1. Organize all manuals in security ID number order with the lowest number on top and the highest number on the bottom.

2. Label the stack of manuals with the school name, the number of manuals, and the range of security ID numbers in the stack.

D. Scratch Paper (Used and Unused)

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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